Joint Teacher Education Senate Meeting  
3:30-5:00 pm, Thursday, October 14, 2021  
Maucker Union, Elm Room and Zoom

**JOINT TPP FACULTY SENATE MEMBERS**

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<tr>
<th>Present</th>
<th>Senator / Representative</th>
<th>Position</th>
<th>Proxy Name?</th>
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<td>Y</td>
<td>Anderson Jennifer</td>
<td>Senator, Business Ed</td>
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<td>E</td>
<td>Barness, Allison</td>
<td>Senator, Clinical Experience</td>
<td>Erika Bass</td>
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<td>N</td>
<td>Benson, Sheila</td>
<td>Senator, Languages &amp; Literature</td>
<td>Erika Bass</td>
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<td>Burt, Tam</td>
<td>Senator, Kinesiology</td>
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<td>N</td>
<td>Conner, Kimberly</td>
<td>Senator, Mathematics</td>
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<td>Y</td>
<td>Doyle, Mary</td>
<td>Senator, Dept. of Teaching</td>
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<td>Hoffman, Sheryl</td>
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<td>Droe, Kevin</td>
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<td>Ellison, Scott</td>
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<td>Fones, Aliza</td>
<td>Senator, Languages &amp; Literature</td>
<td>Carmen Durham</td>
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<td>Gabriele, Tony</td>
<td>Senator, EPFLS (Prof Sequence)</td>
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<td>Goss, Samantha</td>
<td>Senator, Art</td>
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<td>Gray, Kyle</td>
<td>Senator, Earth &amp; Environmental Sciences, Science Education</td>
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<td>Henriksen, Holly</td>
<td>Student, History, Soc &amp; Behav Sci</td>
<td>Amy Staples</td>
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<td>Hernández-Saca, David</td>
<td>Senator, Special Education</td>
<td>Amy Staples</td>
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<td>Hurley, Kim</td>
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<td>Miller, Wendy</td>
<td>Senator, Art Ed</td>
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<td>Presson, Belle</td>
<td>Student Representative</td>
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<td>Riedle, Lisa (non-voting)</td>
<td>Guest Technology &amp; Engineering</td>
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I. Welcome

Chair Miller began the meeting at 3:30 pm, noting that we would begin with a brief discussion of the future of the Instructional Resources and Technology Services (IRTS) Lab, which is currently located in SEC 150. IRTS is being re-envisioned under the leadership of Dr. Eric Jennings, Associate University Librarian, and Dr. Robin Dada, head of the Department of Curriculum and Instruction.

II. September 2021 Elementary and Secondary Teacher Education Senate meetings
Minutes from the September 2021 meetings were approved and will be posted on the Senate/faculty governance website for ongoing access.

New Business
III. Instructional Resources & Technology Services (IRTS) focus group about IRTS support to secondary programs. (Robin Dada and Eric Jennings)

Speaking about the plan to re-envision the IRTS Lab, Eric Jennings explained his efforts to obtain faculty input in his effort to provide deans of Rod Library and the COE a vision for the future direction of IRTs. Eric noted the goal is for IRTS to continue to provide valuable resources for faculty, staff, and students. He explained that - even though it is located in Schindler - IRTS falls under Rod Library and his leadership, with day-to-day operations managed by Maxine Davis.

In keeping with this effort to gather information, Eric expressed appreciation for the many suggestions that were shared regarding resources, organizational structure, the utilization of space, and future vision.

As planning efforts continue all are welcome to reach out with additional ideas and suggestions. Eric’s email address is eric.jennings@uni.edu

IV. Current substitute license requirements

As a follow-up to the document that was circulated to Ed prep faculty, Benjamin discussed changes to rules pertaining to substitute teaching. He clarified this is an authorization as opposed to a license, and noted that it is now easier for our students to substitute teach. Also, the authorization allows them to teach for ten consecutive days, whereas the former authorization allowed only five consecutive days. Because our students are in teacher education, our program can write a letter that documents the completion of specific coursework. This allows them to forgo the AEA training, which costs $100. To qualify for substitute teaching, students have to be 21 or older. Benjamin noted that CATS is encouraging the DOE to allow students under age 21 to substitute teach where appropriate. Benjamin noted the complexity of the situation in which school districts want to see changes in terms of allowing students to substitute and complete their student teaching at the same time. There is a loud voice from school districts because of the current teacher shortage. He concluded that overall the new system is an easier, faster, better way to get substitute authorization than the way things were set up previously.

V. Benjamin Forsyth’s (Director of EPP) initial data report

Chair Miller invited Benjamin to share some key findings from some initial data reports.

Benjamin presented a data report and agreed to create a digestible handout to accompany these minutes. Some key findings are listed below:

- Enrollment – We have 2400 teacher education undergraduates currently. For the last two-and-a-half years, enrollment has been underreported by 200-350, which has made it look like we had a drop-off. This is not the case and the reporting/procedural issue has been detected and resolved. We have actually lost about 10%, which is less than the overall average percentage lost across all
teacher preparation programs in the state. We still need to be thinking about this decline.

- **Total credits to graduate** – The narrative on campus has been that we are way over 120 credits. However, the fact is about 70% of our students are in programs that are less than 120 credits. In comparison to other majors, it does not look super lean.

In looking at four key areas: Content, methods, field experience, and professional core course work, the data revealed that some majors have tons of methods coursework while others currently don’t have any.

A point that emerges is there is a lot of diversity in terms of how different programs set up categories of what is required to become a teacher. Our programs do not look as alike as we might think.

Minors: 40% of our students are taking a minor, with 8% of elementary ed students taking two or more minors.

The three largest minors, which are strongly skewed toward the elementary level, are:

1. Literacy education (that’s larger than almost every other major teacher education program)
2. Instructional Strategies - Special Education
3. Mathematics

- **Time to Graduate** - Our teacher education students who started as freshmen at UNI, graduate .6 semesters slower than the rest of the majors across campus. That works out to about eight additional credits. The situation is worse with transfer students. Transfer students graduate about .8 semesters slower than other transfer students in non-teacher education minors.

The data shows that students are surprisingly good at incorporating their minors - They are not actually taking that much longer to complete their degrees when they have a minor.

Looking at the number of credits overall, our graduating students complete with between 14 and 20 credits extra.

Benjamin noted that the data is available and he wants it to be shared. (The spreadsheet can be found using this [link](#).)

Scott expressed appreciation and asked for summary points and a chart so the data can be shared with his constituents.
Kyle R. expressed appreciation for Benjamin’s expertise in analyzing and presenting the data. He mentioned his own caution in interpreting the data, noting the possibility of students taking a minor or second minor based on the way college course offerings are structured. He noted financial aid involves a 12-credit hour requirement and also that students can take additional credit hours above and beyond that without paying additional tuition.

Benjamin reiterated that students are taking more courses overall, noting the need for many students to take 16, 17, 18 credits during some semesters to offset the semester when they student teach and can take a maximum of 12 credit hours. He added that education students have a GPA at about 2.3 points higher than many other majors, saying we have studious, diligent, amazing students who we are overclocking.

Kyle G. thanked Benjamin for the excellent presentation. He pointed out that a lot of this is coming from the structural fact that - especially the secondary majors - have to complete content coursework as well as all the professional sequences. It is almost like that's a minor on top of all their content stuff and if you are an elementary major you've got all that other stuff as well. He expressed sympathy for post-bacs who come back and need to take two years’ worth of classes due to the sequence. He suggested that, especially in the sciences, what may be inflating our numbers is that other majors don’t have state requirements for a suite of classes to go along with your major.

Benjamin agreed with Kyle’s assessment, stating he really had a second point about post-bacs. He said that a point he has been mulling over is, Why do we take post-bacs when we can give them a Master’s? Benjamin is researching this issue in conversing with administrators across the state.

Tony remarked that the data shared was really helpful. He observed that different things were going on between secondary and elementary in terms of total credit hours. Is this due to elementary ed students taking additional minors? Is this a choice they are making to get additional credentials that make them more employable?

Benjamin suggested that we may be overselling minors for marketability.

Cathy commented that what she hears from the elementary ed majors she teaches is a pretty strong message that if you don’t have at least one minor you’re not going to get a job.

Sheryl acknowledged there has been a strong emphasis on minor and Literacy Education credentials. She noted that the Waterloo Schools were insisting on new hires having a Lit Ed minor and mentioned that Des Moines also places a strong emphasis on minors.

Benjamin suggested thinking of ways to start folding minors into the majors better and to consider additional approaches.
Cathy reminded attendees about Data Day in spring – How can we use these data for our programs and the program at large? She solicited questions and comments regarding the data Benjamin assembled.

VI. Curriculum Process Reminder

Cathy thanked Chad Christopher for agreeing to continue chairing the teacher education curriculum committee. She noted Chad is an amazing expert on the curriculum process and invited anyone with questions to reach out to Chad.

Old Business

VII. Admission to Teacher Education Requirements Update

Chair Miller noted that the changes in admissions are official and asked for comments.

There was a discussion about the need for possible curriculum changes.

People also discussed the importance of identifying and supporting students who might struggle with Praxis II.

Scott noted one of the issues was the potential for 18-year-old freshmen to be doing field experiences, he inquired whether anything formal had been done with regard to pre-requisites or advising procedures.

Benjamin agreed some procedures are needed in light of the admissions process, including how we bring in transfer students. He said we might even get those changes going in this curriculum cycle.

VIII. Teacher Education Content Study Committee Questions

Cathy noted the Content Study Committee mapped some descriptors for professional sequence belief statements and asked for feedback on the challenge that some aspects of the teacher education program are not captured by diversity statements, for instance, preparing teacher candidates to work with the English language learners.

Scott commented that any framework you are using is not going to capture every aspect and intent. He went on to say the document was recently voted on and approved and it seems like a good framework overall.

Benjamin suggested the Content Committee can make a recommendation to add something (e.g., working with English Language Learners)

Cathy agreed, saying she wanted to be sure the senates don’t expect a more granular report. She noted her plan to send an email with the descriptors out to the Senate, with the plan being to seek feedback electronically to inform the work.
The work presented in April was of the professional sequence, but the committee was asked to extend that work at the April meeting. Cathy said Elementary Teacher Education was suggested since it is the largest, and Benjamin responded that rather than looking at a particular major, we could pick a particular wing (like methods classes) to drill down on that.

Scott commented that doability and timeframe are key aspects.

Betsy asked whether Methods courses made sense for the committee to work on, asking aren’t Methods classes the purview of particular programs? She noted that the division knows about their methods classes and that early childhood has their methods down pretty well. She asked what kinds of changes the committee is going to be recommending and who they’re going to be consulting.

Benjamin spoke of overlap and the many different paths, stating that the intent is to create a picture of those paths. He noted there are many licensure requirements and the goal is to look at those curriculum exhibits in an effort to gain insights.

Cathy wrapped up the discussion after receiving agreement on her suggestion for a partial report. She confirmed that the goal of her committee will be to report on a subset, such as Methods, but not report on everything this spring.

IX. Definition of seats on the Teacher Education Senates for the revised EPP Constitution and Bylaws

The discussion of the EPP Constitution and Bylaws included comments by Betsy and Scott expressing surprise and dismay about an error/oversight in which the current version does not reflect the largest program, Elementary Teacher Education, which was noted by Betsy during a recent email exchange.

In considering adjustments to the Senate seats, Kyle suggested focusing on majors and Cathy suggested adding a seat for Elementary Teacher Education and not Literacy Education.

Benjamin noted that Literacy Education, Special Education, and Mathematics are large programs, and suggested they should all have a presence.

Betsy concurred saying Literacy Education is huge and we need their voice.

Sarah V noted that Literacy Education includes a large group of elementary and some secondary. She said it makes sense to have a Literacy Ed representative in the Senate and that we must have an Elementary Ed representative.

Benjamin agreed, stating that there are 278 K-8 Literacy Ed minors. He added that because there are only 5 secondary majors taking the Lit Ed minor, we probably don't need Literacy Ed on both senates.
He noted that Professional Education is not defined by any one department. It is primarily in EPFELS but exists in all of Teacher Education. He said he was leery of having just EPFELS representing the Professional Sequence, but acknowledged that all other departments in the prof. seq. have seats on the senates. Having his seat changed to EPF(LS) would make it easier to represent his constituents.

Speaking of his representation of professional education, Scott stated that he rarely hears back from anyone when he sends out information and suggested maybe there needs to be a way to get feedback from everyone. He noted there are groups with representation on the department level and that he often needs to vote based on his own opinion as opposed to feedback.

Chair Miller offered to collect ideas through a poll or survey. The plan is to discuss and share the information at the next meeting, with the goal of voting early next semester.

**Other**

**IX. College of Education Dean Search**

Chair Miller opened the discussion stating that there had been questions, comments, and concerns about the COE Dean’s Search.

Scott inquired as to how the Search Committee was formed.

Benjamin responded that he was on the selection committee. Faculty representatives were chosen by one group and staff were chosen by another.

He said the intent was to choose faculty not only from COE but from other colleges, and reached out to Catherine Miller and Mary Donnegan Ritter for suggestions. The original goal was to choose five. However, Benjamin asked for six to ensure well-balanced representation from all groups.

Chair Miller mentioned the upcoming Ed Prep faculty meeting on October 29, saying she will ask Provost Herrera if he is willing to have a Q&A about the process. (Provost Herrera agreed to take questions at the EPP Fall Faculty meeting.)

She thanked everyone for their service.

Meeting adjourned at 5:01.