# FACULTY SENATE MEMBERS

<table>
<thead>
<tr>
<th>Present?</th>
<th>Senator / Representative</th>
<th>Position</th>
<th>Proxy Name?</th>
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</thead>
<tbody>
<tr>
<td>Y</td>
<td>Anderson, Jennifer</td>
<td>Senator, Business Ed</td>
<td></td>
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<tr>
<td>N</td>
<td>Benson, Sheila</td>
<td>Senator, Languages &amp; Literature</td>
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<td>?</td>
<td>Burt, Tam</td>
<td>Senator, Kinesiology</td>
<td></td>
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<tr>
<td>Y</td>
<td>Conner, Kimberly</td>
<td>Senator, Mathematics</td>
<td></td>
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<tr>
<td>Y</td>
<td>Doyle, Mary</td>
<td>Senator, Dept. of Teaching</td>
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<tr>
<td>N</td>
<td>Droe, Kevin</td>
<td>Senator, Music</td>
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<tr>
<td>Y</td>
<td>Fones, Aliza</td>
<td>Senator, Languages &amp; Literature</td>
<td></td>
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<tr>
<td>Y</td>
<td>Gabriele, Tony</td>
<td>Senator, EPFLS (Prof Sequence)</td>
<td></td>
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<tr>
<td>Y</td>
<td>Goss, Samantha</td>
<td>Senator, Art</td>
<td></td>
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<tr>
<td>Y</td>
<td>Gray, Kyle</td>
<td>Senator, Earth &amp; Environmental Sciences, Science Education</td>
<td></td>
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<tr>
<td>Y</td>
<td>Henriksen, Holly</td>
<td>Student, History, Soc &amp; Behav Sci</td>
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<td>Y</td>
<td>Hernández-Saca, David</td>
<td>Senator, Special Education</td>
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<tr>
<td>N</td>
<td>Riedle, Lisa (non-voting)</td>
<td>Representative, Technology &amp; Engineering</td>
<td></td>
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<tr>
<td>Y</td>
<td>Rudick, Kyle</td>
<td>Senator, Communication &amp; Media</td>
<td></td>
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<tr>
<td>N</td>
<td>Schafer, Ben</td>
<td>Senator, Computer Science</td>
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<td>N</td>
<td>Tabor, Lisa</td>
<td>Senator, Geography &amp; Social Science Ed</td>
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<tr>
<td>10</td>
<td>Total Voting</td>
<td></td>
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Present

Y  Quorum Met?

Y  Miller, Cathy  Chair, non-voting

Y  Forsyth, Benjamin  TPP Director, non-voting

Y  Bryans-Bongey, Sarah  Senate Secretary, non-voting

I.  Welcome
Chair Miller began the meeting and welcomed attendees at 3:30.

II.  October Joint Senate Meeting Minutes
Minutes from the October 14 Joint Elementary and Secondary Faculty Senate meeting were approved.

Old Business

III.  Representative Areas on Secondary TE Senate for EPP Constitution and Bylaws
Chair Miller reminded the Senate that she needs input in order to get the Educator Preparation Program Constitution and Bylaws documents together and ready for a vote in early 2022. Based on ongoing discussions, she sent a poll to the Elementary Senate regarding representative areas on the Senate, showing the following poll results:
Discussions in both senates suggest a seat will be established for all three of the largest minors (Literacy, SPED, and Math) on the Elementary Senate. The Department of Teaching also has representation. Chair Miller noted that the voting leans toward dedicating a professional sequence seat through an EPFELS representative on both the Elementary and Secondary Senates. She noted that the Instructional Technology area of the professional sequence will still be fully represented through other Senate seats. Tony asked if Option 3 (changing the Professional Sequence Seat to Ed Psych and Foundations) needed a motion. Chair Miller replied that this is not needed as she will incorporate that as well as other changes into the EPP Constitution and Bylaws documents to be voted on next semester.

IV. Should adjunct and part time faculty members who are part of EPP Faculty at large and thus be able to vote?

Chair Miller introduced the question of whether part time adjunct faculty members should be able to vote.

Kyle G. responded with the question as to how many adjuncts we are talking about. He stated his inclination is to mirror what university did, noting if someone is just teaching a class they might not have much vested in it.

Chair Miller said she likes the idea of being inclusive, and Benjamin responded that there are not very many part time adjuncts

Kyle R. suggested that denying adjuncts a vote communicates to them that they do not have a voice. He stated we should let them have a voice, saying it is not a problem for our program
Chair Miller noted that the number is not huge and Kyle R. replied that is why it is important to include them.

Kyle G. agreed saying we don’t need to match what the University Senate does.

V. Bylaws call for two advisory committees, Iowa educators and one with students, which we will restart in 2022. Change to once an academic year, instead of each semester? Who should be on these committees?

There was some discussion of the optimal number of meetings for the two advisory committees (Iowa educators and students) per academic year. Chair Miller suggested one meeting per year for each advisory committee due to the fact that it is strategically easier to manage.

Benjamin agreed that once a year should be sufficient for each of the advisory groups. He also noted that the website listing the membership of those two advisory boards is outdated and that he will update advisory board information moving forward.

Kyle G. suggested alternating the advisory meetings so that the student advisory board meets one semester and the advisory group (consisting of Iowa educators) meets during the alternate semester.

VI. The Bylaws call for a practitioner to sit on each of the Teacher Education Senates. Do we want to continue this?

Chair Miller brought up the situation in which we no longer have a teacher-practitioner on the TE Senates, and asked for feedback on that matter. Various perspectives were shared, with Benjamin stating he is uncertain as to how much the Teacher-practitioner would actively participate through sharing comments and input.

Kyle G. noted that the practitioner often provides insights, but acknowledged that it may present a challenge to come here and the logistics might be an impediment.

Aliza said she and Samantha discussed this in the Zoom chat room. She inquired who might have the mindset to take it on. She wondered whether there could be an incentive. Cathy replied she did not not know of what incentive to offer.

Kimberly suggested one complication was that it might be difficult to pick one person of a subject area.

Kyle R. suggested we explore making a connection with the Advisory Board discussed earlier in the meeting. He suggested that we inquire if there is one among them who is willing and able to respond on Senate topics. They would have more of a connection to UNI even after they graduate.
VII. Is it OK to identify a proxy to vote if a senator is not at a meeting? This is not clearly stated in the bylaws. Could the proxy be other than an alternate?

Senators present seemed in agreement with the idea that a designated proxy (even if not a named alternate) should be allowed to vote on behalf of the Senator they are representing. Chair Miller stated she will adjust the language to be more inclusive, and one of the senators suggested making it a little bit structured through advance communication such as email/notification.

VIII. Begin to use the Field Experience Placement Guide now.

Chair Miller introduced the topic of the Field Experience Placement Guide, which has not been in general use due to inactive links. Its intent is to improve communication and transparency in terms of student field placements and thus help everyone continue to play well together. We could start using it as early as next semester - Spring 2022. She inquired whether it would be confusing to phase it in next semester, focusing on improving communication.

Kyle G. asked what would be easier - to roll it out in spring or wait until fall.

Chair Miller replied that we saturate Cedar Valley with our field placements – and some of this is uneven. It would be good to start learning to play together.

Benjamin stated that it would be useful to run this in spring as it would facilitate the setup of the Anthology system and help his team identify and work out the bugs.

Chair Miller noted that many are doing placements now for the spring. She asked whether there were objections to beginning use of the Field Placement Guide in spring.

Kyle R. asked whether it would be required or strongly encouraged. If we can get it rolled out it would help people get acclimated because in the fall the real deal is going to hit the ground.

Benjamin noted that some programs are figuring it out early while others are waiting. He said his office is okay with the inconsistency.

When asked about numbers, Benjamin stated that Level 1&2 placements are in the mid 200s, whereas student teaching is in the low 200s.

Chair Miller commented that student teachers are dispersed across the state and less concentrated here. It would be good to know how crowded it is in certain regions.
Ben stated that in 3120 we are looking at 100 or so placements every semester.

New Business

IX. Report from October Executive Council meeting.

Danielle Mcgeough presented plans and a call for faculty help to make the Quest Challenge (a DEI study group) work for educators. Chair Miller reported that Kyle R. and Lisa Tabor met with colleagues in athletics – Quest tailored for Educators. Developing this was discussed in the senates last year, but no one volunteered to do this. It is nice that Danielle Mcgeough will work with the Athletics department to make this happen.

X. Online Dyslexia Module challenges

Chair Miller asked how things are going with regard to preparing students using the provided dyslexia module.

The online training module was mentioned as still being an option to use to meet this law. However, there were some concerns expressed including technical, access, and other issues about the online module. The 45-minute webcast-based training is based at the University of Iowa.

One problem has been students not being able to download the certificate documenting completion of the module at the end. Benjamin said that Larry Bice (Iowa Dept. of Ed) said the certificate is one way to demonstrate attainment of the law. Having a statement in the syllabus that this was addressed in class is also OK, without the certificate. Larry Bice suggested that the Jacobson Center might be able to provide support with the goal being to offer an option for completing dyslexia training here.

David offered to bring this issue back to the Special Education Department to see if they might provide some support.

Benjamin pointed to the already packed curriculum and also noted that dyslexia affects a variety of subject areas that include (and extend beyond) reading.

Chair Miller reiterated the suggestion that we seek creative ways to bring dyslexia training to UNI where we would have greater control over both access and quality.

Chair Miller asked Benjamin for his thoughts regarding the necessity of relying on the existing certificate option. Benjamin responded that the much more valuable thing is to discuss dyslexia in class as it relates to the specific content area. There are questions about how we are teaching our students about dyslexia. Benjamin says he will accept and store the certificate-based documentation but the certificate itself is not essential if this is listed in syllabi and discussed in class.
Sharing the student perspective, Holly noted in the chat that offering another way to obtain this training would be valuable.

XI. Preview of upcoming Educator Preparation Programs state approval process

Chair Miller introduced the topic of the EPP approval process saying the State will be coming to campus in Spring of 2024, and that a multi-phased effort leads up to this EPP approval.

Benjamin showed a flow chart and noted the EPP Program Approval Process takes about three years. A self-study will kick off this spring and go for a year and a half coming due at the end of spring 2023. During that self-study phase, we are required to do 3 check-ins with the state. Then the next phase will be the writing of the institutional report on how we are meeting administrative code on teacher preparation. This will be followed by a site visit and follow-up.

Benjamin noted there is a lot of detail to put into the report. This work will be shared among the standing committees. It should inform them about the improvement of the program. He said he had a strong sense that we should be as transparent as possible on what is working and what is not. The Department of Education wants to help faculty work on issues of need.

Given the extremely large size of our program, Benjamin noted that our writing has to be as clear as possible. He suggested the report would likely exceed 150 pages and include tons of links and details.

Chair Miller noted that the committees are all filled and she thanked those who contacted her and offered to serve. She noted the importance of our committees to be active and proactive throughout the process and expressed the hope that the committees don’t just serve the self study but serve the program as well.

Benjamin agreed that the process and the committee involvement really is about program improvement in a wider way.

Chair Miller asked everyone to stay tuned for more and if/when asked for information relating to the self study to send it along.

XII. Anthology update

Benjamin noted that the Anthology is being piloted in spring with Tami Powers heading the rollout. There is also a placement system for faculty to use. He believes that it will do everything that United was doing. The initial implementation will involve Level 1 and 2 field experiences, applications to the teacher ed program, and student teaching. Other functions involving OSHA, high risk behaviors, background checks, NOCs and progress monitoring are to come.

XIII. Other items to share or get on future agendas.
A. As a representative on the UNI Institutional Faculty Senate, David notified attendees to look for a Google form survey generated by the President’s Diversity committee. The survey is designed to begin assessing what we are doing as a university and a college in the area of diversity, equity, and inclusion. David emphasized the importance of this effort and asked senators to please complete it and share it with constituents when possible. He posted the link in the Zoom session chat and asked senators to share it. Chair Miller asked David to provide the link so it could be sent out with the minutes.

B. Tony expressed concern about the lack of consistency in the curriculum proposal/approval process and specifically mentioned curriculum changes affecting Level 2s. He stated that he and others in his department received an email message from Benjamin regarding the proposed changes, and emphasized the importance of discussing this further. The proposal has implications for the entire professional sequence. Tony expressed concern over the timing in that the next senate meeting will happen after Leap Frog and he reiterated the need for additional deliberation and discussion in the elementary and secondary teacher education senates regarding the curriculum proposal in question.

Benjamin said it cannot go on the consent agenda because it is affecting so many people. During the discussion he also noted efforts are underway to streamline the approval/routing process through the implementation of new forms and processes.

Chair Miller said she has coordinated with Chad Christopher (Curriculum Chair) and it will be discussed further. She added that the Joint Senate meeting on March 10 is a time when both senates will be there to discuss curriculum changes that affect all the programs.

Benjamin invited others to submit their curriculum as soon as possible due to the fact that there is a lot of preliminary work associated with such proposals.

C. Chair Miller and senators congratulated student representative Holly Henricksen on her upcoming student teaching. Everyone thanked Holly for her valuable voice and excellent service to the senate. Chair Miller noted the need to identify a new student representative whose voice would be valuable (as Holly’s voice has been). A preference would be for someone who can serve at least two sets of semesters and who is not student teaching before spring of 2023.

D. Chair Miller noted the Senate meeting tentatively scheduled for December has been cancelled. She reminded everyone the Teacher Education Convocation is scheduled for April 6, 2022, stating it will be a wonderful celebration. It would be great to have a nice showing of faculty at this important event.

Chair Miller motioned to adjourn.
Second by Kyle Gray

The meeting adjourned at 4:50 pm.