### FACULTY SENATE MEMBERS

<table>
<thead>
<tr>
<th>Present?</th>
<th>Senator / Representative</th>
<th>Position</th>
<th>Proxy Name?</th>
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<tbody>
<tr>
<td>Y</td>
<td>Anderson, Jennifer</td>
<td>Senator, Business Ed</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Benson, Sheila</td>
<td>Senator, Languages &amp; Literature</td>
<td>Erika Bass</td>
</tr>
<tr>
<td>Y</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>Y</td>
<td>Droe, Kevin</td>
<td>Senator, Music</td>
<td></td>
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<tr>
<td>Y</td>
<td>Fones, Aliza</td>
<td>Senator, Languages &amp; Literature</td>
<td>Carmen Durham</td>
</tr>
<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>
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<tr>
<td>Y</td>
<td>Hayes, Ken</td>
<td>Guest? EPFLS</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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<tr>
<td>Y</td>
<td>Hernández-Saca, David</td>
<td>Senator, Special Education</td>
<td>Amy Staples</td>
</tr>
<tr>
<td>N</td>
<td>Riedle, Lisa (non-voting)</td>
<td>Senator, Technology &amp; Engineering</td>
<td></td>
</tr>
<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>
<td></td>
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<tr>
<td>Y</td>
<td>Tabor, Lisa</td>
<td>Senator, Geography &amp; Social Science Ed</td>
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15 **Total Voting Present**

Y **Quorum Met?**
<table>
<thead>
<tr>
<th>Y</th>
<th>Miller, Cathy</th>
<th>Chair, non-voting</th>
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</thead>
<tbody>
<tr>
<td>Y</td>
<td>Forsyth, Benjamin</td>
<td>TPP Director, non-voting</td>
</tr>
<tr>
<td>Y</td>
<td>Bryans-Bongey, Sarah</td>
<td>Senate Secretary, non-voting</td>
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</tbody>
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GUESTS
1. Tamara (Tami) Powers, Clinical Placement Administrator, COE Academic Advising & Teacher Education Success (via Zoom)
<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Type of Item</th>
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<tbody>
<tr>
<td>Est. 3:30 PM</td>
<td><strong>I. CALL TO ORDER</strong>&lt;br&gt;The meeting was called to order by Faculty Senate Chair, Cathy Miller at 3:30 pm.</td>
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<td><strong>II. INTRODUCTIONS</strong>&lt;br&gt;Dr. Tamara Powers, Clinical Placement Administrator, COE Academic Advising &amp; Teacher Education Success, introduced herself and shared highlights relating to the newly established CATS Office and the adoption of a powerful new data management system. She looks forward to improving processes in her new role in CATS. Benjamin expanded on her comments in his presentation later in the meeting.</td>
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<td></td>
<td>Chair Miller introduced Dr. Sarah Bryans-Bongey and thanked her for accepting the position of Secretary for the EPP Senators. Chair Miller noted that Senators can expect a quicker turnaround on the minutes and the ability to reference them while working with constituents.</td>
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<td></td>
<td>Chair Miller also introduced new members to the Senate, Dr. Tony Gabriele and Dr. Kimberly Conner.</td>
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<td>3:30 - 3:35</td>
<td><strong>III. APPROVAL OF AGENDA AND MINUTES</strong>&lt;br&gt;Chair Miller noted the Minutes from the joint Senate meeting last April were approved. She stated that 14 people voted and 13 people had not voted. Based on the fact that over half voted in favor of approving the minutes, she designated them as approved.</td>
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<td><strong>IV. COMMITTEE REPORTS</strong>&lt;br&gt;A. Field Experience Placement Guide&lt;br&gt;The FE Placement Guide was not distributed to faculty because some of the links were not ready. The goal is to use it starting next semester.</td>
<td>Information</td>
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<td>B. Teacher Education Content Study Committee&lt;br&gt;Chair Miller noted that they will continue the work presented at the April JOoint senate meeting for more of the TE program.</td>
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<td>C. IEP Law Implementation Committee Report&lt;br&gt;Resources for Level 3 faculty are ready to use based on work by Aliza Fones and David Hernández-Saca. The materials were well-received and provide resources that will be useful moving forward.</td>
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<td><strong>V. OLD BUSINESS</strong>&lt;br&gt;A. Chair Miller noted the Constitution and Bylaws support shared governance.</td>
<td>Action</td>
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Referring to proposed updates to the Constitution and Bylaws, Chair Miller noted there were a few loose ends to be resolved. After the needed Senate action, the updates will go to the full EPP faculty for a vote.

**Description of EPP Faculty (article 1, section 1.1)**

In response to a situation where the Iowa DOE objected to methods being taught by a subject matter expert from outside, the COE. Chair Miller worked with Benjamin to craft a description designating the high-quality faculty in all UNI programs.

There was a discussion of the following proposed description for EPP faculty: *Educator Preparation Faculty are hired as highly qualified personnel who understand well their field of study and its relation to educator preparation and, more particularly, PK-12 contexts.*

Sheila B. noted that the wording felt a little hedgie to which Chair Miller agreed and acknowledged that there had been no agreement with the Department of Education. She welcomed additional suggestions that might reinforce this effort.

**Representation on Leadership Team (article II, section 1.1.1)**

There was a discussion of how to ensure equitable representation on the Leadership Team in a situation where a COE representative becomes the Chair of the EPP Faculty Senate. Attendees agreed that if the Chair is from COE an additional Leadership Team representative should be appointed to the Leadership Team by the Secondary TE Senate. If the senate's representative to the Executive Council is not from the CoE, they would be asked to serve on the LT, but if this person were from the CoE someone else from the secondary senate would be appointed.

**Representation areas on the Secondary Teacher Education Senate (article V, section 3.1)**

Note: Senators discussed an amendment to the revised bylaws to include one senate representative from Instructional Technology and one from EPFLS.

Chair Miller noted that the Professional Sequence representative appears to be from two areas since there are seats on the senate for the special education department and the department of teaching. The other two departments are EPFLS and Instructional Technology, and given there are more professional education faculty in EPFLS, the elected representative has been from EPFLS.

**Ex-Officio members of the Teacher Education Senates (article V, section 3.4)**

There was a brief discussion to clarify the role of Ex-Officio members of the TE Education Senates. Senators agreed to the suggestion that Ex officio members (Benjamin Forsyth as an example) can make a motion but not vote.
In discussing Senate representation, it was mentioned that we might consider a seat for theatre. Chair Miller will reach out to discuss this possibility with theatre faculty.

Someone inquired about the logic of having Professional Sequence plus additional separate seats represented. He noted that traditionally there is no representation from instructional technology from the Department of Curriculum and Instruction.

Chair Miller noted that this is a topic that has been debated for years. Kevin D. noted that if all of the professional sequences had representation that would total five different seats. Or, there could be one person representing all professional sequences.

Chair Miller responded that an alternative would be to eliminate the professional sequence seat and have a seat for each of the areas. She noted the discussion had already taken place in the Elementary Senate and acknowledged that (unlike C&I) one department having that many seats is not a situation that would apply to the Secondary Senate. Chair Miller closed the discussion promising to follow up via email, with the representation question and others needing to be voted on at the October joint Senate meeting, and ultimately the full faculty.

Duties of the Chair (section 3.1)
Chair Miller noted the importance of having a backup to serve as acting Chair in situations in which the Chair is temporarily not able to prepare for and lead meetings. There was no objection to including this detail in the Bylaws.

Bylaws Question regarding Teacher Candidate Professional Review Committee and NOCs (section 7.1.5.4)
It was noted that the purpose of the Teacher Candidate Professional Review Committee was to act upon NOCs and follow designated procedures. Benjamin noted that the committee members provide additional support for other issues that arise with teacher candidates.

- Sheila asked for examples of such situations.
  - Benjamin replied that an example might be a situation in which there was a DWI situation and the advisability and process for communicating this to a teaching supervisor.

Bylaws Question: Quorum of the Senate should it be ⅓ or ½ of the Senators (section 8.1)
Senators discussed the question of what should constitute a Quorum, with Chair Miller noting that the Elementary Senate preferred ⅓ over ½. Sheila B. said she would be okay with ½ and Aliza F. confirmed there was support for ½ based on responses from those in the Zoom chat.
VI. NEW BUSINESS
A. Discussion of the final report that includes recommendations for a new list of criteria for admission to UNI’s Teacher Education Program.

In response to Chair Miller’s request for feedback, Kyle G. said the new criteria make perfect sense. He did question what the approach will be in situations where the student already completed their Level 1 elsewhere; Could they be doing their Level 2?

Chair Miller spoke of the possibility of revising the prerequisites, suggesting a grade-level standing as opposed to admission to Teacher Education.

Benjamin noted that Advisors stand to play a key role in guiding students on an individual basis.

Kimberly suggested the possibility of a residency requirement, such as two semesters on campus. It was agreed that these transitions are tricky to navigate.

Chair Miller asked our student representative for her thoughts. Holly X replied that she thought students would be okay going into their Level 2 because they already completed a Level 1.

The question came up as to whether this mostly affects elementary majors.

Benjamin replied yes if a student is doing a CAPS program. He noted the biggest concern is with the upper level, where finding placements continues to be a challenge. It was agreed that it is a challenge because the field is so saturated.

From the perspective of student advising and recruitment, there are benefits to a simpler process with fewer hurdles. Chair Miller noted that it will be important to remain mindful of the challenges while making it simpler for students to be part of the program more quickly.

Benjamin pointed to the dramatic Teacher Education enrollment growth at the University of Iowa, which jumped from 450 five years ago to 688 this year. He suggested one reason for that growth could be that their admission process is pretty lean.

Ken H. suggested that a trend with community college recruitment is to offer adviser interaction at the same time the student is enrolled in that two-year program.

Benjamin agreed, noting that Paul Sapp and Erin Conlan are currently working in 2 plus 2 to pave the way in terms of advisement and admission. COE is also sending all advisers to community colleges to talk about Teacher Education.
David H. inquired about issues relating to our support of 2 plus 2, transfer, and non-traditional students.

Chair Miller stated that age is less of an issue and that we need to support this diverse group by meeting them where they are.

Benjamin stated that a minoritized student is likely to look at the criteria and be disheartened. Chair Miller confirmed.

**B. Educator Preparation Leadership and Office of Teacher Education Changes:**

Over the summer, the Teacher Education Office changed in terms of both leadership and structure. Benjamin Forsyth now holds the position of EPP Director and Tamara Powers will serve as Clinical Placements Administrator.

A new data management system (Anthology) is being implemented and will replace United.

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**VII. MEETING PRESENTATIONS**

A. Restructuring of the Teacher Education Office, Dr. Benjamin Forsyth (EPP Director).

Benjamin added to Tami’s comments from earlier in the meeting with a description of how the Office of Teacher Education has changed. Formerly an office with just a few people, it is now an office often with extra administrative support, Tami, and the advisors. The new College of Education Advising and Teacher Education Success (CATS) Office has already transformed and streamlined the admissions process, including background checks. This is making a big difference for students and others involved in teacher education. The early results have included a strengthened relationship with undergraduate study, the creation of admission office advisor hubs, and connections with BOEE and the Department of Education with the plan to identify and implement improvements on an as-needed basis. Plans are underway to improve both the physical space and the website, making the spaces more inviting and integrating Google tools and other supports in the online environment. Due to the huge amount of data gathering involved, plans are in the works to hire a Director of Assessment.

The office is looking at the frequency in which NOCs are given to transfer students and persons of color, with Benjamin noting that our teacher education population has far fewer students of color than the general population of UNI. These are a few circumstances that suggest the need for change and will be an important part of the CATS mission.

There has been a switch from the United data system to Anthology. This is due to the huge amounts of data gathering and the goal to
improve data-driven decision-making and improve availability and transparency.

The new Anthology system will allow us to see information on student growth all the way through in ways that are systematic and purposeful. It is expected to transform how we manage data.

Benjamin reiterated his enthusiasm for the challenges at hand and noted that ed prep faculty committees were invited and needed to help with the work.

Questions:
- Kimberly asked if there is a way to improve the information for faculty in terms of what should and should not be included in a NOC.
  - Benjamin agreed this should be clarified, and stated the importance of identifying where to house the NOCs.
- Jennifer asked about the new CATS office in terms of resources and placements.
  - Benjamin said when in need of placements reach out to Tami Powers. He clarified that CATS is administrative whereas the Department of Teaching is focused on curriculum.
  - Chair Miller noted that CATS is where students will go for help with bigger issues such as Admissions, Background Checks, and Praxis.
  - teachereducation@uni.edu
- David H. suggested the value of a graphic organizer type visual to depict the new CATS office.

VIII. INSTRUCTIONAL RESOURCES & TECHNOLOGY SERVICES (IRTS) DISCUSSION (ROBIN DADA AND ERIC JENNINGS)

Chair Miller noted that Robin Dada and Eric Jennings will attend a future meeting to solicit ideas on the future role of the IRTS Lab (located on the second floor of SEC).

What resources do we need for our K-12 and secondary education students?

Chair Miller suggested good study guides for the PRAXIS and asked people to think about and discuss this for a future meeting in October.

IX. EPP COMMITTEES

Chair Miller noted the importance of EPP committees, with a special need for people to serve on Assessment, Curriculum, Diversity, Faculty, and the Teacher Candidate Professional Review Committee.

Chair Miller asked Senators to share openings so we can get each
committee filled. Finalizing the faculty roster and resolving the bylaws would be done by the Faculty committee. She stated the need for faculty leaders on all of these.

## X. OTHER ITEMS TO SHARE OR GET ON FUTURE AGENDAS

### A. The financial burden of Participation Week

Aliza F. brought forward the concern about the financial burden of participation week for some students, stating it is ultimately an issue of equity and access and something that is more of a burden for some populations.

Cathy suggested that a professional wardrobe is also a burden.

Holly asked if it would be possible to find a space to bring some of these needed resources together (professional clothes) in the Union, with Benjamin suggesting space might be found in the CATS office.

Kyle G. suggested we consider alumni and foundation donors. He suggested reaching out to foundation reps and getting the word out, stating that donors would be very willing to consider that kind of support.

### 1. UPCOMING MEETING DATES

- October 14, 2021 - **Joint Teacher Education Senate** (Union, Elm Room, and Zoom, 3:30-5 pm).
- November 4, 2021 - **Elementary TE Senate** (Union, Oak Room, and Zoom, 3:30-5:00 pm).
- November 18, 2021 - **Secondary TE Senate** (Union, Oak Room, and Zoom, 3:30-5:00 pm).
- TBD - EPP Fall Faculty Meeting
- April 6, 2022, 4-6 pm, **Teacher Education Convocation** (GBPAC)

### 2. ADJOURNMENT

Motion to adjourn, Kyle Gray
Second: Benjamin Forsyth

Chair Miller adjourned the meeting at 4:47.