### 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>N</td>
<td>Anderson, Jennifer</td>
<td>Senator, Business Ed</td>
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<tr>
<td>Y</td>
<td>Benson, Sheila</td>
<td>Senator, Languages &amp; Literature</td>
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<tr>
<td>N</td>
<td>Burt, Tam</td>
<td>Senator, Kinesiology</td>
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<tr>
<td>Y*</td>
<td>Conner, Kimberly</td>
<td>Senator, Mathematics</td>
<td>*Heather Gallivan</td>
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<tr>
<td>Y</td>
<td>Doyle, Mary</td>
<td>Senator, Dept. of Teaching</td>
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<td>N</td>
<td>Droe, Kevin</td>
<td>Senator, Music</td>
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<tr>
<td>N</td>
<td>Fones, Aliza</td>
<td>Senator, Languages &amp; Literature</td>
<td>Carmen Durham (alternate)</td>
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<tr>
<td>Y</td>
<td>Gabriele, Tony</td>
<td>Senator, EPFLS (Prof Sequence)</td>
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<td>Y</td>
<td>Goss, Samantha</td>
<td>Senator, Art</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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<td>N</td>
<td>Henriksen, Holly</td>
<td>Student, History, Soc &amp; Behav Sci</td>
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<td>N</td>
<td>Hernández-Saca, David</td>
<td>Senator, Special Education</td>
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<td>N</td>
<td>Riedle, Lisa (non-voting)</td>
<td>Representative, Technology &amp; Engineering</td>
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<td>N</td>
<td>Rudick, Kyle</td>
<td>Senator, Communication &amp; Media</td>
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<tr>
<td>N</td>
<td>Schafer, Ben</td>
<td>Senator, Computer Science</td>
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<tr>
<td>Y*</td>
<td>Tabor, Lisa</td>
<td>Senator, Geography &amp; Social Science Ed</td>
<td>*Chad Christopher</td>
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I. **Welcome**  
Chair Miller began the meeting and welcomed attendees at 3:30.

II. **March Meeting Minutes** were approved with 19 votes to accept and 1 abstention.

**Old Business**

III. **Governance Documents** and **EPP Faculty Chair Vote**. Sarah Bryans-Bongey has been nominated as EPP Chair. Benjamin said that the voting roster is still being finalized.

**New Business**

IV. **Anthology update (Tami Powers)**

Chair Miller introduced Tami Powers. Anthology has been chosen to replace and expand upon the United Systems. Phase I is to track placements and collect evaluations. The system will allow stakeholders, including students, administrators, and accreditors to see field experiences and placement data. The system ties into NCES and will show diversity as well as other aspects of interest.

Chair Miller noted that she typically contacts teachers in the fall. She is looking forward to the system serving us all and helping everyone play nicely together when it comes to managing our huge teacher preparation program.

Tami agreed and emphasized the importance of getting information into the system for tracking. We are still at a starting point in this implementation and the plan is to reach out and get the Level 3 data into the system. Starting in fall of 2022, the plan is to enter and track all field experiences that are five or more hours.
Chad, who piloted the system with his own students, noted some initial challenges and emphasized that this should not be an over-burden on the faculty. He acknowledged that students seemed to appreciate getting it and having it all on one system is an advantage.

Chair Miller noted that the system might have additional benefits in terms of the ability to add and track certificates.

Tami agreed with this and mentioned that the Anthology system should remain available to students for about a year after graduation. She went on to emphasize the importance of moving forward, saying that in order to roll this out effectively she wants to front load as much of the work (including data to be input by her office over the summer).

In response to Sheila’s inquiry about training, Tami listed a variety of training formats, including, in-person and on-demand options such as Panopto recordings.

Sheila suggested that Panopto would be helpful and Samatha suggested that a Cheat Sheet or reference page would also be a helpful support for faculty. Samantha agreed to be one of the faculty to test the quick reference out.

Tami reiterated her belief in the system and acknowledged there is a learning curve. She asked senators to share any feedback. In the discussion that ensued, she agreed to do all she can - including some one-on-one support as needed - to eliminate confusion. Chad said the 1:1 with Tami (possibly via Zoom) would be the most helpful option for him.

Tami said she could talk about Anthology ‘til she was blue in the face, but wanted to draw everyone’s attention to a spreadsheet her team will be using to track student placements for the fall semester. She enlisted senators' help to identify faculty points of contact so she can enter data and move forward with preparations for fall.

Chair Miller added that this is not just departments but programs as well. She emphasized that we will also be needing names for spring and the more complete the better. Tami agreed that this process is ongoing and much more than a one-and-done.

Tami asked if Benjamin or Cathy had additional comments or questions to which Chair Miller replied she is looking forward to the improvements that will come with Anthology. She reiterated that if constituents have questions, Tami is our Guru to contact.

**V. CATS Office Update (Benjamin Forsyth)**

Benjamin mentioned his recent participation in a site visit and how it provided valuable insights as we prepare for our own site visit coming in 2 years. He is considering ways to ensure a high level of involvement and he mentioned his appreciation for the faculty standing committees and the work that has already been done.

During his site visit, some things stood out:
We will be required to do assessment of program as well as individual progression. Key assessments involve L1, L2, and L3, and Student Teaching. It will be important to have strategies for consistent evaluation across all of those levels.

He thanked the ad hoc content committee for their efforts to show program progression, saying that data will be useful.

In terms of tracking the progression of individual students, he noted that it would be better to be using similar assessment tools for Level 1, Level 2, and Level 3. That way, we will be better able to look at change over time. Anthology will be another improvement in terms of helping us document progress through data management. The information can be put in (and pulled out) faster than was the case with United.

We are moving in a good direction on the data management tool that we are getting.

Benjamin expressed appreciation for Chad’s leadership in the area of curriculum. He said that we may have placed strictures upon ourselves that were not necessary - thinking they were based on actual rules from the Department of Education. For example, during the pandemic there was discussion about pass/fail grades and concern that these might not be allowable by the state. However, this is not the case. He went on to say that while we have held on to Human Relations as a standalone course, it is actually possible and allowable to spread the content out and deliver it in other ways. These are just a few examples of perceptions that may have made it harder for us to do something new.

In other news relating to the Department of Education, Benjamin noted that Larry Bice is leaving his leadership position with the DOE and will be joining Iowa State University as its Director of Educator Preparation. Benjamin added that the transition is likely to be smooth as the DOE has been run with some solid redundancy in terms of staffing, with four leaders working closely together over the past few years. It is expected that the next person to hold this position will be MaryAm Rod Szabo, who came through our master and doctoral programs.

Going back to some remaining questions for the CATS Office, Chad asked about the current status of student registrations, acknowledging that we are still in transition between United and Anthology. Benjamin replied that Chad should look under the United system. Chair Miller said that during this transitional time it has not always been easy to answer all questions that come up from students. She noted good success when sending students to the CATS Office for information as that office is supporting non-elementary along with elementary students. Consider reaching out to the CATS office.

Benjamin confirmed that they are definitely welcome as the office receives queries from students across campus, especially with regard to registration issues. It also benefits the office by helping them know what changes may need to be made. Last semester, 45% needed help (very high). The sense is that registration this semester is smoother. Trying to remove roadblocks.
Benjamin brought up the recent convocation event, mentioning his goal to expand the involvement of superintendents in future convocation events. There was a cost explosion on using McLeod and the air conditioning was noisy and obnoxious. We need to sort out the location for the next Convocation event, which is anticipated to take place in fall of 2023. In addition to a grand celebration for students and families, the event had additional benefits of drawing attention to UNI’s leadership in teacher preparation. Invitations and information was sent out to Iowa legislators, sharing the news that 89% of our teacher preparation program graduates stay in Iowa. When we educate teachers they are here in Iowa.

In response to Benjamin’s request for feedback or suggestions about convocation, Sheila mentioned it would be great if students and faculty from the various programs could be grouped together. She suggested the use of signage might be one simple way to implement that idea.

Benjamin inquired about the number of marshalls, and Chair Miller disclosed that the Dome was in use and was not available to Convocation organizers to get students in groups.

Chair Miller thanked Benjamin, Chad, and the planning committee, saying the event felt new!

Chair Miller brought up the topic of the two executive council meetings that occurred since the last EPP Senate meeting. Kevin Droe is the representative on that committee but he is not here.

Both the March and April meetings were about organizing work so when we launch work to revise the teacher education program it really happens. She said she has been vocal in sharing the frustration of faculty when they start work and later see their efforts wither and die. She said it should not happen again for our morale and for our program and she has made it clear that we need to be strategic and purposeful in including all stakeholders (students, faculty, administrators, provost) to ensure the process does not get derailed.

Chair Miller noted the program hasn’t been significantly updated since some time in the 1990s. She advocated for some sort of base that includes a website to promote transparency as well as the importance of sticking to this effort.

In response to Chair Miller’s request for comments, Benjamin agreed that this is a massive undertaking that goes beyond changing the professional sequence. Efforts are being made to combine things within the conceptual framework, which involves four main areas: professional core, field experiences, methods instruction, and content instruction.

He said we are advocating for curriculum change in all four of those areas. There are some reductions that need to be made, but there are also places in the curriculum where we need to recognize what we (and our students) are already doing. When the deans met with the provost he wanted to be clear that he wants to see the kind of reductions that will attract new students and serve our current students better. He also seeks better access for nontraditional students to be able to come into the teaching program, and he wants us to continue as the leading teacher preparation program in the state.
The upcoming meeting on May 5 is a time for senators and faculty to hear more about the beginning pathway and what has already been done. This will also be sent out in writing immediately after that meeting. He said it was recognized that there are differences in what program/changes are needed and that different programs have different needs.

Chad asked about the timeline, and Chair Miller responded that it is unclear whether we can start this summer, as it should not be expected that faculty will work without compensation. At the latest it will start in fall and the process may take a year or a year and a half.

Benjamin agreed that the actual work is not likely to start until fall semester.

Chair Miller commented that all four of the deans are very supportive of this work. She expressed confidence that - after three false starts - his revision is actually going to happen.

The May 5 meeting will help everyone learn more about it and there will also be committee reports. She said it would be nice to come together in person and is looking for a large room to host that gathering..

VI. Develop a handbook for senators on our two teacher education senates.

Chair Miller noted the challenges and questions facing newcomers to the EPP Senate. To that end, she is planning to develop a handbook for senators. If anyone has suggestions on what might be helpful to include, please contact her with those ideas.

VII. Other

Chair Miller brought up the Social Emotional Learning Conference, which she had been unable to attend.

Samantha Goss heard it went well and Benjamin added that - although he did not see a lot of students - there were at least 500 people at the keynote and another 100 on Zoom. It was very well attended by inservice teachers.

Chair Miller thanked all for their perseverance and motioned to adjourn.

The meeting adjourned at 4:34 pm.

Upcoming Dates

Joint Teacher Education (TE) Senate

May 5, 2022 (Zoom or face to face)