Present:  
Members: Scott Clark, Rahul Gomes, Abby Hemmerich, Mary Hoffman, Marquell Johnson, Carol Koroghlanian, Bill Miller, Jamie Tester Morfoot, Dalete Mota, Evan Weiher  
Guests: Margaret Cassidy, Sue Fondrie, Carmen Manning, Jean Pratt, Jill Prushiek  

Presiding: Chair Marquell Johnson called the meeting to order at 2:00 p.m.

Meeting Minutes

1. Approval of minutes from March 16, 2021
   - Motion to approve the minutes of March 16, 2021, as distributed. Motion was seconded and approved (8-0-0).

2. Department of Education for Equity and Justice Program Review
   - Sue Fondrie was in attendance to provide information and answer questions. Some of the recommendations and comments no longer apply, received good feedback and perspectives. Communication large issue and have been more mindful with all constituents (including students, ARCC, and internally). Lead ARCC adviser attends department meetings and the department offered two group advising sessions this spring for students to drop-in and talk to a faculty member prior to registration. Heartening to know external constituents feel department is preparing students well for the classroom and understand they’d like to see more classroom management and assessment and more work with diverse populations which has and will be taken into consideration with the new program (e.g., department began mapping out how EDI is scaffolded within courses). Doing more with less is something that most departments struggle with, but the department has been unable to keep up with departures and have delayed some initiatives due to lack of resources.
   - Department would prefer students decide early on to be an education major, is the decision-making aligned with practicum experiences, are there other components that can be provided earlier on to help students with the decision?
     - Are there placements for students? Do we have classrooms that will accept students for teaching and/or observation only? If students are placed in the classroom or pre-program earlier, run into credit load issues. Some courses are work-intensive and not appropriate for students away from home for the first time + trying to get accustomed to college. Also not in the best interest of maintaining placement locations. If a student is placed who is not ready, risk losing the placement. Balance between getting students in early and keeping placements available for later in program when they are needed.
     - If students decide they don’t want to pursue teaching, there’s not a good alternative, potentially add two years due to a major change.
   - Other options to exposing students to the classroom? Tutoring at local schools is valuable.
     - Students are encouraged to work with young people to determine whether they want to commit, a lot of options available
Considering establishing a “non-teaching major”/off-ramp, but don’t see the ability for the department to do so due to already being stretched thin, who would oversee it?

- In early discussion stages. Wouldn’t involve many students, envision it would include courses already taken, along with some courses to round it out. Wouldn’t add to load because it would rely on existing courses and/or courses in the College.

- Not sustainable. SCH averages over 900 per faculty per year. Significant turnover. What can be done?
  - Faculty haven’t been replaced and adjuncts don’t provide long-term commitment. Currently don’t have a social studies methods instructor even though it’s a core course. Hired two new faculty last year, a third this year, it is a step in the right direction but not enough.

- Appreciate that the department will still offer the science methods course, even though its low enrolled, scholarship/research is important

- Mentioned that faculty feel disconnected from students, what is being done to promote the connection between faculty and students?
  - Advantages to both faculty advising and centralized. Difficult for faculty to know a wide-array of courses. Department could do better interacting with students who declare an education major, get to know them before they’re enrolled in a pre-program course. E.g., a mixer for first-year students, a mentor program connecting them to a student already in the program. Resource issue, have no one to devote to establishing things. Also an aspiring educators group Jill Prushiek oversees, would like more collaboration with them.

- Lack of resources a recurring theme in program reviews. This is a large and growing program, relying on an extreme number of adjuncts and in need of more faculty. Use of overloads will lead to continual loss of faculty, University needs to support the department and find a way to increase faculty lines, they need permanent resources for their number of majors
  - Snowball effect, serve on more committees, hard to replace people when they leave, want faculty and new hires satisfied and not overworked

- Other departments have had candidates interested in UWEC, but they’re not interested in the workload expected at UWEC, it’s another recurring theme

- Multiple positions need to be requested in next cycle, department had planned retirements + two unexpected, hired a reading faculty after two-year search (made hard decision to delay filling the position until they found a quality candidate). Perfect storm of circumstances led to the number of adjuncts, appreciate the push for positions, department has had no faculty lines taken away.

- Understand lack of research/student collaboration due to workload, could improve with additional faculty

- How does the department feel about offering more online courses?
  - Considering offering online sections of ES 385 and ES 490, positive to allow students to move through their program. Feel an online teacher education program is not good in term of modeling. Field experience occurs when in the classroom, need to be in the classroom with expert teaching modeled for them when they can’t be an K-12 environment; can’t obtain this online. Feel an online teacher education program would be the worst thing to do
  - Would be helpful to add some background in teaching online for students though
Credit- and time-to-degree are issues. Can you speak to strategic nature of reducing credits so it doesn’t compromise the quality of the graduating educators?
  · The new El Ed/Middle major effective 2023 is 120-credit comprehensive major, with 4-years for completion. HIPs set students back; study abroad, taking courses they’re interested in that don’t apply to their major. Think it’s good for the students to experience but can see doesn’t look good data-wise. Sometimes field experiences + 15 credits isn’t doable for students, some can’t afford Winterim or summer session. Other students change majors and come into the program late, requiring additional time.

Will things stabilize at the State level? A lot of licensure changes recently.
  · Historically, cycle should stabilize for a number of years. Last major changes were 2002-2005ish. 10-15 years another change. There may be some tweaking of licensures between major changes depending on how the new ones progress. Education will continue to evolve and change.

All in favor of approving the Summative (Continue in present form) and Additional Recommendations (1-15 with only No. 3 being disagree) for the Education for Equity and Justice Program Review Form. Approved (9-0-0).

Chair Marquell Johnson adjourned the meeting at 2:52 p.m.

Respectfully submitted,

Sarah Forcier
Secretary for the Meeting