

#21

Indiana State University

Faculty Senate, 2021-2022

Executive Committee

April 12, 2022

3:30 p.m. via Zoom

Members present: A. Arrington-Sirois, A. Arrington-Slocum, S. Arvin, A. Badar, L. Brown, J. Frost, K. Hinton, K. Yousif

Absent Members: J. Gustafson

Ex-Officio Present: Provost C. Olsen

Ex-Officio Absent: President D. Curtis

Guest: K. Butwin M. Moulton, S. Powers,

1) Administrative Reports

- a) President D. Curtis: No report
- b) Provost C. Olsen: No report

2) Chair Report: K. Yousif

Congratulations to James, Andrea, and Jodi. Next Tuesday is our last formal meeting. We have an informal meeting on the 26th on the 9th floor of HMSU.

3) Fifteen Minute Open Discussion

No Questions

4) Approval of Executive Committee Minutes (March 29, 2022)

Motion to approve A. Arrington-Sirois, J. Frost: 7-0-1

5) Curriculum

Reactivation: Secondary Education Transition to Teaching

<https://indstate.curriculog.com/proposal:6068/form>

Motion to approve A. Arrington-Slocum, K. Hinton

Motion to table L. Brown, A. Arrington-Sirois: 8-0-0

M. Moulton: This will be a reactivation to the secondary education transition into teaching. Given changes to recent legislation since the last time this was offered it makes it easier to enroll in the program and be hired on as transition to teaching permit holders. We would get students that would enroll in the classes but not be able to complete the degree due to not being able to quit their jobs to do student teaching. This would allow us

to have more completers. Starting from their first semester they are able to be hired as transition to teaching license holders at secondary schools here in Indiana. Our curriculum has a total of six classes. Two of them are outside of our program. One is a special education class that taught through the teaching and learn. There is an educational psychology class that is taught through the ACE program. Everything else is handled here in the department of teaching and learning. We have lots of interest from people and then with our strategic partnerships with administrator we have lots of people dedicated to hiring people that are in this program. We hope that we can be up and rolling soon so that students can be enrolled and hired with those licenses.

K. Yousif: So this works like the transition to teaching elementary program and that it is a non-degree program?

M. Moulton: Correct. There are a few ways to gain admission. You can come in with a bachelor's degree in content area you want to teach. You can pass the state specific test and be admitted as well.

L. Brown: I just want to register my disapproval of one of the admission options: that they don't need a degree in the content, just to pass the pass the state licensure test in the content area and end up with full licensure. Those tests are actually pretty easy to pass. It scares me that someone could go take a test and pass it while not having very much education in the area they are wanting to teach. I have big concerns about going that direction.

K Yousif: Matt what do have to say about that? They don't have to have a BA in the area they want to teach just be able to pass the exam for the area they want to teach.

M. Moulton: The admission requirement come directly from the state. A baccalaureate degree or a baccalaureate from a post-secondary accredited institution and passing of state approved content area. Say they enter the program. They begin with a special education course over the summer. They also a development psychology course and then they have the beginning of pedagogy courses. The appeal of the program is that they would be able to have mentors that are paid as our mentor teachers are paid for host our early field experience. They are at their school site so that they content specific mentor on site. As a former Math teacher I can say I don't think that qualifies as being specific. I will say that majority of people that I have had shown interest in the program are not seeking certification outside of their degree field. If they are coming in with a degree in business then they want to teach business courses.

L. Brown: Can we as an institution make more stringent requirements for admission to our program to where you have to have a degree in the content area in which we as Indiana State University are recommending someone for licensure? For example, I could possibly pass the licensure exam for French and I would be a horrible French teacher. So is this something that we could do? I realize they can get it at other institutions and we don't have control over that. However, we do have control over what we choose to do and the people that we recommend for licensure.

M. Moulton: I would gladly consider that. I would want to talk with Linda Sperry, Malea Crosby, Judy Sheese, Ryan Donlan, and Brad Balch since they were the ones that encouraged me through this process and helped pave the way.

J. Frost: My question is related to what Liz was asking because I was at Graduate Council (GC) when this was presented. According to my notes when it was presented to GC it was stated that this would be for people with degrees in the area that they were seeking to get licensure for.

S. Powers: The original legislation way back in 2004 was that they had to have the degree in the field that they are going to study. That legislation has never been rescinded. Elementary Education transition teaching doesn't have that degree requirement. To the best of my knowledge that legislation requirements have never been rescinded. This is also the same legislation is that all you have to have is master degree in that field without ever having to know how to teach pedagogy. We could drop a person into the middle school and they would be deemed competent to teach sixth graders because they have doctorates. Right now the state is relying super heavily on people that have no licenses in any of these areas.

J. Frost: I just want clarification on what the admission program requirements are?

S. Powers: I can read the department of education requirements. A baccalaureate degree for an accredited post-secondary institution in the area of the degree with a grade point average of at least three point zero on a four point zero scale, or a graduate degree from a post-secondary in the subject area of related field, or both a baccalaureate degree from a post-secondary educational institution with a two point five grade point average on a four point zero scale and five years of professional experiences, or baccalaureate degree from a post-secondary educational institution and proof of passing content area examination in subject area. It must be one of the following. We might be able to say that we will do the first three but not that fourth one.

J. Frost: Liz and I are both expressing our concern with the fourth one.

A. Arrington-Sirois: If there is a crucial need for well qualified teachers then by helping with this stop gap measure we are kind of continuing with there being an underprepared pool of teachers. We are also helping a system that is not keeping and retaining highly qualified teachers. I am also looking at the perspective curriculum and if we are worried about the students not having the proper amount of education. There looks like there is a student teaching element. I am guessing that the curriculum and philosophy, and the instructional strategies classes are the pedagogy classes. If you could design this any way would add more pedagogy courses to bring this pool of candidates for teaching further along in their training?

M. Moulton: The way it works right now with our secondary education programs the college of education only has secondary education students for an intro to education course, a middle school focused course, and a high school focused course. The middle school and high school level courses are very heavy in field experience as well so they are two credit hour courses. We are hoping that there will be a level of maturity for people in a transition to program that maybe our undergraduate students might not necessarily embody. If I had my choice I would have twenty-four credit hours over eighteen but at the state level they say eighteen. I went through a transition to teaching program. My undergraduate degree is in mathematics and then I became certified through an alternative program. This is by far more than anything that I went through as a

teacher. I became a department head after year three. This is all anecdotal and I think this speaks to the issue of teaching in high poverty schools. This was even before the current situation of teacher shortages.

A. Arrington-Sirois: What is your anticipated audience for this? How many students do you think this will attract?

M. Moulton: As of right now we have been advertising in different ways twelve months ago and we have a list of contacts that is at least forty deep. We have a solid group of at least five or six that I hear from on a weekly basis that want to know when the program is starting so that they can get enrolled. This is without reaching out to all district contacts. There are some members of the teacher advisory council that have told people in their buildings that Indiana State University is starting a program like this and you should reach out to Dr. Matt Moulton to help figure out how to get enrolled. I can see this as a program for people that have already have baccalaureate degrees for places like our college of arts and sciences that have student graduating this spring. Some of those students have already reached out stating they would like to join the transition to teaching program as they want to teach but didn't want to change their major and delay graduating by another two and half years. I don't see an interest in a program like this disappearing. One thing that sets our program apart is that Dean Balch has set aside funds to provide two years of induction support for people after they graduated. We are still working on the details of that support.

L. Brown: I agree that it has enough pedagogical training. But I couldn't vote for this if there is still that fourth possibility for participants in the program. All they would need is a bachelor's degree in anything and pass the licensing exam. Is there a possibility to have a requirement that they have a degree in the content area be part of the admissions requirements for the program?

M. Moulton: As a pre-tenured person I don't know if I have the ability to make that decision. Dr. Power's what do you think?

K. Yousif: You don't and neither does Dr. Powers. If we collectively agree we can send this back.

S. Powers: The whole thing that stymies me is that when we did this back in 2004 we were legislatively required to have a transition to teaching program and we required to do it a certain way. Those parameters haven't changed. As far as I know legislation was never removed that stated that we have to have this program. We essentially stopped out because we had nobody in it. The bigger question is if we are still legislated to have this. If you look at the list the transition into teaching programs in the state every college pretty much on it with the exception of us. I think we need to figure out if we are legislatively required to have number four.

K. Yousif: So we could table this until next week for more understanding if we have any options to not allow choice four. Choice four is that you can have a degree in anything and pass a content test and you are good to go. I don't want to vote it down because that increases the difficulty of continuing the discussion. This will be tabled for a brief time of six days.

S. Powers: Matt and I will look into what is required and not required by the IDOE.

K. Yousif: Matt could you return after asking all of those people that have helped you and express our concern about number four and how they feel about that concern. You might let Linda know. She might not have been expecting this and might want to come next week.

6) Item for consideration: senate election results

K. Yousif: We had a request from Robert Noll to make the actual senate election numbers public. I took it to James and Liz and we had dissenting opinions. Historically elections are just reported. I reported them alphabetically and people got all riled up because they are normally in order by the most votes. We have never in the history of senate reported the numbers. Robert has asked for multiple reasons. First he argues that the senate should be transparent. Two which is his greater concern is he wants to know how many votes he needs to get to be elected. He wants to know how many more votes he needs to get on senate. Liz and I feel that the numbers are not as important as you are either elected or not. To me this could seem unnecessarily painful. James argued the opposite and that the election should be transparent and the numbers should be released. We thought we would bring it to Exec for an informal conversation.

A. Arrington-Slocum: My initial reaction is why does it matter because if you need five more votes you can't get them now anyway because the election is over. I do understand where he is coming from and everybody wants to know how many friends they have on "Facebook". People do want to know so I get that but I don't feel that everyone would want to know. I don't know if it would make sense to provide an option that if you would like to know initial numbers for transparency purposes. I don't think it is wrong to include that for people that want to know. I personally don't think it matters because you can't go back in time.

A. Arrington-Sirois: I could see for someone that was not elected to know if they were down by one or if they were down thirty. In my research for a book on Democratization of Africa we showed that this kind of transparency is important. In our small kind of boiled down scale it's not quite as important and can be more of a hassle but it is transparency. Transparency is the right thing even if it is a weird pain in the butt thing. I am trying to think of reason why we wouldn't provide that information and I can't think of a reason. Obviously it doesn't change the results of it. If it gives a feeling that there is something being hidden that is more damaging than releasing the numbers to someone that wants to see the numbers.

K. Yousif: I know there is a feeling that sometimes being elected to senate is a popularity contest. We need a lot of faculty participation and volunteers so the negativity that candidate X had one hundred votes and the candidate Y only had three doesn't seem helpful or encouraging. Bob's question as electioneer was why would I release the information to one person who asked. They should be either released to everyone or to no one. We might make this a charge for the new senate.

J. Frost: I am with Andrea and I can't think of reason why I wouldn't vote for transparency.

S. Arvin: In the library I remembering having a vote where multiple officers had to witness the vote. If there was only one person that was looking at them there was question on whether that person might lie about those votes. We at least had all of the officer's witness and agree for what the vote was. I would lean towards transparency to validate the outcome for that.

K. Yousif: I is something that you feel strongly for me crafting something for the next meeting and take a vote and act on it? Do you want me to leave it with Jodi and Andrea for a charge for next year? The election is over and we have not released the numbers and for next year's meeting if this is something you want to do and Robert will most likely ask again so it would be nice to have this in place.

J. Frost: I feel like it should be a charge for next year because this should be well thought out. I am not thinking of every possible item this could have at this moment

A. Arrington-Sirois: It is hard for me to get worked up either side of this but I also got elected so maybe I see it in a different way. I don't think at this moment I could make a strong articulation either way.

K. Yousif: I will write this down as a charge for next year.

7) Move to executive session 4:15 p.m.

8) Move out of executive session.

9) Standing Committee reports

AAC: Arrington-Slocum: AAC met and completed the staffing report.

AEC: Gustafson: No report.

CAAC: Arrington-Sirois: They met and will meet next week.

FAC: Brown: No report.

FEBC: Hinton: No report.

GC: Frost: No report.

SAC: Badar: SAC has selected 3 students to award faculty scholarship for \$650 each. SAC will inform the senate chair formally requesting to invite the students to the last senate meeting to be recognized. Also, SAC is working on Policy 450 concerning the student organization structure. The policy document we have is very old.

URC: Arvin: No report.

10) Adjournment