

**SUMMARY MINUTES**  
Special Meeting  
**UNI Faculty Senate Meeting #1763**  
February 23<sup>rd</sup>, 2015  
Ballroom C, Maucker Union  
3:31 – 5:04 p.m.

**Call to Order 3:31**

**Courtesy Announcements**

1. Press Identification: Christinia **Crippes**, *Waterloo Courier*

2. Comments from Senate Chair Tim **Kidd**:

Chair Kidd explained the format of the special meeting, called by five Senators to discuss

**1249/1154 BAS Degree Program Structure:**

[http://www.uni.edu/senate/sites/default/files/agendas/bas\\_core\\_competencies\\_proposal.pdf](http://www.uni.edu/senate/sites/default/files/agendas/bas_core_competencies_proposal.pdf)

The meeting focused on defining the BAS (Bachelor of Applied Science) degree and why UNI should create one, the reasons for the suggested changes to the LAC core for the BAS degree, as well as questions and concerns of the petitioners and guests.

**Minutes for Approval:** January 26, 2014

**\*\*McNeal/Zeitz** All Aye

**\*\* Motion passed** to rescind the 1/12/2015 vote by Faculty Senate on the BAS degree.  
**Zeitz/ Nelson**

**\*\* Motion passed** to submit an apology to the Liberal Arts Core Committee and the University Curriculum Committee based on the Faculty Senate's mishandling of the LACC report; to receive the LACC report on the BAS competency-based structure and instruct the LACC to report their further consultations with College Senates. **Zeitz/O'Kane**

**Adjournment:** 5:04 **Heston/Zeitz**

**Next meeting:**

Monday, March 9<sup>th</sup>

3:30 p.m.

**University Room**, Maucker Union

\* Full Transcript of **49 pages** to follow, including **2 Addenda**

\* One Power Point Presentation will be attached to the 02/23/15 Faculty Senate Minutes.

**FULL TRANSCRIPT**  
Special Meeting  
**UNI Faculty Senate Meeting #1763**  
February 23<sup>rd</sup>, 2015  
Ballroom C, Maucker Union  
3:35 – 5:04 p.m.

**Present:** Senators Jennifer **Cooley**, Barbara **Cutter**, Forrest **Dolgener**, Cyndi **Dunn**, Todd **Evans**, Gretchen **Gould**, David **Hakes**, Melissa **Heston**, Chair Tim **Kidd**, Ramona **McNeal**, Vice Chair Lauren **Nelson**, Steve **O’Kane**, Marilyn **Shaw**, Gary **Shontz**, Gerald **Smith**, Mitchell **Strauss**, Jesse **Swan**, Secretary Laura **Terlip**, Michael **Walter**, Leigh **Zeitz**.

**Not Present:** Karen **Couch Breitbach**.

**Guests:** Lindsey **Aldrich**, NI VP Paul **Anderson**, Phyllis **Baker**, Brenda **Bass**, Edgar **Boedeker**, Jeffrey **Brand**, Matt **Bunker**, Jeffery **Byrd**, Shoshanna **Coon**, Belle **Cowden**, Michele **Devlin**, Richard **Featherstone**, Blake **Findley**, Mark **Grey**, Deedee **Heistad**, Donna **Hoffman**, Kent **Johnson**, Sue **Jordan**, Bryce **Kanago**, Qingli **Meng**, Ellen **Neuhaus**, Gayle **Pohl**, Mike **Prophet**, Gayle **Rhineberger-Dunn**, Susan **Roberts-Dobie**, Jerome **Soneson**, Colleen **Sullivan**, Susan **Wurtz** (and one unreadable signature).

**Kidd:** So hello everybody. My name is Tim and I’m the Chair of the Senate this year, and I’d like to call the meeting to order. It’s a little different than usual. We’ve got Senators mixing in. So just a couple of things: We have one order of business here, the usual Senate business, and that we have to approve the minutes. We have to take a vote. That makes things official. Otherwise we’ll be focusing on the BAS degree with the LACC, Liberal Arts Core proposals for this day, and that is all. Two things: one is that there’s a signup sheet going around for matters of attendance for the Senate. Especially please if you’re a Senator, sign the signup sheet. And the other thing is we have some handouts coming out. Please take, I think there’s

three; please take them. Also, if you are a guest appreciate we would appreciate it if you would sign up. The reason we've put some microphones out here is to record things for the public record, so if you have questions, comments, I'd appreciate it if you'd speak in the microphone they're not going to amplify anybody's voice. It goes to the sound recording system. When you do have a question or comment, I'd appreciate it if you could identify yourself, again, this is a public forum but we do record things to have a history of the Senate meetings. So, I guess first, are there any press present?

**Crippes:** *Courier*. Christinia Crippes.

**Kidd:** Thank you very much. Christinia from *The Courier* is here. Anybody else? Excellent. The second thing, comments from myself: I have very short comments. One, we're going to be hearing about proposals from the Liberal Arts Core Committee and the Undergraduate Curriculum Committee regarding the core classes, foreign language exit requirement for the proposed BAS degree; the Bachelor of Applied Science. So these degrees have not passed the curricular process yet. What we're trying to do at this point is I believe get a framework, so the departments have something, which they can use to develop curricula. So I think one of the things that I'd like to point out is that we asked these two committees to start this process, and I believe they've done a lot of work on this process, consulted with a lot of people, including people associated with community colleges, and with each other and also departments which are thinking of proposing these degrees. So I do appreciate the hard work they've done on this. The first order of business is, before we begin our real business, can I have a

motion from a Senator, to approve the minutes of our last meeting on January 26?

**McNeal:** Senator McNeal.

**Kidd:** Senator **McNeal** moves; seconded Senator **Zeitz**. All in favor? Very good. Motion passes. Minutes are approved. And, again sorry about that, but we do that so things become official. They don't become official the minutes are approved. So after this, we've allotted time for three people to present. During this time I would like to have time to allow presenters ten minutes to give their proposal. After this, we'll have question and answer period; a comment period, anything you want to talk about period. We're going to switch this around. Usually we have Senators go first, but since the Senate has already heard these proposals, I think we should have faculty go first who have not heard this before. That's basically it. So, April, **(Chatham-Carpenter)** would you like to start?

**Chatham-Carpenter:** We should have three handouts, or be getting them. Let me kind of overview what they are so that you'll know which ones we're looking at and for what purpose. The first one that we'll be looking at, which you should look at first, is labeled BAS Degree Discussion, Faculty Senate February 23<sup>rd</sup> 2015. That's the one that I'm going to be presenting from. I don't have a Power Point because I just wanted to go through how the processes that we've done so far. That one is actually maybe on the screen or it won't be. I don't know for sure. The second one that you'll need to look at potentially is the Power Point slides that the Liberal Arts Core Committee representatives, our committee, will be going from. And the third one is, I'm not sure what the title of the third one is. It's a

summary of the BAS recommendations from LACC and UCC I think that was the one you (**Kidd**) wanted distributed. If you'll pull out the one that says "BAS Degree" for the discussion that will be the one that I'm wanting you to look at. I'm looking around as you were coming in and just trying to figure out if there is anyone here who might not know what a BAS degree is. It's a Bachelor of Applied Science degree and it's typically geared towards non-traditional students that have technical, science background coming in from a community college with an AAS degree, which is an Associate of Applied Science degree. Those students in the state of Iowa at least, there are very few articulation agreements for those students coming in to be able to articulate to a four-year institution, especially in terms of the General Education component of what they're taking. This is why we're talking about this today. That gives you a little bit of background. Tim (**Kidd**) had asked me to see if I could find some information also on the need for this in the State, and actually some of those bullet points under 2B there on that handout relate to some information that we got from the Department of Education, Iowa Department of Education, Community College Division. It was interesting, as the University Curriculum Committee was looking at this, that there really were approximately the same number, approximately in the last --2009 --AA degrees across the state, as there are AAS degrees across the state. AAS and AA degrees are approximately the same: so around 4,000-5,000 degrees, given from across all of the Iowa community colleges. The AS degree is the Associate of Science, there's less of those. I do have those numbers and charts and have given those to Tim (**Kidd**) so that he would be able to eventually put that up on the Faculty Senate

Website. So if you're interested in that, you can have that. UNI has a unique mission. We just got finished looking at the, and we have a forum coming up March 4<sup>th</sup> to look at the Academic Master Plan Survey that was just completed. And one of the questions, a couple of the questions that we asked on that survey related to access. And we really have had a mission at UNI to have access for students for the State of Iowa. I know that the University of Iowa has said that they are the university for Iowa, but really, when you look at the percentages of Iowa students that we serve here, at UNI it's a greater percentage than at either of the other two other state institutions, and so because of that, and because our mission has been that as a regional comprehensive institution, one of the reasons why that there's been some desire to offer a Bachelor of Applied Science degree is because there are a lot of Iowans out there who have the potential for getting a four-year degree, but have not have any articulation agreements made for them. They are in the workforce, many of them, have been in the workforce for quite some time. Now they're wanting to come back and get a bachelor's degree so that they can get into some kind of management position. And this is not just in Iowa. It's also across the U.S. I'll go through the timeline here in a few minutes in terms of—and you can see that on Five, on the back of that handout. But in the spring semester of last year, there was a task force that was called together from the Provost, Gloria Gibson, at the time, and she asked that task force to look at the feasibility of possibly having BAS degrees here. They did a lot of research and looked at best practices in national research that had been done, and not just in the state of Iowa but also across the U.S. there's a real push for four-year,

regional comprehensive institutions, such as UNI, to have these (to) help students who have come through with AAS degrees to be able to finish. So this is consistent with our mission to be able to serve the State of Iowa and also to be able to offer a quality bachelor's degree so that students don't have to go to a place like Kaplan, that might not be as quality as we have here at UNI. That's really what item two deals with, in that BAS degree discussion. You can read that in more detail. Number Three on that handout, and I'm not going to read these things to you, I'm just trying to pull out the highlights for you. The reason I decide to do a handout is so that you could take that with you. The students, we assume, are non-traditional in age and background. They're already working in technical jobs. They have completed their AAS degrees. They aren't able to move because they're all over the state. They already have current jobs, and many of them, families in which they can't just come to campus. So there's some assumption that they are place-bound, that we have information on. Most of the students—all of the students who have taken an AAS degree in the State of Iowa, and this information, on Number Four, is from the community college, Department of Ed, Community College Division. They have to take at least twelve credit hours of General Education. That's actually going to be changing in the next few years because HLC, the community colleges in the State of Iowa are also accredited by the Higher Learning Commission, so they also are going to... they are increasing that to 15 over the next few years. Those areas, regardless of what the community colleges they're taking courses in are communication, science/math, social studies/humanities. And then on the very bottom of that Page One, and on

to the top of Page Two is actually a direct quotation from Barbara **Burrows**, who is one of the officers that works in the community College Division, because I wanted to make sure it was accurate, because I don't know this information. They have gone through and looked to see what kinds of things do these 12 hours typically consist of. Along with the science, technical courses that they're taking, they often have a lot of science and math, technical courses they've taken in addition to these 12 hours, because remember, these are technical degrees. So they may have more science, they may have more social science, so think about, if we have people for example, from Criminal Justice, the area that I've looked at specifically, from criminology, from Criminal Justice AAS degrees, and so they have a lot more social science types of courses, so there's not consistency except in those 12 hours of General Education, across the community colleges in terms of what they take. It depends on...because we haven't had articulation agreements from the four-year institutions. So you can see there that the top of Page Two, the quotes that were directly from her (**Burrows**). They also have major coursework in their technical field. We are, the University Curriculum Committee, suggested that there be—well there's a rule about how many hours they can transfer in—that would be 60 hours of transferrable credit. They will come in with more than that, potentially, in terms of the numbers of hours that they've taken. But we have a rule at UNI in terms of how many hours that we can count as far as transfer—the transferability—so we're not working at changing that at this point. Item Five there goes through the specific timelines, so that you can see that this has been under discussion for at least a year, in terms of the



kinds of things that have been done. The task force group, Jerry **Smith** was the representative from the Faculty Senate on that group in spring of 2014 and I know there was some people here from that group: Mike (**Licari**) is gone this week on provost interviews, so he is not able to be here, but I think Brenda (**Bass**), I thought I saw her come in. Kent **Johnson**, Deedee (**Heistad**), I know you were on that group, and so if you have questions about what that task force did, but their report actually was presented at the Faculty Senate meeting on Sept. 8<sup>th</sup>, 2014. There was information regarding that and that is on the docket item there that I've listed there. So if you want to see that report, you certainly can. The Faculty Senate gave the UCC and the LACC, well first of all, the UCC, basically said, "We need to have a structure for what this would look like." The UCC came back at the September 24<sup>th</sup> meeting—it was the Oct. 13 meeting—sorry, and presented this overall structure to be 21-30 hours of LAC courses, 21-30 hours of major courses in the area, and then 0-18 hours of electives. What we didn't want, the UCC talked about, that sometimes these BAS degrees are actually upside-down degrees, where you would take all of your community college credit, your General Education credit, at the four-year institution, and you do all your technical/career stuff at the institution that's a community college. But the departments that had expressed interest, and they were at that original meeting September 24<sup>th</sup>, the departments that were interested in having these degrees said "We don't want to give," like for example, a criminal justice, or technology or management degree to these folks without them taking something from our majors here on campus," so we don't want it just to be an upside-down degree where you take your

major at the community college and you take your General Education at the four-year. So the UCC listened to that, and then came with the recommendation that we did: that it would be approximately split in half. Half of it be the LAC classes or General Education classes and half of be the major classes, depending on how many hours that they are talking about. We came back, October, the Faculty Senate approved that structure, and then it came and said, "We would like for the University Curriculum Committee to make a recommendation regarding the foreign language exit requirement," and then the LACC, to make a recommendation in terms of the LAC, and so we had some additional discussions at the UCC relating to the foreign language exit requirement, as well as hearing some updates from the Liberal Arts Core Committee regarding what was going on with the Liberal Arts Core. At both of those meetings we were able to the UCC-- the University Curriculum Committee gave input, to the LACC in terms of what kinds of things they would recommend at the second of those two meetings. On December 3<sup>rd</sup>, we also invited departments that were interested in proposing their own BAS majors to that meeting so that they could give input also. We did not feel like, at that point, that we needed to, at the UCC, have a vote in favor or not in favor of the LACC proposal because there were no courses attached to it. So we never thought of this as being a curriculum proposal. We knew that the curriculum would have to go through the regular curriculum process, which is what the University Curriculum Committee is part of, so we assumed that once the Faculty Senate would approve the LACC's framework, or at least give feedback on that, then that would come back to some faculty body to be able to get

courses added to it, and then that would go to the regular Departments, the College Senates and all the way up the line to the University Curriculum Committees so the University Curriculum Committee did not vote, and that was the reason why. Not because we weren't in favor of the framework, but because it wasn't a curriculum proposal yet that needed our vote because it didn't have coursework in it. So, the next steps that we see, that the University Curriculum Committee sees, would happen is that courses would need to be identified or developed for each one of the category areas related to the framework that was developed for the LACC. If that framework continues to be one that the faculty wants to support, those BAS majors will also have to go through the regular curriculum process. I know at this point there are three or four areas that are working on those majors, so just for informational purposes: Management is working on that, from the College of Business. We also have Criminal Justice; Criminology is working potentially on one. There's one that's an Emergency Management- I'm not sure what that's called (from the audience: *Emergency Services with Vulnerable Populations*) Thank you. I know Computer Science has said they're interested as well, but I don't know for sure what they're doing with that. Technology Management also has a degree that's pretty close to this already that they're thinking about changing into a BAS or making that in addition to what they're currently doing. We have several groups that are looking at this. If you do want to see, eventually, I did get permission from the Faculty Senate for the College of Business to show you kind of what theirs is looking like it might move towards, a little bit. They haven't approved their courses yet, but they have an idea of how this might look

over a three-year period, so if you would have a question about that, Bryce **Kanago**, who is Chair of their Senate as well as Leslie **Wilson**, did give permission to give that as a draft—it's not being voted on—it's not going through the curriculum process at this point, because they're not ready. It's going before the College Senate, just like all of these should do, and that was the assumption. I think I'm over my ten minutes perhaps.

**Kidd:** Thank you April, I appreciate that. Next up is Deedee.

**Heistad:** I have a PowerPoint that you have. My name is Deedee **Heistad**. I'm Director of the Liberal Arts Core and Chair of the Liberal Arts Core Committee and with me I have...

**Roberts-Dobie:** Susan **Roberts-Dobie** I'm the College of Ed representative on the Liberal Arts Core Committee.

**Gute:** Gary **Gute**, College of Social and Behavioral Science's rep.

**Heistad:** I see that Ellen **Neuhaus** is here as well. A couple of our student reps, Blake (**Findley**) and Paul (**Andersen**) are here. I don't know if I'm missing anyone else, but in any case, I'm going to go ahead and talk a little bit about the work that we've done on the BAS. If you go to the next slide you'll see that October 13<sup>th</sup>, 2014 we received a charge from the Senate that basically asked us to explore what the LAC, the Liberal Arts Core portion of the Bachelor of Applied Science might look like. We received that charge at the same time the UCC received their charge. (If you want to go to the next slide.) When we received our charge, basically we didn't have a lot of information to go with. We knew that there were a few programs out there who were thinking about creating these types of degrees. We knew that there'd been some interest expressed from HPELS, from Computer

Science, from the College of Business, from Criminology. So when we began our work, we were really kind of working in the abstract, and so what we did, was we tried to set up as best we could what we knew about these students. So we knew that they would come in with an AS or an AAS degree. We knew that it would be mostly an online degree, with some face-to-face options. We were told that these would be mature, working adults looking for career advancement. What we added to this, was that we thought if these were going to be online courses, we wanted to make sure that they would be developed in conjunction with the best practices that we have here on campus. So we were thinking about Quality Matters, and then to begin building the curriculum, we thought that we didn't want courses to double count. So we didn't want the majors to kind of subsume the Liberal Arts part of the BAS degree. (Next slide) So what we did was we basically looked at three models. The three models that we looked at: the first one that comes to mind, which is the case-by-case basis. One of the things that we realized as we began to look at the AAS degrees is that they vary a lot from program to program, from institution to institution. And so what I put up on this slide was just a couple examples. So when we talk about a case-by-case articulation, it means that someone would go through the transcript and look at each and every course and see how that would articulate to UNI. So of course we didn't look at all at the major courses, but just in looking at the LAC courses, for example, a Police Science AAS degree from Hawkeye would transfer as nine LAC courses, and those would feed into Oral Com, Math and Social Sciences, leaving 35 to 37. Once again, a reminder that the Faculty Senate told us to develop a BAS portion that

would be 21-30 hours. So our first inclination was that a case-by-case transfer would go over the 30 hours that we were allotted, even in the best-case scenario. The other concern that we had immediately about the case-by-case articulation had to do with the actual work being done by the Registrar's Office in transferring these credits in. On the one hand, when we talked with the Registrar, who does serve on our committee about this, he was concerned about actually having to hire another person to go through all the transcripts to look at these course-by-course. Personally, my larger concern was that I know that faculty on campus have a real concern about transfer equivalencies and how they're being done right now, and that there's a sense that that articulation of those community college transfers have been taken away from the faculty. So, basically if we went to the case-by-case model, we, the faculty, would have to decide to either decide do this ourselves, or we would be placing into the hands of Admissions and the Registrar, all of the equivalency work.

**Heistad:** The next slide--was the second model that we considered. This particular model, a block articulation model, is similar to what we do with the AA degree. If you know or if you are familiar with the AA degree, a student who gets an Associate of Arts degree transfers to UNI, no matter what Associate Arts degree you get, you come to UNI and at most you would have two courses to take: Non-western and Capstone. So we don't go through transcript-by-transcript. We just say that the AA degree is the equivalent of this. Of course, that's what gets us into the conversations about whether "X" course from "X" community college really is equivalent to our courses. But that is a block articulation.

**Heistad:** So what we did was, in considering this, we began to look at the AAS degrees, and what we realized was that in many cases, the students would actually come in with three things: They would come in with some writing. They would come in with some oral communication, and they would come in with some math. Those courses may or may not be directly articulated in our current articulation agreements, but they usually fit into those three areas. So what we thought was that maybe if we went to a block articulation, we would want to say that those three areas were required. Okay? Either you could do them at the community college or you would have to do them immediately upon admission. So that was Part One. If you go to the next slide—so I just repeat Part One up there, so nine hours of the block articulation would be writing, oral communication and math. And then with Part Two of this block articulation, using our current LAC, what we did was we proposed additional course work in professional writing and professional communication, so that would be in addition to the previous nine hours, and then we went through the remaining categories and basically, you know, took something from each category that was left. Okay? So you would have Category 2, Humanities and Non-Western Cultures (3 hours) Category 3 (3 hours), Four, Five and Six. If you go to the next slide, you'll see that this is what the plan of study could look like. Okay? This is when we went through and just took courses out of those categories, so Category 2, 3, 4 and 5, and 6 and just put them up there. The first question that we had to ask ourselves is, "Does this look like an attractive option for BAS students?" Would they see this opportunity and come to UNI, banging down the doors saying, "These are the

foundational courses that I would like to take.” The next question is, “How would we articulate to the students, how do these courses hang together?” Okay? What would we tell them about what these courses have in common, what they did for them, what they would do for their futures? And then we started to ask ourselves, well, how would the students articulate to their employers, what their core looked like? And the more questions that we asked ourselves, the more that we began to wonder whether or not it might be more interesting to actually look into the Core, into our Liberal Arts Core and look at some of the skills, values, habits of mind that were being developed and to actually use those as the categories for a Bachelor’s of Applied Science. So if you go to the next slide.

**Heistad:** So this became our third model. So we started to look. We began the same way we began with the block articulation. Most students would come in with writing, oral com and math, and then we began to add to that some of the skills that we thought that we could cultivate within the foundation for these students. If you look at this, the question that comes up if you look at intercultural knowledge, ethical reasoning, creative inquiry and analysis, applied problem solving, integrative learning, you might ask yourself, “Why these particular outcomes?” (Next slide) So I think that the first thing that we thought was that in fact, these outcomes already exist within the Core. Okay? We don’t do an excellent job of articulating that this is what students are doing when they do our Liberal Arts Core, but they are embedded in it. The truth is, our students also have a difficult time articulating why it is that they have to take these courses in this particular core, and so we thought that maybe this would allow us to better articulate



and allow the students to better articulate what it is that they knew; what skills that they had; what it is that they value as they go into the workforce.

**Kidd:** Deedee, you've already gone over the limit.

**Heistad:** Alright, give me one extra. So, Number 2. These outcomes reflect the AAC&U best practices concerning Liberal Arts Education. In terms of what the American Association of Colleges and Universities is telling us, basically what we know and I did bring up a few different documents, some of the articles that are probably the most interesting would be *Greater Expectations* and *New Vision for Learning as a Nation Goes College*, *The Employer Priorities*, and then of course the the Hart Research Associates, *It Takes More Than a Major*. If you want to go to the next slide, I'm almost done. I promise. What are employers saying? Okay. Well employers are telling us that they want students who can think critically, analyze and solve complex problems, communicate effectively, apply knowledge et cetera et cetera et cetera. 93% of employers are telling us that a student's ability to think critically, apply problem-solving skills, and interact with others in a diverse and changing world are more important than a student's major. This is the type of language that employers are learning and so are using, and so what we thought (go on to the next slide) What we thought is that if we could figure out a way where we could provide a foundation for the students, while simultaneously speaking the language of the employers; a language that also reflects best practices in Liberal Arts Education, that maybe the Liberal Arts Core would want us to consider this particular core for the BAS. So what we did (if you go to the final slide; almost final slide) was that on November 4<sup>th</sup>, 2014 the

LACC voted unanimously in support of the draft—Did you notice--Draft—it was all in the document that we submitted to the Faculty Senate. Okay? It's in bold here, it's in our minutes—a draft BAS proposal and asked the Chair of the LACC, that would be me, to initiate, and once again I bolded “preliminary” vetting of the document by seeking input from various constituencies. (You can go to the next slide) The Liberal Arts Core Committee...

**Kidd:** Deedee, I think we're good.

**Heistad:** No, you can go to the next slide. So they know what to call us. So basically the Liberal Arts Core went to the Faculty Senate to begin the conversation. We're happy that the conversation has begun. It didn't come about exactly as we had hoped that it would, but we are pleased to be able to talk with you today. Thank you.

**Kidd:** Alright. Thank you. And now, I believe Jesse **Swan**, will take a couple of minutes to talk about why this meeting was called for by petition. I apologize for allowing people to go over.

**Heistad:** For allowing April (**Chatham-Carpenter**) to go over first.

**Chatham-Carpenter:** It didn't start til 3:40. I looked at my time.

**Swan:** It started at 3:30. So it's been 35 minutes and I'd like to speak for two minutes to say why this session was called. I will be plain for the sake of brevity and clarity. I supported making the petition calling this meeting because the governance process for faculty control of the curriculum was subverted. And it was subverted in a way to make it look to outsiders as if it were followed. In the motion I made in the fall term charging the Liberal Arts Core Committee, I said the committee should propose a way to

accommodate our Liberal Arts Core to the new degree being developed or it should come back and say that it could not do so. Then on the first day of classes this spring, the Liberal Arts Core Director proposed to throw out the Liberal Arts Core and put in its place a general set of statements about competencies and no content. To my statements that this was not the committee's charge, she just kept saying that it was. Then the chair cut off discussion and asked for a motion to approve. Leigh **Zeitz** and Forrest **Dolgener** sponsored the motion and a vote was taken. More Senators did NOT vote for the motion than those who did, but, following technicalities, the chair declared that the motion passed. I was entirely shocked and stymied by such fast action being rammed through. Clearly, faculty had no idea about this, and even Senators were emailed the proposal only the Friday before the Monday meeting. The Senate is to represent the faculty and to be a convenient way for faculty to have input. When it breaks down, Senators are obliged to notify faculty of what's going on and provide faculty whatever opportunities there might be to voice their views. This is why I supported the petition calling this special meeting. I do not believe that faculty want their curriculum changed, using the process the Senate used in this instance. Even those faculty members who may support one or another aspect of the Liberal Arts Core Director's proposal may wish to have real and proper input. Accordingly, I think the Senate should formally rescind the hasty motion that has caused the turmoil, and that the development of the new degree get on a proper track for development by the faculty.

**Kidd:** Not too bad off schedule. I would like to invite, especially people who are involved in creating curriculum to ask questions and make comments.

We have the Liberal Arts Core Committee members here. Only April (**Chatham-Carpenter**) is here from the UCC, and if you have any questions about procedures, you can ask me. So, does anybody have questions or comments?

**Chatham-Carpenter:** Actually, there are other people from the UCC here.

**Nelson:** And also state their name. When you come to the mike, just state your name, just to help with the minutes.

**Baker:** Hi I'm Phyllis **Baker**, Department Chair of Sociology, Anthropology and Criminology. I'd like to take a minute just to thank everybody for all of the hard work that you've all done on the BAS here at UNI. I think it's a really good opportunity to for UNI to have a new degree program, to help a demographic of student that's out there that we really should help as the regional comprehensive. As the department head of one of the departments (Discussion about which way to face audience and panel) whose looking into and is actively developing a BAS in Criminal Justice, we have some issues. I didn't actually know anything about what Jesse just talked about, thank you for that, but we have some issues and concerns that we would like to approach the LACC, but more the UCC about those issues. Gayle **Rhineberger-Dunn**, who one of our criminology faculty is going to read a letter about some of the concerns they have, the criminology faculty have, then I will fill in after that with a couple of other sets of other concerns. Thank you.

**Kidd:** I apologize for the strange set up. I've never organized this room before.

**Rhineberger-Dunn:** Gayle **Rhineberger-Dunn**, Criminology. Phyllis (**Baker**) has asked us to put together a committee of criminology faculty to create a BAS program in Criminal Justice, although we are a Criminology Department, Criminal Justice is, you get the same job, but it means something different to people in the field. So in order for consistency, that we're representing our ideas, I'm going to read the letter that we drafted a few weeks ago:

"Dear UNI Faculty Senate: The Criminology major is one of the majors developing a BAS program at UNI. We have reviewed the proposal that will be discussed at a special Faculty Senate meeting on Monday, February 23. While we strongly support the new proposed LAC curriculum for the BAS program, we have a few concerns about the admissions requirements for the program.

"According to the proposal, students could not be admitted to the program unless they have "at least two years of work experience, preferably related to their AAS degree." Our first concern is over who would determine what "work experience" would count toward this requirement. Specifically, who would be assessing this requirement? Someone in Admissions, who may not be familiar with individual fields of studies? Someone at the department level? Additionally, what counts as two years of experience? Does working at Pizza Hut count the same as working as a security guard? What does two years mean? Does it mean two years at full-time status, or can someone work part-time for two years? If someone is working in security work, for example, while also obtaining their two-year AAS degree, does this count as two years of experience? Does military

experience count as two years of experience? In our program, it would make sense to count military experience toward the two-year requirement. “Furthermore, while this requirement may be necessary in some programs, we believe it would be problematic for students wanting to pursue a BAS in Criminal Justice. One of our primary feeder schools for the program is Hawkeye Community College, who currently offers both an AA in Criminal Justice and an AAS degree in Police Science. Faculty in Hawkeye’s program strongly believe that some students decide toward the end of their AAS degree, that they want to continue to work on their bachelor’s degree. Under the proposed admissions requirements at UNI, these students would not be able to enter our program until they had two years of work experience.

“Perhaps more importantly is the potential for discrimination against women and minority students. Women and minority applicants are often discriminated against in the field of criminal justice. If the purpose of this program is to provide a pathway to education for students who are currently disadvantaged by having an AAS degree, whether in terms of career placement or career advancement, then the two-year work experience requirement may create an additional barrier for these students. Women and minority applicants in the criminal justice field are often required to have more education than their peers in order to obtain the same kind of job.

“The bottom line is that we are concerned that this two-year work experience requirement may result in a loss of potential students to our programs, and may result in further discrimination against women and

minority students. We strongly recommend that the job experience as an admissions requirement be a department-level decision.

“Thank you in advance for your consideration of this issue. Sincerely, BAS Criminal Justice Degree Committee: Gayle **Rhineberger-Dunn**, Keith **Crew**, Matt **Makarios**, James **Wertz**, Jane **Wagner**.”

**Rhineberger-Dunn**: And I’ll just add that on our committee, Jane **Wagner** is from Hawkeye Community College. She is strongly invested in our program. She strongly supports the program, but sees that requirement as potentially very limiting to whom we can recruit; it becomes a recruitment issue for us and staffing the program at the level that is required. Thank you. Oh, another major concern coming from Jane (**Wagner**) out of Hawkeye and James **Wertz**, who is an adjunct faculty in our department, and who also teaches at Hawkeye, and is part of the AAS program there, they also strongly recommended that we not limit ourselves to AAS students. There are a large number, perhaps even more so than AAS students, a number of AA students who want degrees, particularly in criminal justice. In criminal justice, it’s not hard to get a job with an AA degree, but in policing for example in most larger departments you cannot get promoted without a BA degree, or some kind of four-year degree. So by only limiting ourselves to BAS students who enter AAS programs—sorry--if limiting ourselves to AAS (there’s too many alphabets here) students, we are potentially losing a large number of students who want a degree but can’t get one. AAS students enter the AAS degree because they don’t think they want a four-year degree. We’re actually not going to have as many

AAS students who want a four-year degree, as we have potentially have AA students who want the four-year degree. Thank you.

**Kidd:** Thank you very much. Since that's a little off topic, I don't want to get too much into the workforce requirements. But the UCC, April (**Chatham-Carpenter**), would you be able to work with them?

**Chatham-Carpenter:** Absolutely.

**Kidd:** Wonderful.

**Devlin:** Michele **Devlin**, chair of the health promotion division at UNI and also one of a team of interdisciplinary professors looking at the development of a BAS in Emergency Services. I also want to thank the committees for all their work on this. We were very pleased to see the BAS proposal moving forward, and we do think the LAC component should be the focus of the supply type of areas. I spent a lot of time out in the state of Iowa and others states as a center director working with different non-profit organizations, heads of different state government offices, lots of different folks and we hear the messaging all the time that you're talking about, so I'm certainly in full agreement with this, and I think Gayle's (**Rhineberger-Dunn**) comments about...would be worth looking at, maybe lowering that work experience requirement, making that a little shorter and also considering admission of the AA students with that degree also. I think it expands the market. We would agree with that also. Just to show you how some other folks around the state are already doing this, we did speak just this weekend at a conference that was held at a community college in far western Iowa about 3-4 hours away from here. We were quite interested to see all of the different advertisements posted very, very,



heavily all around the community college by the University of Iowa, advertising very heavily their BAS degree and offering the last two years 100% online. So, our other state universities are doing this already.

**Chatham-Carpenter:** That's not a BAS. It's a Bachelor of Applied **Studies**, not a Bachelor of Applied **Sciences** degree. They do have a different Liberal Arts Core. The foreign language requirement is also waived for that. If you look at it, the link is actually on the handout that I was speaking from.

**Devlin:** And let me assure you again we've worked with people, that a lot of these working professionals, they don't know about the difference; they don't care. They see things like this that you can finish off, that you can do a stackable degree online for two years. It's a quality state university just as we are. That's they're looking for. Thank you.

**Kidd:** Would anyone else like to offer a comment?

**Cooley:** I have a question. First, I'd like to thank folks for coming out to talk about this. That's great. Jennifer **Cooley**. This might also help Michelle (**Devlin**). This degree, that's offered by the University of Iowa, is actually not offered by the University of Iowa. It's offered by the University College. You can see this on the flyer. It's clearly labeled as something that's offered by Continuing Ed, so there's actually no way that a student could be confused, or an employer for that matter, and think that they're getting a person with training from the University of Iowa. They're actually getting a person with a degree from a different entity. That entity is the University College.

**Chatham-Carpenter:** That's the same for us as well, Jennifer (**Cooley**). That's the same for us as well.

**Cooley:** So there's my question. What would be the entity that would grant the BAS degree at our institution?

**Chatham-Carpenter:** It's the UNI. UNI grants all the degrees. The degree does not come from anymore than a particular college. I couldn't say that College of Humanities, Arts and Sciences grants a Bachelor of Science degree, that's a degree that the University grants. It's not just coming from a college, and so Kent (**Johnson**) you might want to weigh in on that, but Continuing Education is part of the University of Iowa, so when we go to the Board of Regents meetings and they present new curriculum, anything that's offered anywhere on that campus is considered to fall under the University of Iowa degree programs. The Provost is putting those forward, so it doesn't matter where it's coming from, it is still a University of Iowa degree, so I have to respectfully disagree with that.

**Nelson:** Any other interest?

**Soneson:** Hi, I'm Jerry **Soneson**. I'm head of the Department of Philosophy and World Religions. Thank you all for making this time available to us and informing us on the BAS degree and on the LAC proposal. I think that the BAS degree is going ahead and is going to become a part of our program willy-nilly, and I think it's in our best interest to sort of get on board. I think it's fine. I don't have any problems with that. As head of the department though, that is instrumental in delivering the LAC I do have some questions. They pertain a little bit to what Jesse (**Swan**), the points that Jesse had about the way in which the LAC was introduced and then passed in a kind of package last time the Senate met. The idea of helping students understand what they're doing in the LAC by identifying competencies I

think is a very good idea. The other problem is communicating to students again and again why it is that they're doing in the LAC, identifying competencies, I think is a very good idea. The problem is communicating to students again and again why it is that they're taking what they're taking, and if we can connect courses directly with what it is that they really want to get out of college education, I think that would help them. That's what student outcomes is about. We are aiming at helping to transform students so that they can become, among other things, excellent employees. We want other things to happen to them as well. We want them to become good citizens. We want them to become thoughtful persons. We want them to make good decisions about their lives, so there are a variety of things that we would like to see happen, but identifying competencies I think is a very good idea. As head of the department, who probably will have to find faculty to deliver some of the LAC courses for the new BAS, however, I am a little bit worried. Who is going to do this? That's one question, and how is it going to be funded? Right now it's hard to fund the LAC as it is. We were not allowed to send out the contract for teaching this next semester, this current semester, to our adjuncts until I believe it was the day—the Friday before classes began and that's because we couldn't find money. Where was the money going to come from? And we found money and finally we were able to send out these contracts and the faculty were in fact hired so that they could teach the adjunct core courses. I don't have any faculty right now—permanent faculty—tenured faculty, or tenure-track faculty who I could say, "Instead of teaching a regular course, I want you to teach an online course." I can't take them away without

robbing our students who are already here. It's hard to get enough adjuncts right now for the LAC, so I'm a little bit concerned about the funding. The second problem is, that if we're going to come up with a new LAC, which is just strictly competency-based, the question becomes, who is going to come up with the courses? If the regular faculty in my department don't have time to come up with core courses how do I contact potential adjuncts –adjuncts I don't already have, because I'm already using them for LAC. Do I contact potential adjuncts and say, "I would like you to teach a new kind of course, it's got this kind of competency, but you come up with a course that fulfills that competency, and then I'll take it to the LAC committee and see if they agree that this fulfills the competency." You get the point. It would be very difficult, I think, to sort of orchestrate all of this, especially in a rush. If we're going to start this in the fall, how are we going to get all of this online? It's just a technological problem: How are we going to do this? Where are we going to get the funds to do this as well? Another way to think about this is to do something like what Jesse proposed: to find a selection of current LAC courses and identify the competencies that are already a part of those courses. This way, we can explain to students, "Hey, this is why you take College Reading and Writing," or "This is why you take Philosophy: The Art of Thinking," or "This is why you take Humanities 3, because these courses will do something for you. You will end up being able to do various things at the end of these sets of courses that you wouldn't have been able to do if you didn't take them." So, my suggestion is that you ask departments who are going to have to supply faculty to teach this, to think a little bit about this, and to decide what kind of program they would

be in most favor of, and then how they would be able to deliver that. If we were able to do this, if you gave us a chance to at least think about this, then we could make a decision and we could talk to our Senators, like Jesse and say, “By golly, go ahead and vote for such-and-such a program, or you’re best to avoid such-and-such a program but do your best to avoid such-and-such a program because of one, two, three and four. And then, there could be a more considered discussion that would include the people who would actually will be involved in the delivery of this program. Thank you.

**Kidd:** I’d like to address a couple of things first, but come up if you want to speak. One, in working with analyzing budgets in the University, I’m very concerned about resource allocation and at this point, we don’t have resources to make this program. We haven’t heard about, except for the fact that the president has asked the Regents for, I believe, \$1.5 million in funding for this endeavor. However, that’s not been approved, and so before...I would be very interested to hear where the money is going to come from to support these programs before as a Senator I might vote to approve them. The second thing is, I don’t think—or at least I hope no one thinks this program is going to start in the fall. We don’t have any curriculum even proposed for departments. So the earliest start for this would be two falls from now, 2016. And I anticipate a lot of discussion over the next year of what’s going to go into this BAS LAC. I anticipate a lot of discussion about where the students are coming from. Again, we have need; we see that there is general need, but we don’t know where the resources are coming from. We don’t know the degrees. We haven’t seen a

lot of information. What we have right now is preliminary things. On a degree where...well think about this: When's the last time there was a new degree proposed at UNI? We're kind of fumbling a little bit here. I just wanted to address these points. We're not starting next fall, and I hope that your department is consulted heavily, because that would make sense. Thank you.

**Grey:** I'm Mark **Grey**, from Anthropology. I'm also Director of the New lowans program. I'd like to thank the Senate of course, Jesse for your petition and Melissa for your very thoughtful letter. I've been one of the biggest fan of the LAC on campus for the last 25 years. It's one of the reasons I came to UNI, and it's one of the reasons I've stayed at UNI. My daughter who's a student here goes around and around with me on weekends about LAC, but I always win that argument. So, I'm a big fan of LAC and I certainly appreciate this discussion. I think it's a good, healthy discussion, and I think five or ten years ago, I would have stood here and said, "Keep things the way they are," but I can't anymore in good conscience, I can't do that anymore because I think we need to start thinking in small ways, incremental steps, about changing the way that we do business because the traditional four-year cohort model isn't going to work much longer, and again, this is not my heart speaking, this is business. We're getting our lunch handed to us. I spent a lot of time, like Michele (**Devlin**) out in the community colleges, and rural areas and even in places like Des Moines and the suburbs, and we are getting our lunch handed to us, because we need to be more flexible in terms of the opportunities that we provide for non-traditional students. I wish I didn't have to say this, I

wish we could continue to do business as usual, but we can't. We are getting our butts kicked. (Don't put that in the *Courier*.) Don't quote me directly, but it is a serious problem. I do not believe that the BAS is an incursion on the LAC. This is a small, incremental change that I believe is a positive step towards making UNI relevant for the future of the state. I don't think it's a direct threat against the University. It's not going to stop us from doing what we do well. But we are the State's comprehensive university. We have to make these kinds of changes. Again, even if it's a small and incremental way, which this is, I think it's going to go a long way to secure the future of our institution. So again, thank you all for your passionate discussion.

**Kidd:** Thank you very much.

**Hesse:** Tom Hesse, I'm an adjunct instructor in philosophy and religion. My perspective may be unique in that I used to teach in one of these programs for three years. I don't know if I can name the schools or not, but one was a large community college in Iowa and the other was a private Catholic college. I was there two years at the community college and finished off at the private Catholic college. I won't go into all the details, but there were a host of problems with the program and I eventually quit in protest. One problem I encountered was that a very high percentage of the students had their tuition reimbursed by their employer. They were working adults, as UNI is proposing for this program, and they had their tuition reimbursed, but only if the student received an "A" or a "B". And in some cases, you'd get 100% reimbursed if you got an "A" and only 50% reimbursed if they got a "B" so there is a tremendous amount of pressure put on faculty members

to inflate grades. So I'd like people to maybe think about what percentage of these working adults will have their tuition reimbursed because of that puts serious pressure on the faculty. The second concern I had dealt with the question of whether "normal" students would be able to take an occasional class in this program. The way it's being set up, it sounds like it's only for students in the program, and that's how it was originally set up at the place I used to teach. But, over time academic standards dropped and students from outside the program, normal non-working adults, were allowed to take courses in it, in part so they could graduate faster, and in part because the classes were easier than traditional 16-week face-to-face courses. I can go into more detail afterwards, if people want to talk to me about this, but I do have some concerns about the academic standards and the question of grade inflation due to tuition reimbursement.

**Kidd:** Thank you. I guess I have one comment. As a professor who's taught in a program which had a lot of students who were reimbursed by their employer, John Deere I did fail some.

**Hesse:** The problem is that if a student signs up for a class, and their employer is paying for it, they usually expect it will be free. If they get a low grade, all of a sudden they get a thousand dollar bill in the mail, and they tend to drop out after that. There's pressure to keep them in the program by giving them "A's" and "B's."

**Kidd:** I understand. I didn't feel that pressure. *(laughter)*

**Hesse:** When you're an adjunct you feel that pressure. *(laughter)*

**Kidd:** And that's a big difference, you're right. I was pre-tenure, but I wasn't an adjunct. I'll have to talk to you more later. Thank you.



**Dunn:** Hello. Cindy **Dunn**. I'm here as a Senator from the College of Social and Behavioral Sciences, and I was one of the five people who asked for this meeting because I did feel that I wanted to hear from a broader constituency across campus, both positive and negative. One question that I have and Brenda (**Bass**) may be able to answer it. I don't know if there are any other deans with us at the moment, but my understanding is that the deans did in fact once the Senate provisionally passed this, started talking with department heads about, "Are there currently things in our UNI curriculum which could potentially count towards these competency-based courses?" In other words, could I as an anthropologist look down this list and say, "Oh, well, we could do Competency 3 with this course." Going back to point about where would the resources come from, if some of our currently existing courses could also fit this model, then that would be more feasible than if we had to develop brand new courses on various things. I'd like to ask Brenda or anyone else who has any other information, what kind of response was there? Do we have a bunch of people coming forward and saying, "I have a course that I'd like to develop as an online to fulfill this competency."

**Bass:** Brenda **Bass**, Dean College of Social and Behavioral Sciences. To answer the question directly Cyndi, yes, after the Senate had provisionally passed it, the deans were asked to go out to their department heads and say, "Is there anything out there in the works for the competency-based?" I can only speak to what I did and what happened in our college. The resounding answer was, "We don't have time to develop new courses right now," and "Where are the resources?" and then of course I knew from

discussions and having seen the petition from Jesse (**Swan**) and others, I knew that there would be further discussion, and so at that point, within our college, instead I asked department heads to ask their faculty what were current LAC courses that were available or had been developed for online delivery that they'd be willing to have put forward towards this potential model. And so that's where it stands in my college, but I can't speak for my other fellow deans.

**Chatham-Carpenter:** I have that data. What happened after the Faculty Senate approved this 9/4/1 vote on Jan. 13 meeting. (Jan. 12, 2015)

**Kidd:** 9/5/

**Chatham-Carpenter:** Then what I asked Dr. **Licari**, Interim Provost **Licari** was if we needed to probably do was to get some faculty together to figure what the courses might be in each one of these categories of outcomes areas, because that was what I thought would be the next step, because there was enough curriculum developed yet. And so I asked the deans to find out from their department heads if there were already existing courses that could be done because exactly for the reason that you said, Cyndi (**Dunn**). There were, in terms of things that were presented, 20 courses out of CHAS that were proposed in various areas. There was one out of the College of Business, one out of the College of Ed, actually there were three out of the College of Ed, but two of them was at the 6,000 level, and I was like, "Really, it's undergraduate." Anyway... then eight out of CSBS. I didn't send those because by the time I got those, it was about the same time that this petition was coming forward, and I was like, "I should stop working on this now because I don't know where we're going on this."

**Dunn:** So, of the six competencies, are they roughly three courses for each? Or do we have lots for (Competency) 5 and none for 4?

**Chatham-Carpenter:** There are courses in every single one of them, and they're already-existing courses. In many of the cases I'm looking, just for example, Visual Perceptions, Soundscapes, General Physics, Oral Com, Math Decision Making, Intro Stats, English, Latin America. A lot of these courses are already existing-LAC courses: African Geography, Intro to Sociology, Culture, Nature and Society, Capstone obviously, Native Central and South America, Human Identity and Relations. If I were look at these, at least 50% of them are already-existing LAC courses. I haven't compared them against the current LAC because another thing I thought about when I was looking at this and the discussion started happening about, "Could we have, is there another model that we could come up with, using a combination of this outcomes model and actually then taking our current LAC classes, and so I was just trying to see if there would be a way matching up things. But I stopped because if the faculty aren't in support of having a BAS degree, which I didn't know, and I didn't know if we'd get a sense of that here, or not then there's really no need to continue working on this.

**Kidd:** Thank you.

**Heistad:** Could I just add one thing? What's clear to me is that if there were faculty who wanted to develop new courses for this that the resources have to be there. This can't move forward. The Liberal Arts Core Committee didn't get to the point; we had just thought we were beginning the conversation to thinking about, "How many courses would we need? How soon would we need them? How much would it cost to develop these

courses?” But I do know that Continuing Ed has offered some monies to help fund that type of course. I know that the President announced that he was asking for funding, but those funds would have to be put in place to develop new courses. So on the one hand I think that if the faculty want to use some existing courses, especially if that’s a way to get things started. But I certainly wouldn’t want to say that we have to use existing courses. I think that there are plenty of faculty out there who would be very excited about creating new courses that might respond to these outcomes.

**Kidd:** Thank you.

**Gould:** Gretchen **Gould**. I am actually speaking on behalf of a colleague who couldn’t make it today. They had emailed me and said that they had procedural and content-related concerns about the proposed BAS degree. Their chief concerns are for the library and any new students in any new programs, if adequate support such as library services and resources will be provided to the students and adequate funding be provided to the library and other services such as placement to support the increased and different student needs. I just wanted to relay her concerns for you guys to consider.

**Kidd:** Thank you.

**Cutter:** Barbara **Cutter**. I’m here as a Senator. One thing I wanted to say is I think April (**Chatham-Carpenter**) you were the one saying that you were not sure about faculty support for the BAS. Was that correct?

**Chatham-Carpenter:** That had been brought up in the petition to have this meeting.

**Cutter:** From the Senate's perspective, I think that our concern, and I was one of the five Senators to ask for this meeting, was not the BAS, but the Liberal Arts Core Model, and in part I have to say I'm a little confused because my understanding is if a new program is proposed, it should go through the curriculum process, so I don't understand why that particular model didn't go through the curriculum process before it came to the Senate. And if I think about what Gretchen (**Gould**) just said, and some other things that have come up, money, library services, the specific courses: All those things have to be dealt with in curriculum proposals. And so for us, I think a lot of it was process in it being so vague that we didn't feel that we could vote on this particular program until it had gone through the process, and in that process you can get faculty input in all these departments who teach in the LAC.

**Heistad:** Just to be clear. The Liberal Arts Core Committee did not ask the Faculty Senate for to vote on this proposal. It was clearly written as a draft. We received this charge directly from the Faculty Senate. When the Liberal Arts Core Committee received the charge, we thought it was a little odd, that the Faculty Senate would be charging us to create curriculum. We went ahead and did it. We thought that it was really the beginning of a conversation. One of the things that I thought was just really astounding during the Faculty Senate meeting was the fact that you all did vote on this as if you controlled the curriculum. I almost the first one in the room to raise my hand and say, "Hey guys, you aren't the Curriculum Committee, this isn't a curriculum proposal. You can't be voting on this." In response, what happened was the LACC received a lot of accusations of having tried

to by-pass the curriculum proposal, when in fact all we did was bring a draft back to the Faculty Senate for discussion to receive further guidance. You all never told the Liberal Arts core Committee that we were in charge of this per se. We thought that we were starting a conversation. You all jumped the gun, quite frankly, voted on it and then turned around and called a faculty –an all faculty meeting. It seems to me that perhaps it would have been a better idea for us to engage in a heated discussion at Faculty Senate, to step back and then to ask the Liberal Arts Core Committee, “You know, this seems a little bit crazy to some of us. What do you think you should do with it?” And what we would have said is, “We probably need to go talk to more faculty. We need to go to some departments. We need to go to the College Senates.” But instead I left there with a vote in my favor, so I thought, “Okay.”

**Cutter:** It’s a relief to know you didn’t think we should have been voting. I did have a different question I also wanted to ask, which is, I know these are proposed as eight-week classes. I assume that means double time, like the same number of credit hours?

**Heistad:** We have not proposed these as eight-week classes; we haven’t proposed them as 16-week classes, or three year. I’m not sure where that came from, but I can assure you that the detail with which that rumor started, I have no idea where that came from.

**Chatham-Carpenter:** It was a discussion that we had had at the University Curriculum Committee as a possibility of ways of offering this to make these doable for these students who are place-bound. It is not something

that it has to be eight weeks, but we can't make that decision until we know what the curriculum is.

**Cutter:** I was also wondering if they have to all be online? I understand the need for online courses, but you know we've got some big employers nearby. It seems like we could get some people in evenings as well in person.

**Chatham-Carpenter:** There are multiple kinds of options for teaching distance education. The issue is we can't just assume that the students are just coming from the university area, within driving distance, so how we can potentially do that is depending on the market.

**Heston:** I'm Melissa **Heston**. I'm the person who sent the letter-- Dear Colleague letter and spearheaded getting the petition done. I do appreciate the work that goes into having all of the god-awful meetings that you have, and even if they're fun, they're still long and they're tedious that the LAC and the UCC had to do in order to put this together. I was just asked by a colleague who left, that I reiterate the request that was part of the petition. In part of my letter, that the Senate consider revoking it's vote, based particularly upon Deedee's (**Heistad**) comment that she didn't expect a vote, so that we can take it out of the kind of thing that it is, and I realize that there's some debate about what is and what isn't, (*laughter*) take it out and put the draft on the table and let the committees go and talk to people, and not have it be something that the Senate has either supported or rejected, but has simply received, which is what I typically think is what we do with reports. We receive them. We don't approve them or reject them.

**Heistad:** Can I just say that I would be really happy with a motion like that, but I do think that what should accompany that motion should be a formal apology to the Liberal Arts Core Committee. I think that over the last two weeks, the Liberal Arts Core Committee and particularly its members have really felt as though their integrity had been questioned. There were phone calls to members of the Committee asking if they in fact were arms up the Administration, if I had forced this particular proposal on them, as if they weren't able to think for themselves. I think that it was in fact, mishandled by the Senate, and in doing so I think that it's damaged the reputation of the Liberal Arts Core Committee. So I would agree with Melissa (**Heston**) that I do think that allowing us just to vet this proposal would be nice, but I also believe that we deserve a formal apology for how this transpired.

**Kidd:** Since I'm the Chair, it's always my fault and I'm sorry.

**Heistad:** No, I think it goes beyond you, Tim. I think there were procedural issues but I also think that when it comes to the integrity of a committee that's been given a charge by another committee, that if we work for you, it's your job to protect us, and not to come out against us, because we actually did the work that you asked of us.

**Kidd:** Sure. Makes sense to me. Does anyone else have any comments or questions?

**Swan:** So, Mr. Chair, it would be very good if the sponsors of the motion would sponsor the motion to rescind. Then we could vote to rescind that motion. That would be very good.

**Kidd:** Procedurally, I believe anyone who voted "yes" could make a motion to rescind.



**Swan:** But it's ideal if the sponsors of the motion do it though. I'm just mentioning that.

**Zeitz:** Was I the sponsor?

**Kidd:** I don't know.

**Swan:** Yes.

**Zeitz:** I move to rescind the vote.

**Kidd:** Sounds awesome.

**Nelson:** I'll second it to move this along.

**Kidd:** There is a motion to vacate the vote. All in favor? Any opposed (no sign) Alright. It's vacated.

**Nelson:** I think that there were two more parts to this that perhaps we should address.

**Kidd:** Sure.

**Nelson.** One would be a motion to apologize to the Liberal Arts Core Committee for taking an action at the level of the Senate that caused distress to committee members. But also, should we not also go one step further and simply receive the report?

**Kidd:** Sounds good.

**Nelson:** Just receive it –not to approve to disapprove it –it just to receive a report and go forward.

**Kidd:** So do we have a motion to apologize?

**Zeitz:** I move that we submit an apology based upon mishandling of the report. Is that the right terminology?

**Nelson:** That sounds good.

**O'Kane:** Second.

**Kidd:** Second by Senator **O’Kane**. Moved by Senator **Zeitz**, seconded by Senator **O’Kane**. So we have a motion to apologize to the LACC and I would add the UCC. All in favor? Any opposed? (one voice) Abstaining? Motion passes. We apologize.

**Zeitz:** I move that we receive the report.

**Kidd:** Very good.

**Nelson:** Could we add some instructions to that?

**Kidd:** Sure.

**Nelson:** That they would then take the report and do further consultation with College Senates.

**Zeitz:** I move that we receive the report; that they would do further consultations and move it forward.

**Heistad:** Would you us to do that? Would you like to create an additional committee?

**Swan:** I think it get’s tricky making such a motion. I really did like the Liberal Arts Core Director’s suggestion that we should keep talking about this, that it’s a draft, a work in process. Why can’t we just keep doing that instead of trying to figure out a motion that says what to do next? We should keep working on it and the Liberal Arts Core Committee should keep working on it with Senators with College Senates, with maybe calling meetings of the faculty-at-large to meet with it; to talk about it. The presentation the Liberal Arts Core Committee made today was particularly good—all of the slides, the one of the models was very attractive, I know some people would want to pursue those. We can just let it be what they were trying to

make it, as something to start with, to talk with and then we keep talking. I think that could be very good right now.

**Chatham-Carpenter:** I'm not a Senator, so you can ignore me. But, as a person that is someone that deals with curriculum, it would be nice if the Senate could give an idea of when a report from these consultations would be forthcoming--another report or follow-up to the Senate, because my concern is that we have these discussions and five years from now, we're still having these discussions, and Iowa and Iowa State now are offering, hypothetically, and getting ahead of us once again, because we are not nimble enough, like Mark (**Gray**) was talking about, to make change. I've seen that happen and right now if you're talking about funding issues and having issues related, that are difficult to pay our salaries, to be able to hire people in time, like Jerry (**Soneson**) was talking about. The reason why we're having difficulty is because our enrollments are down. You want our enrollments to continue going down? You don't be nimble enough to change. Nimbleness requires time-sensitive decision making. If we just have discussions, it will not happen. I've been here for over 20 years. I've seen that. So, that's my rant for the day.

**Kidd:** I appreciate your rant.

**Swan:** The Senate has received all kinds of information about timelines. Today we heard that it's going to be two years from now before we have a BAS. Other times we've heard....

**Chatham-Carpenter:** If we get it done by December it will be two years from now.

**Swan:** And so we thought different kinds of ideas about time. So if we could have a project, then when is the ideal goal, and if we could have a clear sense of that, we could then talk with our colleagues.

**Chatham-Carpenter:** Fall of 2016.

**Swan:** What's that?

**Chatham-Carpenter:** Fall of 2016.

**Swan:** Fall of 2016...

**Chatham-Carpenter:** ...to start the program, to start offering. In order to do that, because of our new one-year cycle, and I'm speaking about cycles here ---that was approved by the Senate--we would have to have everything through the Faculty Senate by the end of fall of 2015.

**Swan:** And we started talking about this in the fall of ...

**Chatham-Carpenter:** We've been talking about this since the spring of 2014.

**Dunn:** I would concur with April's statement, that if we want to begin in fall of 2016 everything would have to be approved of by fall of 2015. I thinking that creating an entirely new LAC curriculum, putting together all of the classes so that they're ready to go, plus creating at least one BAS degree with all this stuff in there, I don't think that nine months is enough.

**Chatham-Carpenter:** I would like to ask Bryce (**Kanago**) to speak to that from the aspect of the Faculty Senate from the College of Business. If he would be willing to report what you're progress is on this?

**Kanago:** We've come up with a list of potential courses that would serve for the major. We have outlined a procedure where, assuming a Liberal Arts Curriculum courses would be eight weeks, where a student could finish this

in three and a half weeks—three and a half **years**-- and do it all online. So we've sent departments a request to come up with specific courses. Our courses are not going to be exactly like the courses that students in the College of Business earning a BA would take. They'll be similar to, but designed for people in this particular program.

**Chatham-Carpenter:** Were you anticipating Bryce, that you would have those courses fully all developed before the three-year period, or were they going to be in development as you work through this?

**Kanago:** I've just sent out a message as Faculty Senate Chair of the CBA to the department heads to work on making progress towards submitting curricular proposals for the courses that we've proposed, which would consist of course, of giving us a course description, and then a new course for the curriculum process. So, that's where we are.

**Kidd:** Thank you.

**Baker:** The proposed BAS in CJ (Criminal Justice) if we actually do that, would be looking very differently than what the process that Bryce (**Kanago**) is going through. We have a list of required courses as well as some LAC things that we're thinking about. It seems to me on the surface that it would not take us that long. Our required courses, all except two, are already in our curriculum, some of which are already online. So we would in a sense, we looked at student learning outcomes and we thought about what those required courses would be, but we also looked at what we had online and what we could do, because we were thinking that we're starting fall of 2015. Right? Because today is the first I've heard that it's

going to take forever. We've been thinking about this in isolation a little bit, so we're not quite sure. But that's what we were thinking.

**Kidd:** So we have about two minutes left in the meeting.

**Heston:** I just want to clarify this cycle because April and I put in a good bit of time talking about the cycle, the curriculum cycle and revising the handbook and so on. If I understand correctly, courses and programs that would go online actually in summer 2016 because our curriculum runs by summers, would need to be going into Course Leaf now. And they have four weeks to go into Course Leaf so that means that programs that want to start as soon as they plan to, which is fall of 2016, which would be the earliest you could start, the summer of 2016, need to have everything ready to go and in Course Leaf now, including the LAC component that they plan to do.

**Baker:** So does that mean then, only if they're new courses though, right?

**Heston:** Yes. You're planning a whole program, so you have to identify in the program what courses, right? These are the courses, these are the major courses, these are the elective areas and these are the LACs. So you have to identify all of that in your program and have that all ready to go within about three weeks.

**Chatham-Carpenter:** By the end of the semester.

**Swan:** Doesn't it have to be approved, to go through all of our processes?

**Chatham-Carpenter:** Not for the majors.

**Swan:** A new major has to get pre-approval...

**Chatham-Carpenter:** We have already gotten the BAS on the program lists now for about four months.

**Heston:** It doesn't mean that it's approved...

**Swan:** ....So we don't have it yet.

**Cobb:** But you have to let them know that you're starting to think about this, otherwise it is not good at the Council of Provosts.

**Heistad:** It seems to me that the Liberal Arts Core Committee, using the lists that have been pulled from the deans that April's (**Chatham-Carpenter**) talking about, that the Liberal Arts Core Committee could begin and working to identify courses that have already been put forward using the outcomes that were outlined in the draft proposal; that we could potentially come up with a list of existing courses that could possibly fit into the outcomes model. On top of that, we could begin looking at a type of implementation process, because keep in mind that we won't be offering all of these courses every semester; that we're talking about cohorts of students and so we could kind of do a tandem process, where we'd be identifying a few courses that we could already approve as being part of it, but simultaneously working on some faculty development; getting the resources so that if there are faculty wanting to develop new courses, that they could then begin that process. In that way, the LAC portion of it wouldn't slow it down, if we could use some existing courses.

**Kidd:** It's actually past time. So we can either have a motion to extend the meeting for five minutes or I think we should call to adjourn and people that have more things to say can stay and talk.

**Chatham-Carpenter:** So the LACC is not left with any recommended action as a result of this then?

**Heston:** If people are ready to go, which this sounds like they are, people are ready to move forward this is kind of the issue. The kind of extended discussion or short-term discussion has been truncated, and it's going to take place after the proposals are in place. I've been here a very long time as well, April (**Chatham-Carpenter**). What I don't want to see, what I truly don't want to see, is ugliness after the fact. I don't want to see proposals get shot down because people come crawling out of the woodwork. "You just gored my ox." That's really why I wanted to do this, was actually to protect the programs that are going to be coming forward, from that after-the-fact attack.

**Heistad:** I think that this would be a really good time for the Faculty Senate to elect someone from the Faculty Senate to assume their slot on the Liberal Arts Core Committee.

**Kidd:** I would agree with that also, but we've had trouble getting volunteers.

**Heistad:** You can move beyond the Faculty Senate. There are people all over campus who have interest who are sitting right here. You can appoint someone. You can do a call, but I really think that we need a voice of the Faculty Senate on the Liberal Arts Core Committee. If you are a morning person if you are free at 8:15 every other Friday. Breakfast is served.

**Kidd:** He (referring to Jesse **Swan**) can volunteer because we don't have time for an election. We have been waiting for six months. We can either move to extend or move to adjourn. Motion by **Heston**, seconded by **Zeit**; All in favor? Any opposed? Our meeting is adjourned. Thank you very much. Again, if you have things to talk about...



**Adjourned: 5:04**

Respectfully submitted by,  
Kathy Sundstedt,  
Transcriptionist and Administrative Assistant  
Faculty Senate  
University of Northern Iowa  
Cedar Falls, Iowa 50614

**Next meeting:**

Monday, March 9<sup>th</sup>  
3:30 p.m.  
University Room, Maucker Union

**Follows are 2 Addendum and One Power Point** attached to website:  
Faculty Senate Minutes 02/23/2105

**Addendum 1:**

**BAS DEGREE DISCUSSION: Faculty Senate, February 23, 2015**

- 1. What is a BAS degree? Bachelor of Applied Sciences degree – a degree geared towards non-traditional students with a science and technical background  
AAS degree from a community college**
- 2. Why should UNI consider offering a BAS degree?**
  - a. UNI’s mission as a regional comprehensive university in the state**
    - (1) Improving access for a quality bachelor’s degree to students who don’t have access except through places like Kaplan**
    - (2) Serving the state of Iowa – UNI is the institution for Iowa students, based on historical percentages of who our target audience has been in the past**
  - b. Need for this in the state (None of the 3 regent institutions have this.)**
    - Approximately 4500 individuals graduate from AAS programs in Iowa each year. Business Management and Administration, Manufacturing, and Health Sciences are the largest areas. Numbers of AAS students graduating each year are very similar to the number of AA students graduating each year**

from Iowa Community Colleges.

More than 200,000 Iowans indicate an associate degree as the highest level of educational attainment (many of whom are AAS degree holders).

Community colleges have expressed enthusiastic support for the concept of a BAS from UNI. They are ready to help us promote these opportunities and work with us to help their future AAS students be prepared to enter a four-year institution.

The closest degree in the Regents' institutions is the Bachelor of Applied Studies degree at Iowa, and they have over 300 students in that program. See <http://www.continuetolearn.uiowa.edu/programs/undergraduate/bas/>

Buena Vista University has recently started offering a Bachelor of Applied Sciences degree in Applied Management. <http://www.bvu.edu/gps/programs/bachelor-of-applied-science/basc-applied-management>

**3. What do the students look like who would be taking this degree program?**

- a. Non-traditional in age and background (based on data from Iowa DOE Community College Division, provided by community colleges)
- b. Already working in technical jobs – wanting a promotion to some management level
- c. Completed their AAS degree, for which there are no existing articulation for general education coursework across the state with the Regent institutions.
- d. Place-bound (based on data from Iowa DOE Community College Division, provided by community colleges)

**4. What type of preparation do the students have who would be taking this degree?**

a. At least 12 credit hours of general education (is increasing to 15 over the next few years, due to HLC criteria), with at least one course from each of the three categories below

- (1) Communication
- (2) Science/Math

- . (3) Social Studies/Humanities In the majority of the programs, the Communication general education requirement is fulfilled by a writing or speech course, and the Math/Science general education requirement is fulfilled by College

Algebra, Technical Math, or an introductory Chemistry, Biology, or Anatomy/Physiology class. Most of these courses would count towards the communication, math, or science requirements of our current LAC. The most variance within AAS programs is found in the Social Studies/Humanities area. However, being general education courses, they comply with Liberal Arts and Science requirements for faculty credentials (i.e., a Master's degree in the subject area).

The Division of Community Colleges within the Iowa Department of Education is very interested in working with UNI to develop general education core courses for AAS programs to better align with BAS program requirements. While the Department cannot mandate the adoption of this "General Education Core," there is a belief that Iowa's community college administrators and faculty will be highly motivated to alter their programs accordingly in order to improve the transferability of their AAS programs into the university's BAS programs.

- b. Major coursework in their technical field, leading up to a total of 60 hours of transferable credit to UNI.

#### **5. What has been the timeline of discussion at UNI regarding a BAS degree?**

- a. **Spring 2014 Task Force work & open forum (March 5, 2014) – Jerry Smith was Faculty Senate rep on the committee (1) Charge by Provost (Dec. 2013): Feasibility of offering a BAS (2) Membership: Mike Licari (chair), John Fritch, Brenda Bass, Kent Johnson, Jerry Smith, Deedee Heistad, and Mohammed Fahmy**
- b. **Sept. 8, 2014: Report of Task Force shared with Faculty Senate (see calendar item 1249, docket item #1154). Faculty Senate charged University Curriculum Committee (UCC) with coming up with a general structure for BAS degree.**
- c. **Sept. 24, 2014: Lengthy discussion at UCC meeting about possible BAS structure, with department representatives interested in developing a BAS program invited.**
- d. **Oct. 13, 2014: UCC presented structure to Faculty Senate, and Faculty Senate approved structure of the BAS degree – 21-30 hours LAC, 21-30 hours major, and 0-18 hours of electives. Faculty Senate asked Liberal Arts Core Committee (LACC) to explore what the LAC might be for BAS students. Faculty Senate asked UCC to make a recommendation regarding the foreign language exit requirement for BAS degree-seeking students.**

- e. **Nov. 12 & Dec. 3, 2014: Discussion at UCC meetings of LACC work on BAS LAC options, as well as foreign language exit requirement. At Dec. 3 meeting, members of interested BAS major departments were also present to provide feedback on BAS core framework and foreign language exit requirement, in which all BAS students would take classes from each category of outcomes, with coursework still to be developed. Iowa Department of Education Community College representative present at Dec. 3 meeting to discuss data related to need for BAS degree offerings in Iowa.**
  - f. **Jan. 12, 2015: BAS core framework presented as draft model from LACC to Faculty Senate.**
  - g. **Feb. 2015: Survey of faculty done by Faculty Senate regarding faculty thoughts towards BAS degree.**
  - h. **Feb. 23, 2015: Open forum of Faculty Senate to discuss BAS degree.**
- 6. What are the next steps to be taken if UNI faculty and departments decide to offer a BAS degree?**
- a. **Courses in LAC for BAS degree will need to be identified and/or developed, so that the BAS core (with outcomes and courses identified) would go through the regular curriculum process, consulting with affected departments, college senates, the LACC, the UCC, and the Faculty Senate.**
  - b. **BAS majors (and related coursework) will need to be approved through the regular curriculum process, with appropriate consultations.**
  - c. **Approval of BAS degree program from external bodies (HLC; Board of Regents) will be sought.**
  - d. **Departments will work with Division of Continuing Education & Special Programs in developing marketing materials and cohort-based offerings.**

## ASSUMPTIONS \_\_\_\_\_

- Only students who possess an AAS degree will be able to pursue the BAS.
- Students will be able to pursue a BAS entirely on-line, though some face-to-face options may be available.
- BAS students will have had a significant amount of work experience prior to pursuing the BAS degree.
- BAS students will typically be mature working adults pursuing career advancement.
- Only courses developed via Quality Matters on-line course development will be considered for inclusion into the BAS core curriculum.
- No course can satisfy more than one area in the BAS Core.
- No BAS core course can double-count within the BAS major.
- Along with their AAS degree, the BAS degree is divided into 21-30 LAC hours, 21-30 major hours, and 0-18 elective hours.

## **ADMISSION REQUIREMENTS** To pursue a BAS degree at UNI, students must have:

- At MINIMUM an AAS degree from an accredited community college
- a minimum GPA of 2.0
- at least 2 years of work experience, preferably related to the AAS degree
- have at least 60 hours of transferable college credit that includes at least one foundational course in each of the following areas:

writing\*

oral communication\*\*

math\*\*\*

\*If you have not satisfied this requirement you are required to take a LAC Cat 1A course at UNI or equivalent

\*\*If you have not satisfied this requirement you are required to take a LAC Cat 1B course at UNI or equivalent

\*\*\*If you have not satisfied this requirement you are required to take a LAC Cat 1C course at UNI or equivalent

## **BAS CORE REQUIREMENTS (21 hours)**

These core requirements are meant to enhance the general education foundation that BAS students will have completed within the AAS degree. Students must satisfy each of the following areas. (See complete LACC document for description of these categories.)

**1. Workplace Communication (oral and written)-6 hours**

Sub-competency: Information literacy

**2. Intercultural Knowledge -3 hours 3. Ethical Reasoning Competency-3 hours**

Sub-competency: Reading

**4. Creative Inquiry and Analysis-3 hours**

**5. Applied Problem Solving-3 hours**

**6. Integrative Learning-3 hours**

Sub-competency: Creative Thinking or Civic Engagement

**FOREIGN LANGUAGE EXIT REQUIREMENT WAIVER**

Members of the UCC discussed this issue at several UCC meetings (9/24/14, 11/12/14, 12/3/14). Based on these discussions and consultations with the Department of Languages and Literatures, departments developing programs for the BAS degree, and with the Iowa Department of Education Community College Division, the UCC passed the following motion: "UCC recommends waiving the foreign language requirement as an exit requirement for students in the BAS degree program." The UCC encourages departments consider including foreign language as a required option within their 21-30 major hours. The LACC could also consider if foreign language could be included within the required 21-30 hours of the BAS core.

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