

Regular Meeting
UNI FACULTY SENATE MEETING
1/14/19 (3:30 – 4:29)
Mtg. #1817
SUMMARY MINUTES
Scholar Space (301) Rod Library

Call for Press Identification: No members of the press were present.

Guest: Chris **Neuhaus**.

Courtesy Announcements:

Provost **Wohlpart** reported that enrollment numbers for spring and next will likely be down again next year and the numbers look lower than anticipated.

(See pages 4-5)

Faculty Chair **Cutter** solicits feedback on voting rights for non-tenure track faculty from information and a survey regarding that issue. The vote to change the Faculty Constitution requires a quorum at the Fall 2019 Faculty meeting and a 2/3 majority. She seeks a Senator to review applicants for the Regents Award for Faculty Excellence. (See pages 5-6)

Faculty Senate Chair **Petersen** described the goal of improved communication and collaboration with College Senates, as she and Vice-Chair **Mattingly** will make spring semester visit to College Senates with Provost **Wohlpart** to explain their budgets. Working with the Committee on Committees, her goal is to improve the Faculty Senate election process and with Senate Secretary Gretchen Gould to revise the Senate Handbook to better articulate the roles and responsibilities of members of the Faculty Senate. (See pages 6-8)

NISG Representative **Ahart** stated Medical Amnesty as the priority of student governments at all Iowa Regents universities as they lobby legislators. She urged faculty members to suggest that their students consider leadership opportunities provided by NISG, as student elections will be held in February. (See pages 8-9)

Minutes for Approval: Dec. 10, 2018 (**Skaar/Strauss**). All aye.

Committee Reports: None.

Consideration of Calendar Items for Docketing:

** (O’Kane/Zeitz) To bundle for discussion on Jan. 28, 2019. One abstention:
Strauss

1432 [Emeritus Request for Mitchell Strauss](#)

1433 [Emeritus Request for Tim Strauss](#)

Consideration of Docket Items:

** (Zeitz/McCandless) To move 1309/1430 to the head of the order. All aye.

[1309](#) [1430](#) [Academic Freedom Policy 6.10](#)

** (Zeitz/Stafford) To approve with stated revision. Motion passes.
(See pages 10-23)

1305 [1426](#) [Emeritus Request for Richard Glockner, Department of Theatre](#)

** (Pratesi/Strauss) Motion passes. Motion passes. (See pages 23-24)

[1306](#) [1427](#) [Emeritus Request for Frank Kohler, Department of Special Education](#)

** (Zeitz/Skaar) Motion passes. Motion passes. (See pages 24-25)

[1307](#) [1428](#) [Emeritus Request for Rosalie \(Salli\) Forbes, Jacobsen Center](#)

** (Zeitz/Strauss) Motion passes. (See pages 25-27)

[1308](#) [1429](#) [Emeritus Request for Darrell Wiens, Biology](#)

** (O’Kane/Strauss) Motion passes. Motion passes. (See pages 27-28)

1310 [1431](#) [Emeritus Request for Roy Behrens](#)

** (Hall/Stafford) Motion passes. (See pages 28-30)

Adjournment: (Strauss/O’Kane) 4:29 p.m.

Next Meeting:

3:30 p.m. Monday, January 24, 2019

Scholar Space (301) Rod Library

University of Northern Iowa

A complete transcript of 30 pages and 0 addendum follows.

**FULL TRANSCRIPT of the
UNI FACULTY SENATE MEETING**

January 14th, 2019

Present: Senators Imam **Alam**, John **Burnight**, Senator Seong-in **Choi**, Senators Kenneth **Hall**, Tom **Hesse**, Bill **Koch**, Amanda **McCandless**, Peter **Neibert**, Steve **O’Kane**, Faculty Senate Chair Amy **Petersen**, Angela **Pratesi**, Senators Mark **Sherrad**, Nicole **Skaar**, Sara **Smith**, Gloria **Stafford**, Andrew **Stollenwerk**, Mitchell **Strauss**, Shahram **Varzavand**, and Leigh **Zeitz**.

Also Present: NISG Vice President Kristin **Ahart**, UNI Faculty Chair Barbara **Cutter**, United Faculty Chair Becky **Hawbaker**, Associate Provost John **Vallentine**, and Provost Jim **Wohlpert**.

Not Present: Faculty Senate Vice-Chair Jim **Mattingly**, Associate Provost Patrick **Pease**, UNI President Mark **Nook**.

Guest: Chris Neuhaus.

Petersen: Welcome everyone. Happy New Year. Happy first day. I do not see any press but I do see a guest. Chris, would you introduce yourself and let us know why you are with us today?

Neuhaus: Yes. I’m Chris **Neuhaus** and I am the Chair of the EPC (Educational Policy Committee) and I think you folks are going to take a look at that document today. With any luck, I’ll have some insight into how we got to where we got. And I have a few questions for you folks as well. We actually have a couple of members of

the EPC here with you at all times: both Kristin (**Ahart**) & Imam (**Alam**) are on the committee as well, so you guys may remember more from before the break that I, so feel free to chip in.

Petersen: Thanks, Chris (**Neuhaus**). President **Nook** is travelling this afternoon, so we have comments from Provost **Wohlpart**.

Wohlpart: President **Nook** is in Des Moines meeting with legislators as they kick off their session. You all know that we have requested \$4 million from the State. That will be really important. The latest enrollment numbers for spring, this semester, and application numbers for next fall look like our numbers will be down again next year. We kind of anticipated that. It's probably going to be down more than we anticipated. Obviously, the tuition revenue is the other half of our budget, so if we don't get the \$4 million and we have lower enrollment, that really hurts. There is...I think this is awesome: This is a testament to the work you all do—there is conversation in Des Moines about how awesome the teaching and learning experience is here at UNI. And there are senators who say UNI really should get \$6 million. That's just a few senators, we'll have to have a whole lot more than a few senators saying that to get it, and they have to have the dollars out there. It is a testament to the work that you do, so thank you for that work. We will be updating enrollment numbers soon. I think it's going to go to the University Budget Advisory Committee Wednesday morning. That's when we can bring more information to you. The best snapshot is after census, which happens in two weeks, and that's the point at which we'll update campus about where we look like we'll be headed. This is always kind of a slow trudge into this week and then graduation will be here tomorrow. [Laughter] So, enjoy the slow trudge for a

week before it starts rolling right on over us. Any questions I can answer about anything? Awesome.

Petersen: Alright. Faculty Chair **Cutter**?

Cutter: Okay. I have a couple of things today. First, I wanted to give everyone a short update on the Ad Hoc Committee on Faculty Voting Rights of which I'm the Chair and as you may remember, we discussed the expansion of voting rights in the fall at the Fall Faculty Meeting. Since then, we formed a committee which includes eight people including myself: two from each college. They'd be Tom **Hesse** and also Jim **Mattingly**, both in this body, and in addition, Heather **Schaffner**, Kathy **Scholl**, Francesca **Soans**, Mathew **Wilson**, and Zeina **Yousof**, and we've been working on some things and within the next two weeks we'll be sending out an informational email to all UNI faculty updating them on the history of this issue and where we are on it. In mid-February, we're also going to be sending out a survey with proposed language to expand faculty voting rights in the Constitution and asking for feedback on this, because we want to get feedback and do some more information to make sure everyone understands the issues before next fall's faculty meeting, where we would need to vote on any proposed language changes. So, as Senators, I just wanted to make you aware of this and to say when the email and then the survey comes out shortly, please talk to your colleges, your departments, about this. Feel free to give me any feedback if there's confusion or concerns about anything; stuff that would be helpful for us to know and just sort of spread the word. It would be helpful. You could encourage people to pay attention to this, because we're going to be voting on this in the fall and we need a quorum to attend the meeting to pass a vote, and

also a vote would require a 2/3 majority in changing the Faculty Constitution. Any questions on this topic?

Wohlpart: I would only comment that this is very uncommon across institutions to give part-time faculty voting rights, but it is supported by AAUP as a best practice, especially as has been an expansion of use of contingent faculty across the United States. I think that at regional comprehensives, about 40% of student credit hours is taught by tenure/tenure track faculty. Most of the teaching at regional comprehensives is by contingent faculty. Here, it's 70%, and another 15% by Instructors; 15% by contingent faculty.

Cutter: My other issue is that I need a volunteer, but it's really interesting and easy service work. I'm the Chair of the Regents Award for Faculty Excellence Committee in my capacity as Faculty Chair, and we need one Faculty Senator to serve on this committee, so you get to participate in a discussion and give an award, and make somebody very happy. The duties for this is you have to review the files and go to one meeting, probably around mid-February and I know that we can't have more than five files because we've had five nominees, and if all the nominees submit all the materials and go through with it, we'd have a maximum of five applicants for this year. So if anyone's interested in volunteering, you can tell me now or I can harass you later.

Petersen: Alright, thank you Barbara (**Cutter**). I just have a few announcements. I wanted to share that Jim (**Mattingly**) and I are planning to send out a campus communication sometime this week or early next week to let the campus know what we have been engaged in as a Senate this past semester, as well as what I'm

imagining our activities might be here moving into the next semester. So, if there's anything that you would like me to include or to share, please feel free to connect with me and I'd be happy to add any communication that you feel might be important. I am going to encourage our campus community to engage in the conversations around the General Education Revision, the Higher Learning Commission conversations, as well as the Faculty Handbook conversations. My hope is they will connect with you as Senators, so when we continue to have consultations from those groups, you will be well-prepared and informed to bring forth the thoughts and ideas and comments that you are hearing across campus. I also wanted to share with you all that Jim (**Mattingly**) and I in partnership with the Provost are starting what we have termed our "Road Show" where we are working our way to each College Senate to share with that College Senate their budget in hopes of helping those College Senators be more informed about the College Budgets so that they can then share widely across their College. Again in this effort of greater transparency, but also helping us understand our current context here on campus. So, if you are wondering where Jim (**Mattingly**) is, he is at the CHAS College Senate, and I think you'll [refers to Provost **Wohlpart**] be joining him in just a few moments for that first College Senate presentation. Jim and I met over the break and we talked about the Senate, and we talked about our work this last semester and really our goals moving forward, and one of those goals includes greater collaboration and communication between our University Senate and those College Senates. And in that spirit, one of the first activities that he and I are spearheading if you will, is a collaboration with the Committee on Committees to connect with those College Senates, so that we can improve the Spring Election process. As many of you might remember, last year that process

was a bit of a mess for lots of reasons, and so we are hoping to connect with those College Senates so that we can have a more coordinated, streamlined process—so that we have good representation across shared governance on campus. We are also working with Gretchen (**Gould**), our Secretary to revise the Senate Handbook and to look at better articulating the roles of Senators as well as the faculty leadership, so that when people are elected to the Senate, they have a better understanding of our history, our activities, and what our responsibilities are. And so we are working on that this spring, in hopes of bringing a revised handbook to you all and implementation next fall. I think that might be all for my announcements. Any other announcements?

Ahart: Tomorrow I'll be travelling to the Capitol with our Director of Governmental Relations and another legislative liaison team member to have a legislative breakfast with some of the legislators tomorrow as they've kicked off the session, and we'll also be attending the Governor's Condition of the State Address, so I'm really excited to make some connections and establish those relationships coming into this next spring semester. Our first priority—I met with our Director of Governmental Relations, Matt **Johnson** this morning to establish some of our priorities before we start lobbying, which we secured our dates for and our really excited for the team to be making it down to Des Moines. Our first priority is going to be Medical Amnesty and continuing to represent that at the Capitol. We were so close last year, and we're really excited to hopefully close the deal on a project that NISG has been working on in collaboration with the other Regents Schools for almost three years now. So, we're really excited to hopefully be able to put the bow on that, and we're looking forward to also the UNI

leadership in that. So, stay tuned and congratulate your students who are part of that team, because they're doing amazing work in Des Moines. And then just a last note: Elections are coming up for NISG in February, and so I'm making a plan to hopefully come with some other NISG representatives to student organizations and meeting with them and discuss what NISG is and what we do so we can gain maybe some broader interest in our organization and the shared governance that we have here. But, I also recognize that you all are some of the best resources and best recommenders to your students, because you're a trusted voice that I can never have to them. So, urge yourself as well as your other faculty members to reach out to students that you think would be great in these positions as a senator or a president or vice-president, because you all know them in a way that I may not, and they also value your voice very much, and so don't forget that relationship that you have and the respect and rapport that you have with your students. And urge them to take these leadership opportunities. That's really the only part that you all can play in this, but we hope that you can see some value in your students and give them a nudge to run themselves. And if any of them are interested and want more information, feel free to have them reach out to me via email. My email's nisg-vicepresident.edu.

Petersen: Thank you, Kristin (**Ahart**). Alright, Kathy shared with us the minutes over the holiday break. We made a few corrections. Is there a motion to approve the minutes for December 10th? Thank you Senator **Skaar**, and seconded by Senator **Strauss**. Is there any discussion or further corrections needed? All in favor of approving the minutes for December 10th, please indicate by saying 'aye.' Any opposed? Any abstentions? The motion to pass the minutes for December 10th is

approved. We do not have any Committee Reports today and so we will jump to Consideration of Calendar Items for Docketing. We have two emeritus requests, and I am going to ask for a motion to docket these emeritus requests as a bundle. Thank you Senator **O'Kane**. Is there a second? Thank you Senator **Zeitz**. Any discussion needed? All in favor docketing the emeritus requests for Mitchell **Strauss** and the emeritus request for Tim **Strauss**, please indicate by saying 'aye.' Any opposed? And any abstentions? One abstention, Senator **Strauss**. [Laughter]

Petersen: Alright, then we will move on to the items that we have for consideration today. I am going to request since we do have Chris (**Neuhaus**) here for the Academic Freedom Policy, if we could make a motion to move that item to the head of the docket? Then we can make best use of Chris's time. Thank you Senator **Zeitz**. Did I see a second? Thank you Senator **McCandless**. Any discussion needed? All in favor then of moving the academic freedom policy discussion to the top of the docket, please indicate by saying 'aye.' Any opposed? Any abstentions? Alright, the motion passes. Chris--

Neuhaus: The first question is, do you good people have copies of this document at your disposal or is that something we want to bring up on the...

Petersen: We can certainly pull it up.

Neuhaus: That sounds good. It might be a little easier simply to go to some of the highlighted parts, and there's only a few. We had—the EPC—The Educational Policy Commission, met with the PRC – the Policy Review Commission, back at the end of November and we've since ironed out a number of things. Amy (**Petersen**)

was at most of those meetings, as was Imam (**Alam**) and Kristin (**Ahart**) at a number of those. We seem to be getting pretty close to a finish on this if we don't have too many objections here. There are a couple questions we had one or two that were raised by PRC, and there may be some that you have as well on this. We're here to arrive at basically something that you would like us to arrive at. We could proceed down the page I think until we run into something that's highlighted or corrected. I should mention that the corrections on this document, if this is the document that we hope it is—yes I think it is.

Petersen: I also sent a summary.

Neuhaus: Excellent then not to belabor things, does anyone want to start with questions, or would you like me to simply talk about a couple of the things that are highlighted? I hope I'm channeling all of the reasoning behind them there. The questions EPC had were highlighted in yellow, with possibly this first exception. This I believe the Senate struck out—I think I'm right that the Senate suggested should be removed, and a question had come up in EPC: We were wondered if that just shows up in some other document, and that's why we wanted that removed, and if that's the case—we were thinking that was probably the case. We can keep on rolling down the page. Let's go until we hit another red or yellow moment. This one here was a question (#8 from Section C) this is a question that was raised by the PRC in particular. I believe Tim **McKenna** had a question about this. He maybe was or wasn't as familiar with all of the various ways we deliver courses now. There are all kinds of online permutations. We thought about this a little bit. Amy (**Petersen**) did a little digging. Actually, Amy ran into some very nice

wording that happens to be in our Faculty Handbook, and we think that will take care of the problem. I did not hear back from Tim (**McKenna**,) but I guess one of two things: We can either dump that language one more time right there, or we could simply remove '8' because I believe that section in the Handbook covers that.

Zeitz: What are 'timely electronic communications'?

Wohlpart: As fast as the speed of light. [Laughter]

Zeitz: But what does that mean?

Neuhaus: Email.

Zeitz: I teach online and I have—I try to give 24-hour turnaround as well as I do that and I also try to set it up so that if they have any need to connect with me then they can do that. Although some people will do digital office hours where they say, 'On Tuesdays between 2 and 4 I'm going to be on Zoom. Talk to me if you want,' I really don't want to do that. I like to communicate with them and set up individualized time. Sometimes I'm meeting with them at 9:00 p.m., but I don't want to have to do Zoom sessions. So, how is that being defined?

Neuhaus: I wonder. Do we have access to that section in the Faculty Handbook? This would be assuming it still is that number, it would be 4.13 "Faculty Office Hours," that is in there now, and I think that's worded generally enough that—it's long. Do you want me to read it? Do we have that in any of our...Would that be? I've got part of it. I think I've managed to clip some of it off. But I think the general sense was 'let's get a little more generalness.' I don't know what office

hours are going to be like five years from now when the next electronic things come about. I imagine many of the folks in here are teaching classes where they have to do something along that line. We've even got some people in the... Would you like me to read it or would you rather...? Okay: Subdivision 4.13: "Faculty Office Hours." This is what we believe would take care of any question that Tim might have, and it reads as follows, "Faculty members who have teaching assignments are expected to schedule a minimum of one office hour per class up to three hours per week each semester. Days, times, and location of office hours should be appropriately matched to the schedule of the faculty member's teaching assignments. Additionally, faculty members should allow students an opportunity to meet outside of these times through a special appointment request. The mode of office hours offered should be matched to the mode of instruction for each course. Scheduled office hours should be posted and also included in course syllabi. The department office should be notified of schedule office hours by the end of the first week of each first semester. If a faculty member cannot attend the office hours, students in the department should be notified, and a notice should be posted and/or entered in the online learning management system as appropriate.

Zeit: Did they say one hour per class?

Neuhaus: Yes.

O'Kane: Last time we looked at this I objected to some of the wording. I'd like to object again. First line of "8." I think we need to scratch out "regularly scheduled," because people like myself—I meet with students all week long. I meet with students online or via email until 12 or 1 a.m. All of my syllabi say, "If you want to

get a hold of me, send me an email and then it happens. We have a meeting. I don't want to schedule an hour that I just sit there and nobody comes. I just object to this. I think it should say, "Hold office hours."

Petersen: For me, I think the difficulty is that we don't want #8 to be counter to what is in the Handbook, or...

O'Kane: Maybe the Handbook needs to change.

Petersen: Or maybe we need to change the Handbook.

O'Kane: Yes.

Zeitz: How about re-writing it so it says something along the lines, "Faculty members are expected to be reasonably available to students through office hours, proscribed appointments—put a parentheses thing in there. What I think that would do is the important thing is that we're available to the students, and these are the ways in which can do it.

O'Kane: Exactly.

Petersen: Could I summarize that just to make sure that we have it on the transcripts? Faculty members are expected to be reasonably available for appointments and or meetings with students. Faculty members teaching online courses may use timely electronic communications in lieu of...

Zeitz: But I'd also like to see a parenthesis at the end of that first sentence. And you could do something like e.g. office hours, appointments—in other words that there's various ways in which we can do that.

Petersen: Some examples.

Burnight: Schedule appointments.

O’Kane: I’d be happy.

Skaar: Since you are thinking about HLC, I didn’t know if HLC has any recommendations about this before we change things. I don’t know the answer to that.

Burnight: I guess I have a question, not an answer to that.

Neuhaus: The other question would be: Do you want to make this change to the Faculty Handbook or is that...and then simply refer to that from this spot rather than trying to...

Petersen: So #8 would read, “Please refer to Faculty Handbook.”

Neuhaus: If that sounds...

Hawbaker: But you’re saying this is counter to what the Handbook currently says. So you’re saying, should we ask the Faculty Handbook to reconsider this section before we make any change to this? This can’t supersede the Handbook.

Petersen: But the Handbook is not policy.

Hawbaker: Okay.

Petersen: So actually, this would be the...Am I right?

Hawbaker: Then we would need to go around and look at it that way.

Petersen: So, this is official policy. I believe it does supersede the Handbook, which is not a policy. If we refer to the Handbook, that gives us greater flexibility to change it without moving it through a formal process. Or, the Handbook would need to mirror this so we don't have two differing communications out there regarding this. Do you have thoughts?

Vallentine: Do I have thoughts? [Laughter] I remember the committee talking about that. They weren't concerned about the 99% of the faculty like you, that meet with students all the time. It's the 1% or—I'm not even going to give a percentage—but a very small number of people that just refuse to meet with students in any way whatsoever. So that's the reason that the word 'scheduled' ended up in there in the past and it's in the current Handbook.

O'Kane: It's kind of a fork and lever to get some people to do their job.

Vallentine: Yeah. But that doesn't mean that the committee wouldn't look at it again.

Burnight: Could this issue be solved by simply changing the syntax a little bit? "Faculty members are expected to be reasonably available for appointments with students," and then the parenthetical? Such as holding regularly scheduled office hours or making a point of being there for appointments. Just switching the wording a little bit here. I think that's what you were considering, right?

Petersen: Yes.

Burnight: That would still then contradict what the Handbook says on this issue? Is this language taken from the Handbook?

Petersen: No. I don't believe it would contradict, and it would leave still some opportunity to revise the Handbook if we needed to or desired to. Senator

O'Kane, how do you...?

O'Kane: I'm happy.

Petersen: So what I hear is a revision to reflect the following: "Faculty members are expected to be reasonably available to students." And then in parentheses some examples that Senator **Zeitz** noted, and leave the second sentence, "Faculty members teaching online courses may use timely electronic communications."

Okay.

Neuhaus: Let's roll down the page a little more until we come across another— there's actually two here. Becky, (**Hawbaker**) I think you had raised questions about these. These are both in I believe this is Section D: Responsibility of Colleagues. One question I think EPC had is #2 covered somewhere else? If it isn't, that's fine. Leave it there. Are we simply stating it another time? It was just a question, I don't think they had any worry on it, but I'm not sure if we remember. You were raising some questions yourself. Do you recall?

Hawbaker: I reserve the right to harass people. No, I'm just kidding. [Laughter] I think you could just refer people to the harassment and discrimination policies that are in place, just in parentheses. My concern was more about #3. It's not that I think there's anything wrong with what's there, I'm just making the note that showing respect can be read in many different ways, and not showing sufficient collegiality can be used in a bullying kind of way to squash dissent or to squash

academic freedom, because you're not being sufficiently respectful. Often times when we have strong opinions on topics, especially within our areas of expertise, discussions can get heated and I'm just saying that this could be a slippery slope.

Petersen: Do you have a suggestion how we might fix that—or Faculty Chair **Cutter**, did you want to add?

Cutter: Yeah, I wanted to add to that. Perhaps the concerns might be covered by Point #2, right? It's a much higher, "Don't harass and exploit," and we could just cut #3.

O'Kane: You might want to change #2 to "Faculty members will not," to match the...

Hawbaker: I'm sorry. I have been trying to think of alternative wording, because I'm not against showing respect. Obviously, we should all be respectful. But I just want to make sure that... I don't know how you can build in some kind of standard there that makes it clear that exchanges can be heated and still respectful. Who defines respectful? It isn't used to lead to some kind of high-stakes decision, based on a general desire for collegiality.

Petersen: I just have a quick question. I believe the AAUP has some thoughts to the word 'collegiality.' Do you remember?

Hawbaker: I don't. Do you?

Petersen: I don't. That's why I'm asking you, but I think it's frowned upon to use that.

Hawbaker: It doesn't use the word 'collegiality.' It says 'respect.' But it's a known sinkhole.

Neuhaus: What about that idea that Barb (**Cutter**) put forward was to stay with #2, but to remove #3? Do we lose something critical if #3 goes away?

O'Kane: That's a tough one. The first part of #3 seems like it needs to stay. We need to stand up to defend academic freedom. If we can leave it there somehow.

Stafford: Just eliminate the second sentence perhaps?

McCandless: Could #3 and #4 be combined? The first sentence of #3 be added to #4? Because #4 talks about being accurate and confining evaluations to professionally relevant matters. And you could say something about defending academic freedom and that would take care of that, wouldn't it?

Zeitz: But #4 is the one that's actually talking about how they're going to be evaluated, so that's a specific piece; a specific action. And #3 is talking about a whole other process of defending academic freedom. I think that they're separate. Now, one thing that I think is missing is that #4 is talking about—it has words like 'should,' and #2 or #3 don't have any words like 'shall.' It seems to me—must would fit, but I think it should be something, "Faculty members shall not exploit, harass, or improperly..." I think you need to make a statement. Unfortunately, 'do not' doesn't do that.

O'Kane: I could comment on 'show respect for' also. We had a faculty member a number of years back who really believed that thinking good thoughts could

change his DNA and he wanted us to do research on that but... nobody's going to have respect for that. So I'm not sure what to say to that.

Skaar: I think the thing that's problematic with #2 is that it says what we shouldn't do, but it doesn't say what we should. So that's where #3 sort of comes in. So, if somehow we could write it so that it says what faculty members should do, and not just what they shouldn't do, then that would be better. It would be more instructive. It would be more clear if we said, "Faculty members will respect one another." You could talk about academic freedom. I don't know what words to use, but all the things that we should be doing, and not just what we shouldn't.

Petersen: What about, "Faculty members shall defend academic freedom and support the academic freedom of their colleagues?"

O'Kane: Beautiful.

Skaar: But even more broadly, it's not just about academic freedom, right? It's about just being good people.

Hawbaker: But this is a policy about academic freedom, not a policy about being good people.

Skaar: Okay, then yes. I just wanted to say instead of it saying 'do not,' it should say 'do this' instead. Because as soon as we say, 'do not,' it doesn't really tell us what to do.

Hawbaker: Yes. I agree.

Neuhaus: Amy could you...

Petersen: Yes, so let me...I think #2 will read, 'Faculty members shall not exploit, harass, et cetera.'" Number 3 would read, 'Faculty members shall defend academic freedom and support the academic freedom of their colleagues.'
[Murmurs of agreement] Okay.

Hawbaker: I'm happy.

Petersen: Great.

Neuhaus: Now there is a question for the group about #4 that to be accurate and was not in the document we reviewed. This was something that members of EPC were concerned about, particularly with regard to some—you know, incorrect statements being made about people—allegations. We need to make sure that we have I suppose something approximating the truth; something that's accurate. And so that was something put forth by a couple of members of EPC for your consideration, albeit at the eleventh hour here. I guess if that's something that you would rather not have in here, that's fine, too. That was something we suggested.

Stafford: I think accurate is good. [Laughter]

Zeitz: You might want to make it professional-relevant a hyphenated word and put an 's' at the end of matter. Just a thought.

Neuhaus: Sounds good.

Petersen: Chris (**Neuhaus**) I think that might be all of the changes, am I correct?

Neuhaus: I believe that is it.

Petersen: Any other discussion? Is there a motion then to...

Zeitz: I've got a question. You're deleting the word "of" in the next one under 'responsibility to the University,' and considering today's world, where it says, 'participate as a citizen,' I think maybe what we might want is leaving the 'of' as a good place to put it. "The faculty member is expected to effectively participate as a citizen of, and respect the responsibilities for the governance of the institution."

O'Kane: I agree.

Petersen: Any other discussion regarding the 'of'? Is there a motion to approve these revisions?

Zeitz: There's one more, and that is in #5. It should be 'In accordance with,' rather than accord with. At the beginning of the third line.

Petersen: Thank you, Senator **Zeitz**. We struggled. The committee—we struggled because the documents we were originally given were in Google Drive, and then we moved them out and it became very complicated after that. Just into Word. But there's some formatting issues.

Neuhaus: We don't recommend that. It's best to stay with one version.

Petersen: Is there a motion then to approve the revisions of the Academic Freedom Policy 6.10? Thank you, Senator **Zeitz**. Thank you, seconded by Senator **Stafford**. Any additional discussion needed?

Smith: Just one question for clarification. So currently, regularly scheduled office hours are...are we required to follow what's in the Handbook?

Petersen: I believe so.

Smith: Okay. So one hour per class? Okay. Thank you.

Vallentine: And that's new this year, Sara (**Smith**).

Smith: Okay.

Vallentine: Because it was all over the place around the campus; the department and the college.

Zeitz: The College of Education--they're expecting two hours per class. So, you're saying the Handbook goes over that.

Hawbaker: What? I'm in the college of Ed? [Laughter]

Petersen: Alright. All in favor of the revisions to the Academic Freedom Policy 6.10, please indicate by saying 'aye.' And any opposed? Any abstentions? The motion passes. Thank you all. Thank you Chris (**Neuhaus**) for giving us the tour.

Neuhaus: Thank you for your time.

Petersen: The policy now will go back to the University-wide Policy Committee for approval, and then eventually the President's Council, and so it should hopefully make it through those next channels. The next items on the docket this afternoon are emeritus requests and so we will begin with Emeritus Request for Richard **Glockner**. Is there a motion to approve his request? Thank you Senator **Pratesi**.

And is there a second? Thank you Senator **Strauss**, and now let's go ahead and open it up for discussion. I do have a statement, but I would be happy if someone knows him personally and would like to speak first. I welcome anyone to do so. [Reads from document prepared by Eric Lange] Richard **Glockner** has been here at the University of Northern Iowa for 27 years, since 1991. He's been a dedicated "professor of Acting. His teaching has occurred in the classroom with a full range of acting classes focusing on different contemporary techniques and informed by multiple professional workshops. He has been instrumental in helping graduates establish themselves in the major metropolitan areas and connecting them to resources in the theatre community. He has cultivated many relationships with alumni as a way to steer newly-graduated students into multiple cities. Professor **Glockner** has led multiple efforts related to community outreach through productions he has directed. Such outreach was particularly relevant in several productions created in support of UNI's Cornerstone course. He has maintained high standards in the delivery of his coursework and has sought opportunities to share his craft through workshops offered to adult community members throughout the region."

Petersen: Any other comments or discussion? All in favor of approving the Emeritus Request for Richard **Glockner**, please indicate by saying 'aye.' Any opposed? Any abstentions. The motion passes.

Petersen: Our next Emeritus Request is for Frank **Kohler**, of the Department of Special Education. Is there a motion to approve his emeritus request? Thank you, Senator **Zeitz**. And a second? Thank you, Senator **Skaar**. We can open it up for

discussion now. Frank (**Kohler**) is near and dear to my heart because he is a faculty member in my department. I can speak, and then I can also open the conversation for others who might know him. He has been in our department since 1999. He came from the University of Kansas, and his expertise was in Developmental and Child Psychology. He for as long as I can remember, has coordinated our Early Childhood/Special Education Program as well as working in what we describe as some of our 'bread and butter' method courses. His passion has been preparing students to work with children. He has thoroughly enjoyed working with both undergrad and grad students. He has had a number of external grants throughout the years and most recently he served as our Interim Head, from 2007 to 2014. In this position, he dedicated his work to aligning our Department Vision and Mission to the Strategic Plans of the College of Education. He has published widely, is incredibly respected, and has contributed significantly to teaching, research, and service here at UNI and within our department. Just personally, he has served as a mentor, incredibly wise, gifted and the students have thoroughly enjoyed him. So he is truly a loss to our department. Does anyone else happen to know Dr. **Kohler**? Alright then, all in favor of approving the emeritus application for Frank **Kohler**, please indicate by saying 'aye.' And any opposed? Any abstentions? The motion passes.

Petersen: Next emeritus request we have is for Salli **Forbes**. Is there a motion to approve the emeritus request? Thank you Senator **Zeitz**. And a second? Thank you, Senator **Strauss**. We can open up the discussion. I do have a letter written by Deb **Tidwell** who is a professor in Literacy Education. Would anyone like to speak to Dr. **Forbes** emeritus request before I highlight some of the letter? "Dr. **Forbes**

has been a member of the faculty, Department of Curriculum & Instruction since 2009. She is currently a full professor. Her career at UNI involves active scholarship, teaching, and service to the college, the university, and the professional community. She is most well known for her leadership as the Director of the Jacobsen Center for Comprehensive Literacy and as the Director of the Reading Recovery Center. She has been extensively involved in external grants and has received funding in a total of over \$14 million dollars in her time here at UNI. Her scholarship during her tenure at UNI includes six journals, two book chapters, and edited book and numerous international conference proceedings. Her teaching has included courses for Reading Recovery and for the comprehensive literacy certification programs, for partnerships and comprehensive literacy and the comprehensive intervention model as well as grad courses in the Literacy Education Department. She has mentored numerous grad students. She has served as Paper Director, Second Reader, and Thesis Committee member for those students in the literacy master's program. She has served on numerous committees, both internationally, nationally, as well as regionally and here at the University level. Currently she is involved in Improvement Science Research of the Reading Recovery Network where she is collaborating with the Carnegie Foundation, along with other Reading Recovery trainers from several universities. This is a longitudinal study that will extend beyond her tenure here at UNI. Emeritus status will afford Dr. **Forbes** the professional link to the University that will continue to enhance her work. I highly recommend granting her this status.

O'Kane: Did you say when she arrived here?

Petersen: 2008.

O’Kane: How many years do you have to be here to become emeritus?

Petersen: Ten. She has 20 overall. She began her career in Higher Ed in 1998 at National-Louis University. She spent some time at the University of Iowa, from 2001-2004, Purdue University, Emporia State University before coming here to UNI. Any other questions or discussion? All in favor of approving the emeritus request for Salli **Forbes** please indicate by saying ‘aye.’ And any opposed? Any abstentions? The motion passes.

Petersen: Our next emeritus request is for Darrel **Weins** in Biology. Is there a motion to approve this emeritus request? Thank you, Senator **O’Kane**. Is there a second? Thank you, Senator **Strauss**. And now I do have a letter but I’m happy to open it up to people that know him well.

O’Kane: I know Darrell (**Weins**) pretty well. Absolutely wonderful guy. A true loss for UNI. Students love him. He just has a wonderful personality that they just really can get up next to. He probably had possibly the best undergraduate research record in our department. He had constantly people in his lab, several at a time doing very well advanced kinds of research. A great colleague; a friend.

Strauss: I’ve heard this term twice: “This person’s a loss to the University.” This person is going on to greener pastures. [Laughter] You might want to refer to this person as a ‘gift’ while they were here.

Zeit: You’re just saying that because we’re going to talk about you, next. [Laughter]

Petersen: What I can add: In his letter he mentored over 77 undergrad students.

O’Kane: Just a wonderful mentor.

Petersen: [Reads from letter prepared by Biology Department Head Theresa A. **Spradling**] And today, these former students include several medical doctors, medical students, professors, Ph.D. students, nurse-educator, optometrist, and laboratory scientists. He clearly cares about each of his students and the lives they have gone on to lead, and the outpouring of support and well-wishes coming from those students on the occasion of his retirement makes clear that his patient, caring mentoring and encouragement has enriched their lives and helped make UNI the wonderful institution that it is. A gift.

O’Kane: His students sent in little notes about how they appreciated him, and it was a whole wall from all over the country. They’d gone back like 25-30 years.

Petersen: Thank you for sharing. Any other discussion? All in favor of approving the Emeritus Request for Darrel **Wiens**, please indicate by saying ‘aye.’ Opposed? Abstentions? The emeritus request is passed. And then our last emeritus request is for Roy Behrens. Is there a motion to approve this emeritus request? Thank you, is there a second? Thank you, Senator **Stafford**. Does anyone know Dr. **Behrens** or would like to speak?

Hall: I know Roy (**Behrens**) He’s a colleague. He’s gift, I’ll say. We are going to hate to lose him. I think he’s been teaching for 40 years. I’ve been here for only ten, so I’ve just seen a fraction of his tenure at UNI. I know he’s really kind of formed the graphic design program. We have a really strong design program. His strengths

are he's an incredible story teller. He has a great sense of humor. Students I would say adore him—love is too soft a word. They absolutely adore him. He's been a great colleague to work with.

Petersen: He's been here since 1972. [Expressions of amazement] He was here from 1972-1976.

Pratesi: He did his undergraduate here.

Petersen: Then he left and then he came back in 1990. Impressive.

Pratesi: He might be the foremost scholar on dazzle camouflage from World War 1, and he has a brand new book out on Frank Lloyd Wright. He gives Iowa Humanities talks all over is talks are in high demand and he's been an active curator of exhibits all around of Iowa on all kinds of topics. He's really just a wonderful person and definitely a gift.

Stafford: Dazzle camouflage?

Pratesi: Yes, it was a style of camouflage primarily used on ships in World War 1. Do you want me to pull up something? Here this is what it looks like. It's pretty wild-looking. It's designed to...you paint the boat in a way so that U-boats couldn't see it very well.

Stafford: Can you show that?

Pratesi: Yes. I can. So that's an example. They've moved on to other kinds of camouflage since then. He might be the foremost scholar on this. He's definitely one of a few.

Stafford: Fascinating.

Pratesi: Definitely deserving of emeritus status.

Peterson: Any other comments? All in favor then of approving Roy Behrens's emeritus status application, please indicate by saying 'aye.' Any opposed? And any abstentions? Excellent, the motion passes. That brings us to the end of the meeting. I have no other announcements or New Business. Motion to adjourn by Senator **Strauss**. Is there a second? Thank you, Senator **O'Kane**. We are adjourned.

Respectfully submitted,

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Next Meeting:

3:30 p.m. January 14, 2019
301 Rod Library (Scholar Space)
University of Northern Iowa, Cedar Falls, Iowa