

Regular Meeting
UNI UNIVERSITY FACULTY SENATE MEETING
03/11/13 (3:31 p.m. – 4:54 p.m.)
Mtg. #1730

SUMMARY MINUTES

Summary of main points

1. Courtesy Announcements

Faculty Senate Chair **Peters** called the meeting to order at 3:31 p.m.

Press present included Blake **Findley** from the *Northern Iowan*.

Provost **Gibson** offered thanks to everyone for their turnout for the announcement of the Richard O. Jacobson gift to UNI for the Center for Comprehensive Literacy.

Faculty Chair **Funderburk** thanked everyone for their turnout for the Welcome Reception for new President Ruud and provided a mini-update of Ruud's involvement in a number of UNI issues, including the AAUP visit and potential censorship of the institution.

Chair **Peters** first recognized student Ramya Varadaraju who invited everyone to attend a student panel, organized by the International Student Association, titled "Classroom Perceptions and Challenges," next Wednesday from 1:00 to 2:00 in Maucker A. They would especially like faculty to ask questions and to offer their perspectives and input on international student issues.

Chair **Peters** noted that the next Faculty Senate meeting on February 25th will be in the Oak Room rather than the stated CME as today. He then announced that he had asked Senator **MaLin** to serve as a point person in the response during a public comment period to some of the policies proposed by the risk management group currently working on campus issues. Senator **MaLin** gave a short summary of what her work has thus

far involved and some of the concerns the proposed policies have already evoked among campus faculty and staff and students. She expects specifics to come before the Faculty Senate at some point.

2. Summary Minutes/Full Transcript

Minutes for February 18, 2013, were approved as submitted.
Minutes for February 25, 2013, were delayed until March 25, 2013, meeting.

3. Docketed from the Calendar

One motion and second (**Heston/Neuhaus**) took care of docketing all items under consideration today as suggested and requested by Chair **Peters**, following no response to his asking if anyone wanted to docket any item separately. Therefore, the following were docketed:

- 1181 1077** Curriculum Changes—Technology (Head of docket 3/11)
(**Heston/Neuhaus**)
- 1182 1078** Richard O. Jacobson Center for Comprehensive Literacy: Two
(2) Certificate Proposals (3/11 Following 1282)
(**Heston/Neuhaus**)
- 1183 1079** Recommendations of Ad hoc Committee on Curriculum Review
(regular order) (**Heston/Neuhaus**)
- 1184 1080** Recommendations of Senate Budget Committee on Allocation
of Resources within Academic Affairs (regular order)
(**Heston/Neuhaus**)

4. New Business

- 1185 1081** Regents Teaching Awards Committee Recommendations [sic,
later changed to: Regents Awards for Faculty Excellence
Recommendations] (Docketed for March 25th meeting)
(**East/Kidd**)

5. Consideration of Docketed Items

1181 1077 Curriculum Changes—Technology (Head of docket 3/11)

**Motion to bring approval of curriculum changes up for discussion
(**DeBerg/Kirmani**).

**Vote to approve curriculum changes for Technology as presented.
Passed.

1182 1078 Richard O. Jacobson Center for Comprehensive Literacy: Two
(2) Certificate Proposals (3/11 Following 1282)

** Motion to bring approval of certificate proposals up for discussion
(**Neuhaus/Kidd**).

**Vote to approve certificate proposals for the Richard O. Jacobson Center
for Comprehensive Literacy as presented. Passed.

1163 1059 Report from Ad hoc Committee on Policy Process
(**Swan/Strauss**)

**Report itself constitutes the motion to approve proposal.

**Friendly amendment to change NISG Senate term for student
representative to 1-year term. Accepted.

**Vote to approve amended proposal from Ad hoc Committee on Policy
Process. Passed.

1174 1070 Reconsideration of changes to Section A of Class Attendance
and Make-Up Work Policy by EPC (**Kirmani/Heston**)

Motion to bring from the table (MacLin/Heston**).

****Motion to amend substitute language to read “end of the first week of class” (Heston/Strauss).**

****Friendly amendment to amend language further to “first week of instruction.” Accepted.**

****Vote on amended substitute language. Passed.**

****Vote on motion to substitute amended paragraph for earlier approved one-sentence paragraph. Failed.**

1179 1075 Curriculum Changes—Physics (approval of two 4000/5000 courses tabled 2/25)

****Motion to bring from the table (Edginton/Gallagher).**

****Vote to approve Physics 4000/5000 courses. Passed.**

5. Adjournment (4:54 p.m.)

Meeting declared adjourned by Chair **Peters.**

Next meeting:

03/25/13

Oak Room, Maucker Union

3:30 p.m.

Full Transcript follows of 54 pages, including 3 Addenda.

Regular Meeting
**FULL TRANSCRIPT OF THE
UNI UNIVERSITY FACULTY SENATE MEETING
March 11, 2013
Mtg. 1730**

PRESENT: Jeff **Funderburk** (alternate for Melinda **Boyd**), Karen **Breitbach**, Gregory **Bruess**, Jennifer **Cooley**, Betty **DeBerg**, Philip **East**, Chris **Edginton**, Jeffrey **Funderburk**, Deborah **Gallagher**, Gloria **Gibson**, Melissa **Heston**, Tim **Kidd**, Syed **Kirmani**, Michael **Licari**, Kim **MacLin**, Chris **Neuhaus**, Scott **Peters**, Jerry **Smith**, Mitchell **Strauss**, Jesse **Swan**, KaLeigh **White**

Absent: Forrest **Dolgener**, David **Hakes**, Marilyn **Shaw**, Gary **Shontz**, Laura **Terlip**, Michael **Walter**

CALL TO ORDER (3:31 p.m.)

Chair **Peters**: Ok. We do have a quorum, barely, but we do have a quorum. And so we will come to order, please.

COURTESY ANNOUNCEMENTS

CALL FOR PRESS IDENTIFICATION

Peters: Blake [**Findley**], are you here as a member of the press present?

Findley: Yes.

Peters: Blake **Findley** is here from the *Northern lowan*, and there are no other members of press present.

COMMENTS FROM FACULTY CHAIR JEFFREY FUNDERBURK

Peters: We've lost the Provost, so Chair **Funderburk** do you want to give some comments?

Funderburk: I have no special comments except to say “thank you” for attending the Welcome Reception for new President **Rudd**. He is already very much involved in discussions with leadership and other elements of the University. He’ll be back next week during Spring Break as well, meeting with some folks, and some people have been noting that he’s also already engaging on the AAUP issues. That is all.

COMMENTS FROM FACULTY SENATE CHAIR SCOTT PETERS

Peters: All right. To start my comments, I’m actually going to recognize a student from the International Student group. Her name is Ramya Varadarahju.

Varadarahju: I am part of a student organization called International Student Association, and this Wednesday from 1:00 to 2:00 in Maucker A we’re having a student panel, and it’s called “Classroom Perceptions and Challenges.” And it’s just a group of international students from around the world, and they’re just going to be talking about their experiences of working in a classroom. And we’re trying to make it more of an open discussion where faculty can ask more questions about what they think students find challenging in certain classes and have a discussion back and forth. So I came with flyers, and they are placed there—oh, they are being passed around, so that you have complete information.

Peters: All right. Thank you very much. I’ll go ahead with my comments, and then we’ll circle back around to Provost **Gibson**. One quick reminder, our next meeting, March 25th, was originally scheduled to be in this meeting [room—the CME], but some sort of master swap got worked out, and so now we’re back in our old regular confines of the Oak Room. So the next meeting, the Monday after Spring Break, is back in the Oak Room.

And then as many of you know, the risk management group on campus has been reviewing a number of policies, and they’ve been proposing policies, and even though we’ve yet to recommend a change in the policy process on campus, they’ve been making those proposals available for public comment. So, kudos to them, and thanks very much to them for doing that. One of their recently proposed policies deals with access—afterhours

access to facilities by faculty and students, and I know there's a lot of concern about that. I know people have been emailing comments about it, and then Senator **MacLin** is—had contacted me about it. A number of people had contacted me about it, including Senator **MacLin**, and I asked if she could kind of be our point person on this, and—so that, in addition to the individual comments that people are submitting about the policy, that she could perhaps coalesce some of the things she's hearing and make some concrete suggestions about how the policy might be changed. So, Kim, I don't know if you have anything?

MacLin: Well, I'll just say that I've heard probably from about 75 people, some of them Department Heads, over the past week or so.

Peters: Ok, I apologize. I had no idea I was asking you to talk to 75 people. [laughter all around]

MacLin: No, no, no. And I won't go through it in detail here because I do believe this will come to the [Faculty] Senate for some sort of discussion, but essentially there's some basic categories of concern. Some are a little bit bigger picture, like the sort of juvenilization of UNI. The other institutions in our—our sister institutions don't have similar policies, and isn't our—by virtue of the fact that we are given keys, keys are permission enough to access buildings. So, there's some issues surrounding that—some big picture issues surrounding the overall academic environment and what having a policy like this, that at this point seems quite restrictive, does for how people feel about working on campus.

And then I've heard from faculty, graduate students, undergraduate students about how the policy, as they read it, they believe will impact them negatively. Some things—and ultimately I think we do want to be able to provide helpful language that—changing some of the adjectives that are in the existing policy—and maybe the existing policy is resulting in a lot of unintended consequences that people do not realize. They really were just trying to make buildings safe at night, not realizing how many people really work at campus after hours.

So I'm hopeful that these things can get resolved informally, but I do have a lot of common concerns among faculty, graduate students, and

undergraduate students, particularly about issues about possible having to give 48 hours' notice to be anywhere, also the quite strident statement that "people are not allowed to work alone," which is....interesting. And then—so there's some issues there. Most people, though, are comfortable with the identification issue. I have started to hear, though, some people who have already been stopped at night in their office or in the halls of their building, and it took 10-20 minutes to clear them to go back to work, by Public Safety.

Some of the concerns rest on maybe Public Safety, or whoever is organizing this, does not realize the sheer volume of phone calls and permissions for after-hours access that would be coming their way. And the concern, then, that Public Safety would be running around doing ID checks when they could be doing safety things.

So, those issues. And then United Faculty is also pursuing this as an issue of faculty's ability to get their work done, and as the—any of us who filled out the recent Regents Survey knows that people don't work 9:00-5:00, and they work way more than 40 hours a week, and those hours have to come from somewhere.

So, I will be putting together a more comprehensive document that has specific concerns. I believe that most of the concerns can be thoughtfully addressed in a policy that still addresses access to buildings and safety issues, but it may rest along the lines of how the other institutions form their policies, which is:

"Don't share your key."

"Don't let unauthorized people in."

"Don't lose your key. If you do, report it."

"Don't prop up doors." and that

"Faculty, staff, and students shall be permitted access as required for their work or studies regardless of hours of operation."

Peters: Thank you very much, Senator **MaLin**. And thank you for taking that on. Like I said, 1—75 emails is a little bit more than I figured you'd be in for on that one. All right.

COMMENTS FROM PROVOST GLORIA GIBSON

Peters: Any other—oh, wait. We need to circle back around to Provost **Gibson.** I didn't look to my left before I started the meeting. [light laughter, as she had arrived but then wasn't in her seat when he called the meeting to order and turned to call on her]

Gibson: Oh, that's fine.

Peters: Do you have any comments for us today.

Gibson: No, just to say “thank you” to everyone for coming out last week for the [Richard O.] Jacobson announcement [a gift to the Center for Comprehensive Literacy]. It was really heartwarming to look out and see faculty, staff, and students there. And it was really the culmination of a number of awards that UNI has won over the—over this semester, and including the Gold Star again for sustainability. So, I just really appreciate the work everyone is doing and look forward to getting the Jacobson funding and getting started on some of the fellowships and scholarships that that money will bring for us, for the University.

Peters: Are there any other comments or announcements anyone has for us? [none heard]

BUSINESS

MINUTES FOR APPROVAL

Peters: Ok, Minutes. There's 2 Minutes for approval listed on the Agenda for today, but we got [February 25th] Minutes to you a little bit late. That's mostly the fault, I think, of those of us who didn't have time to—we [officers] usually review them first. And we didn't do them in as timely a manner as we usually do. So, you haven't had those [for February 25th] for a week. You're supposed to have those for a week before we ask for them to be approved. So let's just go ahead and do the Minutes for February 18th. Were there any additions or corrections to the Minutes for February

18th, 2013? If there's no objection then, we'll consider those Minutes approved.

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

Calendar Item 1181 for Docket #1077, Curriculum Changes—Technology (Head of docket 3/11) (Heston/Neuhaus)

Calendar Item 1182 for Docket #1078, Richard O. Jacobson Center for Comprehensive Literacy: Two (2) Certificate Proposals (3/11 Following 1181) (Heston/Neuhaus)

Calendar Item 1183 for Docket #1079, Recommendations of Ad hoc Committee on Curriculum Review (regular order) (Heston/Neuhaus)

Calendar Item 1184 for Docket #1080, Recommendations of Senate Budget Committee on Allocation of Resources within Academic Affairs (regular order) (Heston/Neuhaus)

Peters: We have several items up—4 items up for docketing, and I'm going to ask you to—you're going to have to be patient with me today. We don't have a cord that reaches as far as the table to control the laptop [at the lecturn], so I'm going to get a little bit of workout going to and from the computer and the table periodically, but you can, I think, see all 4 items for docketing up there, 2 curricular changes that I'm asking us to consider today so that these can move along in the process and get approved by the Board of Regents as soon as is possible.

And then Calendar item 1183 is a recommendation of the Ad hoc Committee on Curriculum Review. This is the Committee that we set up at the beginning of the semester to look at ways to—for the faculty to regularly review the viability of academic programs and safeguard faculty control over curriculum. This will just be an initial discussion about those recommendations. That Committee right now is talking to all the College Senates, has plans to talk to the Curriculum Committees, the Grad. Council. So this is getting initial feedback from us, probably a discussion in the Committee of the Whole.

And then Calendar Item 1184 is a discussion that we will have about criteria the Provost will use in assigning faculty lines within Academic Affairs.

So, does anyone want to pull out any of those for separate discussion about docketing? [none heard] If not, then if we could get a motion to docket those 4 items consistent with the Chair's recommendation?

Heston: So move.

Peters: Senator **Heston**, thank you. Is there a second? Senator **Neuhaus** [who indicated]. All in favor of docketing Calendar Items 1181 and 1182 at the head of the docket today consecutively and 1183 and 1184 in regular order, please say, "Aye." [ayes heard all around]. All opposed, please say, "No." [none heard] The motion carries.

NEW BUSINESS

Calendar Item 1185 for Docket #1081, Regents Teaching Awards Committee Recommendations [sic, later changed to: Regents Awards for Faculty Excellence Recommendations], (Docketed for March 25th meeting) (East/Kidd)

Peters: New Business—I have another item I would ask for you to docket in regular order. Actually, I'm sorry, I'm going to ask for you to docket it at our March 25th meeting. This would be Calendar Item 1185, and it is the recommendations—or it's a—rather, it's a motion for us to endorse the recommendations for the Regents Awards. And I didn't receive the petition until after the Agenda was published. And so just so all of you know the—what we usually do with this is go into a very brief closed session where the names of the Committees' recommendations are made known to us. We then come out of closed session, and we vote to approve those recommendations. Senator **Swan**.

Swan: Is this in the business as Regents Teaching Awards? Is that what the—you're talking about?

Peters: Chair **Funderburk**. Which awards are these?

Funderburk: Regents Teaching Awards [voices trying to clarify]

Edginton: Faculty Awards for Excellence.

Swan: But you said—so that it's only teaching awards, it's not the Regents...

Peters: It's all the Regents Awards. The Regents Awards for Excellence.

Swan: Oh, those are called Teaching Awards? Ok. [voices saying, "no"]

Peters: Did I say, "Teaching Awards"? I'm sorry.

Swan: Well, no, you didn't.

DeBerg: They're not.

Swan: You said what I remembered.

Peters: Ok.

Swan: It's listed in our Business at our website as Teaching Awards.

Peters: Oh, ok.

Swan: And that's why I was curious if that business is the same. And it is the one. Ok.

Peters: It is. It may be that we need to go _____
So, all I'm asking for now is that we docket this to come up at our March 25th meeting.

East: So move.

Peters: Senator **East**. Is there a second for that motion?

Kidd: Second.

Peters: Senator **Kidd**. Thank you. Any discussion about that? [none heard] All in favor of docketing that, the Recommendations for the Regents Awards for Excellence, at our March 25th meeting, please say, “Aye.” [ayes heard all around]. All opposed, please say, “No.” [none heard] The motion carries.

CONSIDERATION OF DOCKETED ITEMS

DOCKET #1077, CURRICULUM CHANGES—TECHNOLOGY (DOCKETED TODAY) (**HESTON/NEUHAUS**)

Peters: All right. So now consideration of our docketed items. Let’s get a motion on the table so that we can start our discussion about Technology. So we need a motion to approve the changes to the Master’s of—wait, Master of Science in Technology; the DT, Doctor in Technology; and the creation of 2 new courses, correct? [nods from guests from Technology]

DeBerg: I move.

Peters: I saw a motion by Senator **DeBerg** and seconded by Senator **Kirmani** [who indicated]. And with that, Professor [James] **Maxwell** [Department Head, Technology], I think we’ll turn things over to you. [Program and course changes projected from Course Leap on screen for Senators to view.]

Maxwell: Ok, well thank you for letting us come in and visit with you. I have with me Dr. Julie **Zhang** [Associate Professor, Technology]. This is—I’m new, as probably some of you know, to UNI. I came in last year and found out—I’m going to get to the chase here—that two of our programs were being restructured. And I thought, “You gotta be kidding me?” So, I wanted to be proactive and set up a meeting with Dr. **Coon**, Dr. **Licari**, and then I requested through Joel **Haack**, my Dean, to have a meeting with Provost **Gibson** and **Licari**, and I don’t remember who else was there, but basically discuss with them what I needed to do for the Department—

speaking, when I say “me,” on behalf of the Department—to salvage our Master’s and Doctoral program. So, with that, you can ask questions. I’ll try to get to the point. I made a lot of changes last year, and one was, many of you know, Dr. Reg **Pecen**. He went on—I think we call it Professional Development. I’m not sure exactly. I call it “sabbatical.” I don’t know what you all call it. But he went on sabbatical to take a position—he’s accepted a position in Houston, so he’s no longer with us. He was the Graduate Coordinator. I asked Dr. **Zhang** to step up to the plate. She’s really done an awesome job. She’s a hard worker. She volunteered to do it. The faculty in the Department were unanimous in supporting that decision. So that’s one thing that we did.

The next thing is we took a look at our Master’s program and Doctoral program and said, “What’s going on here? What’s the problem?” I’m talking about me reflecting with the faculty “What is our problem?” The short of it was our Master’s program had low enrollment, probably did need to be restructured. We hadn’t paid attention to it, quite frankly, in recent years. And we had a tremendous amount of—and Dr. **Coon** sitting in the audience], not to drag you into this, but we had a lot of concentrations or specializations in the Master’s. There was no way we could physically—and even with resource, monetary resources—deliver those courses. We had Graphics, Construction, here, there, whatever. There’s no way we could do that. It just was impossible, and it really was not doing us any good. So the very first thing is the faculty and the Graduate Committee looked at trying to downsize it. Now, we did do due diligence. We went out and did surveys and focus groups, and last year I put together a very—what I would consider to be—a very strong....would you agree with that? [to **Zhang**, who nodded]....Advisory Board. And we have really topnotch decision-makers on our Executive Board—Pella Vemeer; Marshalltown Tool; [John Deere] Cab and Tractor Manager, Kris **Einsweiler**. We have Rockwell Collins, two VP’s sitting on it. The point was, these are decision-makers that could be movers and shakers to help us, and say, “Can you help us do this, or not?” So, with that, they made me jump through the hoops and do due diligence to really find out what the market wanted. As Dr. **Gibson** and **Licari** and Dr. **Zhang**—and I’m a marketing guy, so it’s kind of fun doing it, but when I came back with the report to the Advisory Board, they wrote a very strong position statement from Kris **Einsweiler**. The Board said that we really want to make this happen, and

they assisted us in the survey and the focus groups and what have you. Is there anything you [to **Zhang**] would like to comment on that real quick?

Zhang: Ok. Thank you, Dr. **Maxwell**. And I just want to say that our Advisory Board really support us. They said this is new change because we reduced all the emphases to one—single one emphasis. You will not see a massive curriculum over there. Is that this is a really important to their—in terms of their industrial point of view and also is a benefit to the Department and to the University. And he said and he would like to see this happen, you know, the earlier the better. That's the support letter [held up piece of paper], but I think Dr. **Licari**, he has the original copy.

Maxwell: We—if you want to see this, we'd be glad to pass it around. So, the issue was—what we found out was—because we're competing against many online schools and for profits, we needed to be looking at distance learning. So, one of the things we found is many of our students were employed at Rockwell and Bridgestone Tire in Des Moines. They really want online. But, more importantly, they don't want to do the thesis, because they're not going to go into teaching positions or whatever. So, we did vet that in the Department about the research piece versus non, and it seemed that the market was driving it that direction. So what the Department decided to do, which I support, is to offer a thesis/non-thesis option for the Master's. It makes sense. It's what the market is doing. So that's kind of the short version. We needed to tweak it.

I think that from what we have found one of the things that we did last year the first time is we had a Save-the Date Open House for all the Iowa Community Colleges. And I kind of shot from the hip, because I said, "Man, if we don't get anybody to show up, I'm going to look like a complete idiot." By the grace of God, we got a tremendous turn-out. And I think Dr. **Gibson** was there last year, and Dr. **Licari** was there this Fall.

We have had zero articulation agreements signed that were current. We have 59+, I believe, articulation agreements signed with the Community Colleges. And I hate to say this, but to be transparent with you, I couldn't believe how many of the faculty and the administrators didn't even know we had a Master's or a Doctoral program in our Technology Department. And that's a reflection on us. I assume that responsibility. So we're

addressing it with all new collateral, the new marketing campaign. All of our literature is—we've done transfer sheets for each Community College on each program. We recruited about 10-12 new Master's students just because of our Fall Open House. We're in the process of trying to get them registered. I'm working with Kent **Johnson**. They want to do a cohort like Education. So that's all to be determined. But that's kind of a quick snapshot of where we're at. And I'm sure if you have questions, ask. I think between Dr. **Zhang** and myself, we'll try to answer it. But we want to get this program out as soon as we can, and we really haven't promoted the programs per se in recent years. Yes, ma'am.

DeBerg: Well, my question is, I remember your old emphases or at least many of them. What did you end up kind of narrowing it down to? What's the emphasis now in your Master's program?

Maxwell: It is only a Bachelor's of Science in Technology. Or, excuse me, a Master of Science. I'm sorry.

DeBerg: And I don't know what that means.

Maxwell: I'm going to let her [**Zhang**] jump in. We reduced the core from, I believe, 21 to 18. And do you want to...

Zhang: Yes, so we increased the whole course from 18 hours to 21 hours, which means one increase in the core required courses. And for the—and then we breakdown to thesis and the non-thesis option. For the thesis option, the students, of course, have to do their research, take the Research Methods class, and then do 6 hours kind of like Thesis Research. But for non-thesis, which is the new addition to the curriculum, we ask them to take 9 credit hours course. I mean, 5 thousand level and up. They can take 5 thousand level classes, 6 thousand level class—it can, you know, it's ok for them to take some like research or not research, just technology course that we—you know, higher level of the course in technology. And then they have to do internship or project, which means that they still have to do some like creative component, but it's not necessary to be a systematical kind of thesis research.

DeBerg: Ok, thanks. So, for instance, they can still pursue some of the specialties that you used to offer? They can kind of tailor their own curriculum?

Maxwell: As electives? Yep.

Zhang: Yes, the kind of like supporting courses that are electives.

DeBerg: Electives, uh huh. Ok. Thank you.

Maxwell: Right. Here's maybe to summarize. We decreased the total required hours from 34 to 33. There was no change in the minimum 6000-level hours. We added the non-thesis option. This is the short version [projected on the screen]. And both thesis and non-thesis option share a 21-credit core. And we increased the core size, compared to the current degree. And we reduced from 3 emphases to none in the latest go around.

DeBerg: Uh huh. I get that. Ok. Thank you.

Peters: Senator **Neuhaus**.

Neuhaus: Yes, hey, James and Julie, thanks for coming today. I'm curious about the online possibilities on that. I know that working with you folks as the Science Librarian that you've got an awful lot of students that are already out there in the workforce, and so part of the difficult they have, particularly the graduate students, is just getting here for a class.

Maxwell: Right. Right.

Neuhaus: Is your hope to—I know you're thinking of growing this, but is your hope to eventually possibly offer something that would nearly be a complete online degree so that you could reach people farther away?

Maxwell: You know, that's a—that's a great question, and I'm asking that—myself that, and I'm not skirting it. I don't know yet. My hope would be that we do blended, because I—personally, that's my theology on

distance learning. But I don't know. And right now as the Department Head, my goal is enrollment, enrollment, enrollment. And I'll sign all of you up for a class, if you want to do it for me. [laughter all around] I'll be glad to get you signed up, because we need enrollment. And then the next thing is, obviously, retention. And one other thing I didn't mention, in fairness to it being restructured, admitting that, our graduation rates basically, with all due respect, they stunk. They weren't very good. And our goal now is to really do due diligence and pay attention to that. But to answer your question, blended, and I don't know. I think Continuing Ed., not to throw them under the bus, but I think they would love to see cohorts and just do it all online. I'm not sure our faculty totally want to do that, and I'm not sure that's the right way to go. I don't know right now, to try to answer your question.

Neuhaus: Sure. Ok.

Peters: Senator **Gallagher**.

Gallagher: I'm just wondering about the other thesis and a non-thesis part. And I understand that the non-thesis option has a creative component, meaning more of an applied research type thing.

Maxwell: Right. Right. Yes.

Gallagher: But I wonder, and this is a more general question, not just for your graduate degrees, but at what point in a graduate program do students learn how to be astute consumers of research and have some methodological understanding of how knowledge is produced in their field?

Maxwell: It's good to be the Department Head. [to **Zhang**] Would you like to answer that? [laughter all around]

Zhang: I—ok

Maxwell: She's a great researcher. That's why I'm deferring to her.

Zhang: So, we still have the one course under the non-thesis option. Currently, we call it a internship or project. When we mean project,

we still ask the student to do some types of research. This could be a creative component. And it really it gives the advisors the kind of like responsibility to guide them to do something the result can be published or can be presented in the public venue, like Graduate Annual Symposium on campus or something like our ATMAE, National Association about our field. We want the graduate students actively to be involved in such kind of like publicities. That's the requirement we set out for our students.

Maxwell: Doing more applied projects.

Zhang: Yeah, projects.

Maxwell: Not necessarily just quantitative research, pure quantitative research.

Gallagher: Oh, I am just con—I am just interested in the methodological issues, and, you know, there's method and then there's methodological. You know, what—do they understand those issues and how might it stand to guide them in terms of being consumers of that research as professionals?

Zhang: Yes, we do. We have several courses in our—meaning, we set up our problem-solving skills or how you, you know, identify the problem and solve the problems by themselves.

Peters: Senator **Kirmani**.

Kirmani: Well, why don't you just—why don't you call it "Master of Technology"? Is there any special reason you want to call it "Master of Science in Technology?"

Maxwell: Because it always for—I don't know. I can't speak to beyond last year. It's been the Master of Science when I came here.

Kirmani: Because you have a Doctor of Technology program. It would make a lot of sense to say a Master of Technology.

Maxwell: The current program

Kirmani: Master of Science in Technology has a slightly different connotation.

Maxwell: Well, as you know, the Department and that degree—the Department was the Department of Industrial Tech, and 3 or 4 years ago, I'm not sure which, it was changed. I don't know why it was changed. I still can't get a definitive answer, what the reasoning was, but it was changed. And the M.S. in Technology was here when I got here. It was on the books and approved, so I don't. I understand your point. I can't answer why.

Kirmani: I support your proposal, but I was just wondering.

Maxwell: Yeah.

Peters: Secretary **Edginton**.

Edginton: I have a general question in the same light that Senator **Gallagher** asked her question about, you know, understanding your body of knowledge, how knowledge is discovered. There have been several other examples on campus where emphasis areas or specializations, whatever we call them, have been reduced down so you have a single core. And my thought is that that's going to create a certain winnowing of the curriculum, where you're going to shrink the curriculum down also. Less courses being offered, and maybe a need for less faculty, you know, in your unit. And, I just wondered how we might go about in a year or so or two years looking back into your curriculum to determine whether or not, you know, that shrinkage has occurred, whether or not the enrollments in the classes that you're offering are being sustained at an appropriate level. How would you suggest we go about looking at that element in terms of the idea that we would want to try to shrink the curriculum up in general?

Maxwell: Well, I think that's one of the reasons we did what we had proposed because we didn't have enough students to even run the class. And we didn't have enough instructors as it is. I can't speak to what it was 5 years ago, the number of faculty—that our faculty has dwindled

significantly in the Department of Technology. I know that John **Fecik** just retired. **Egger** is on phased. I could go through a number of names that I've heard. I can't speak to the number, but I think we've lost a significant number. So, I understand your question, and it's a fair question. I don't think that's going to be a problem, though. But time will prove that out. But, it's a fair question. I don't think that diminishing or losing faculty is going to be an issue for us. I'm hoping that it's the other way around, where we need more faculty, and we can go beg Provost **Gibson** for more faculty. That's—that would be my hope. And I don't know yet.

Edginton: Do you think over time that you will, you know, delete additional courses from your inventory?

Maxwell: No. No, it's as lean and as mean as it can get. And I think we're still delivering the key quality curriculum of what the market wants. We haven't degraded [sic] that, in my opinion, or the faculty of the Department's opinion. And we have some pretty vocal faculty, so they're—we're all in agreement on that. So, you know, I can say that. It's—that's our side of the fence, sharing that with you, but like we've got, you know, Engineering Cost Analysis, which was added 2 or 3 years ago, very critical course for engineers and technologists, and the TQM [Total Quality Management] that Julie [**Zhang**] teaches, and Statistical Process Control, and those type of courses. We haven't degraded [sic] any of that, but we did get rid of the graphics and the construction class, which they can still take that as the elective, but we just can't offer specific, you know, because we have such a br—we've got Tech. Ed. We've got Construction. We've got Graphics. We have the EET program, the Manufacturing. We're all over the map. We just can't do it. And now that we're down with **Pecen**, we have a very slim minimal faculty in my view. I don't know if the Provost and Vice-Provost agree, but—yes, ma'am?

Peters: Senator **DeBerg**.

DeBerg: This will be my second question. Does anyone else want in? So, I imagine that you'll have more internships than you're used to having? Or same number of intern—do you see the number of internships increasing?

Zhang: You mean the students? They—we have a lot of opportunities for the students to do the internship. This is not a problem for Technology students.

DeBerg: I'm not worried about the number of interns. I'm worried about the faculty hours it takes to supervise interns, and whether or not you have faculty with increasing numbers of interns, and how that figures on their non-traditional teaching load?

Maxwell: Well, to me, I think all of our programs should have—I'm talking about Tech—we should all have internships. We don't require internships in all of our programs; however, I will say this, and this is a value judgment coming from me. I can't prove it. I guess I could, if I can get enough documentation. First off, I don't have enough students. When I say, "I"—we, the Department—we get calls weekly for our students. We don't have enough students. We can't crank them out for Deere, for the Foundry, for Collins, our students are in high demand. No, they're not engineers. They're technologists, but they can do the hands-on things that even ISU isn't necessarily cranking out, or Iowa, or Wisconsin, or Illinois. So, there's a big demand. The other thing is internships. We don't have enough students for internship opportunities and co-ops. And the answer to your issue, which is a valid one about faculty time, what I have done there—good, bad, or indifferent—I have one person, with release time, dedicated to internships and co-ops now. And we're in the process of putting a good policy together and an improved assessment of the student's supervisor connection piece. So, hopefully that will work. It's too soon to tell. We may fall flat on our faces.

DeBerg: Ok. Thank you. Thank you. I appreciate that. Thanks.

Peters: Senator **Heston**.

Heston: In the consolidation process of, I believe, 3 emphases down to 1, did you actually identify any courses to drop, that you're going to eliminate, you're not going to make available anymore? I mean, I've been hearing you're understaffed. In some ways you haven't been able to offer all the courses that you had on the books. What are you eliminating so that your resources match what you're going to be regularly able to offer?

Zhang: So, maybe I can answer a little bit. So, for the manufacturing, like, for example, in the past we have the emphasis for material, for transport and transform and, again, such different levels for the graduate students that they need to take. Right now we just combine the course at the 3g-level course or 5, you know, 3000 course and the g—5000-level courses. We combined the two together. And then we can reduce the number of courses.

Heston: So, you still offer the content but you've repackaged it in some way

Zhang: Into the—yes.

Heston: which reduces having to offer two versions of the course, and, ok, so that's an economy, if you will. What—but it sounded like you've been saying you have been in a position where you've had to—supposedly at least, the programs you were offering wanted you to offer a whole bunch more coursework, and I'm not hearing how you're handling presumably all the excess courses that will be kind of out there. Do you have

Maxwell: Well, they were specific—there were specific emphases in Graphics. Not everybody wanted to do digital graphic communication. Not everyone wanted to do graphic estimating. There were 23 courses that were on the books that we couldn't deliver.

Heston: Ok. And what's happening with those?

Maxwell: We eliminated them.

Heston: Ok, that was—that was my question

Maxwell: Yeah. We've eliminated them.

Heston: That was my question. Thank you.

Maxwell: And now, if you want 3 credit hours, 3 courses, that's all you can get from us. But it seems to make sense, because then you can still get the

Industrial Tech or Tech whatever-your-preference, the core of that, from our program.

Heston: Ok. Thank you.

Peters: Senator **DeBerg** and then Secretary **Edginton**.

DeBerg: I've noticed this in some other Departments, so it's not just you, but you're saying you're offering an undergraduate and a graduate class as the same class?

Zhang: Not the same class. With a g-level class, so the rest of the students, if they take this class, they will give additional assignments or projects as needed.

DeBerg: Right. So, it's a g-level class?

Zhang: G-level class.

DeBerg: It's not both a 300 and a 500.

Maxwell: No.

Zhang: No.

DeBerg: Because that's not legit. Ok. All right. Thank you.

Peters: Secretary **Edginton**.

Edginton: Senator **Heston**, the question you asked is the same question that I was asking, and I think we have a little bit of responsibility here in the future to try to follow-up on those programs that are eliminating those emphasis areas to find out what's going to happen over time, because I have the feeling that, you know, if we don't watch it, the curriculum will continue to swell, and we'll have that drift away from those core areas.

Peters: Any other questions or comments? Hearing none, we'll proceed to a vote. Oh, oh, sorry. Chair **Funderburk**.

Funderburk: I just wanted to say just on one celebratory note, I'm glad to hear you're doing all this work because as

DeBerg: Yeah, congratulations.

Funderburk: Chair **Peters** will note that the majority of the people that interviewed for President with us noted the advanced degrees in Technology as an area they saw as a strength for this school that could be built upon, so I applaud your work in getting this together.

Maxwell: Well, and the faculty are really stepping up to the plate in the Department, because you know they're the ones that make it happen, so thank you, Julie [**Zhang**].

Peters: Ok. All in favor of approving the curriculum changes to Technology, please say, "Aye." [ayes heard all around]. Opposed, "No?" [none heard] The motion carries. Thank you very much. You are free to go. [laughter all around] You're welcome to stay and listen to the rest, but

Maxwell: Well, thank you. I'm out of here. I learned a long time ago, get up and get out. [more laughter and thank you's expressed]

DOCKET #1078, RICHARD O. JACOBSON CENTER FOR COMPREHENSIVE LITERACY: TWO (2) CERTIFICATE PROPOSALS (DOCKETED TODAY) (**HESTON/NEUHAUS**)

Peters: Ok, next up. We have the certificate proposals from the Jacobson Center for Comprehensive Literacy. Again, to start discussion, we need a motion, so could I have a—please have a motion to approve these two certificate proposals?

Neuhaus: So move.

Peters: Senator **Neuhaus**.

Kidd: I'll second.

Peters: Seconded by Senator **Kidd**. And Professor **Rich** [Debra, Program Assistant, Curriculum and Instruction], we'll turn things over to you.

Rich: Thank you. As you may know, the Jacobson Center for Comprehensive Literacy was the 2nd gift that Richard O. **Jacobson** awarded to the University, and as a new Regent Center, we're up and running, but we're getting a lot of things in place, and hence the request for these certificates technically out of sequence. We began this process a little over a year ago in anticipation of our first cohort going through. We're actually asking for 2 certificates, because we have two programs out of the Center. One is the Partnerships in Comprehensive Literacy Program which is the one that's on the screen right now—the PCL Literacy Coach Preparation Program. [25 pages; found at:

http://www.uni.edu/senate/sites/default/files/petition/form_f_-_partnerships_in_comprehensive_literacy_model_unified_certificate.pdf]

The second one is the Reading Recovery Teacher Leader Program, which is a Reading Recovery Center of Iowa [15 pages; found at:

http://www.uni.edu/senate/sites/default/files/form_f_-_reading_recovery_teacher_leader.pdf]

And so we are running these—both of these programs out of the Center. We—the Reading Recovery Teacher Leader Program, these are for the folks who are the teacher leaders. We currently have 15 teacher leaders, 15 folks in Iowa who are trained lead—or Reading Recovery teachers. And we're pleased to have about, I believe, 42 teachers in Reading Recovery Teacher Prep and 2 more in the Literacy Lessons Program.

These folks are being funded through a national USDE grant that the Reading Recovery Center of Iowa secured with a number of other universities. I believe it's a little over a \$46 million dollar grant. It is paying the tuition for these Reading Recovery teachers.

And a little backstory, too, as far as—the Reading Recovery Center of Iowa is one of 19 Reading Recovery preparations training centers across the

United States, and Reading Recovery is also in 5 English-speaking countries, so it's an international program which we house here at UNI, one of them. And so this certificate program, the Reading Recovery Teacher Leader Program, then, would be—basically, it's courses that have been on the books, but we're bundling them so that we can recognize this Program of Study, and this is an 18-hour program at the doctoral level for these folks that we wish to seek approval.

The Partnerships in Comprehensive Literacy Program is—we're—UNI is one of 7 preparation program sites across the United States, and we were surprised to have such a large group in our original—when we started this proposal process, we anticipated about 15 people in this, and we've got 30 in a current cohort who are expected to complete their program in May. Thus, wanting to expedite this a little bit, because we've got them in the process. This is a 21-hour program, again at the doctoral level. And we have several who have already applied and are accepted into the doctoral program to continue their degree, and then we have several others who are in process of application at this point in time, so it is bringing students in. These folks also teach graduate courses. You know, it's sort of a “prepare the preparers,” and so the Comprehensive Intervention Model or the Comprehensive Literacy Model with building and district-level coaches, they're working with classroom teachers and interventionists.

We currently have 137 (130 CIM) Teachers Comprehensive Intervention Model teachers who are taking graduate level courses through the Center as a result of this program, and then we have another 60 or so classroom teachers that are taking Comprehensive Literacy Model courses. And when we look at the enrollment, we're impacting around 13,000 Iowa children just this semester alone. We've got 30 sections of graduate courses as a result of this work. So we're here to ask that, again, these courses that are already on the books be bundled into these two certificate programs so we can recognize the rigor and the work that these folks are doing.

Peters: Questions? Senator **MaLin**.

MaLin: So you said it's doctoral level. Can someone—and I was checking here to see [on her smart phone], and I couldn't find it—can someone come and just get the certificate?

Rich: Yes. Uh huh.

MacLin: Ok. So it's really post-Master's, then. They don't have to be in the doctoral program to get the certificate?

Rich: Right. They don't have to be—no, but the majority of—right. The majority of the courses are 7000 level, though. So

MacLin: Ok. Gotcha. Thank you.

Peters: Senator **Neuhaus**.

Neuhaus: Deb—and this may already be the case—are a number of these courses also offered as a distance course or an online course that these are people that are out and about, or do we bring them all in for that? Or how does that work?

Rich: We bring them in once a month. They're on campus for 3 days a month, and then they have online work in-between. And it's very job-embedded. For both of these programs, they have to be. It's not only the person applies, but their District—their building or their District applies. They need to have direct supervisor support as in a principal or a curriculum director. And then if they're in a building, they also need to have their superintendent's support, or if they are in an AEA, their chief administrator's support, because they need to be hired in these positions. It's very job-embedded, and so their work is this implementing this—these courses and this work as they work with their staffs.

Peters: Senator **Kirmani**.

Kirmani: How many, if any, of these courses are common to your doctoral program?

Rich: These are all—well, within the last couple years, they've all been new on the books.

Kirmani: So it is possible for a student to get this on the way to their doctorate?

Rich: Uh huh. These would be a good portion of their electives.

Peters: Senator **DeBerg**.

DeBerg: Well, congratulations on the growth of your programs. What's the official definition, probably by a granting agency, for "reading recovery"? What does that mean?

Rich: Reading Recovery is an intervention program for 1st grade students, and the Reading Recovery Teacher would work one-on-one with a student. These typically are students who are identified in the lowest 20% of their class, who are struggling in the area of reading, and the program within 12-20 weeks will get them to the average of the class, and for most of these children, then they go on to be very, very successful without further intervention.

DeBerg: Thanks.

Rich: It's a highly successful program. We say there's two positive outcomes. One is they discontinue, and everything's fine. The other is that they've made significant progress; however, they need a longer-term program, and then we look at other intervention steps for those kids.

Peters: Senator **East**.

East: I have a couple questions. One, you mentioned a grant that's paying tuition for some portion of the students on one of these programs.

Rich: The Reading Recovery Teachers, who are—who would be the students of these Reading Recovery Teacher Leaders.

East: So—and is that a majority of all these students, or a majority of the students are supported that way?

Rich: Anybody who has applied. It's actually a 5-year grant. We're in year 3, and so we basically have

East: So, in 2 years, will the program disappear? Or will the students disappear?

Rich: No. It's been ongoing. It's just a matter of right now there's a national grant to fund them.

East: So you had students in the program before the grant?

Rich: Reading Recovery in the United States has been in existence. It originated with Marie **Clay** in New Zealand, and it has been in the United States since 1985, and there has been a Reading Recovery Center of Iowa prior being on campus here. Previously, it was at Iowa and also in Des Moines.

East: Ok.

Rich: So—but we—it came to campus several years ago.

East: Thank you. And the other question has to do with the faculty structure. These courses appear to be C&I [Curriculum and Instruction] courses.

Rich: Right.

East: How are—are the faculty part of the C&I Department?

Rich: Yes.

East: And so they go through the normal hiring and vetting procedure through the C&I Department?

Rich: Uh huh. Right.

East: Thank you.

Rich: Also, just—this is very new information, but in support of this, currently we have 2 full-time faculty—associate professor faculty—and an instructor in the Jacobson Center. But our Dean, Dean **Watson**, has been very supportive and is funding 5 more faculty to be trained in this Partnerships in Comprehensive Literacy Model this coming year. And so they will be attending distance professional development sessions, and they're already faculty so they're not getting—you know, it's not tuition, but the coursework to be trainers, and so they'll be able to flow in and out. And then also be able to use the theoretical background in their undergraduate and master's level courses as well.

Peters: Any other questions? Seeing none, we'll proceed to a vote. All in favor of approving these two certificates for the Jacobson Center for Comprehensive Literacy, please say, "Aye." [ayes heard all around]. All opposed, please say, "No." [none heard] The motion carries. Thank you very much.

DOCKET #1059, REPORT FROM AD HOC COMMITTEE ON POLICY PROCESS,
REGULAR ORDER (**HESTON/NEUHAUS**)

Peters: Ok, next up we have policy process. This one's been hanging around on our Agenda for a little while. We talked about a preliminary version of this a couple weeks back, a couple of meetings ago, and now we are, I hope, ready to discuss it a little further and proceed to a vote. [see Addendum 1] This is the report from the Committee with its recommendations, so the report itself constitutes a motion. So the motion on the table is to approve the Committee's recommendations about changing the policy-making process for the University. Does anyone want to start us off? Do we want to hear more from the Committee? The Proposal hasn't changed too much since we talked about it a few weeks ago. The Committee has specified timelines at which point the Policy Review Committee and the Cabinet need to act, tightened up some language. Were there other changes?

DeBerg: Changed the current composition of the Review Committee on the last page, page 3 [sic, page 2 of Addendum 1].

Peters: Ah, yes. Changed the composition of the Review Committee.

DeBerg: There's a bigger—there's a better ratio between faculty and administrators than the current Committee has.

Peters: There it is [projected] at the top there [sic, bottom of page 2 of Addendum 1]. And, of course, this is the recommendation that we make. If we approve this, then it goes forward. Under our existing process for changing policy, it goes forward to the Policy Review Committee and the Cabinet. We've already had several discussions about this, though, with Tim **McKenna** and with President **Allen**, so—although I'm sure there might be some details still to be worked out, they seemed to agree with the broad strokes of it. Vice-President [Northern Iowa Student Government] **White**.

White: Can I just make a comment? The 2-year term for NISG would be challenging for us to fill. All of our election terms are done on a yearly basis, and so to make sure that there was a well-informed student for a 2-year term would be rather hard. I can probably get a freshman who was just on a committee who would be able to do 2 years, but I would rather have a 1-year term student who would know what was going on.

Peters: Did that come from the existing language in the current policy?

DeBerg: I don't know, but

Peters: I can't remember. [voices attempting to clarify]

DeBerg: I think the Committee would accept it as a friendly amendment, wouldn't we?

Peters: To just remove the term? Leave it up to NISG to decide how long someone serves there?

DeBerg: Change

White: A 1-year term so we don't have a—because some students will do it for a semester, but I think it would be best to do a 1-year term.

DeBerg: So changing it on the first bullet point [see Addendum 1, bottom of page 3], “NISG Senate for 1-year term.”

White: Thank you.

DeBerg: Thank you Vice-President **White**.

Peters: Any other questions or comments about the proposal? Senator **Cooley**.

Cooley: This is a great document. I have a question that’s spurred just out of curiosity, which perhaps I should just keep my mouth shut, but I see some wording that say things—that says things like, “within 2 weeks,” or “at least 2 weeks” for the timeframe under which things have to be considered. I’m just curious as to what would happen if those limits aren’t respected at any given point? I’m just curious.

Peters: That’s an interesting question. I mean, I guess, you know, from my perspective, I would think that if somebody proposes a policy and doesn’t leave it open for public comment for enough time, that would be a pretty powerful argument that one could make to the Policy Review Committee to not send it forward. The other parts, I suppose, if the Policy Review Committee or the President sits on something for a long period of time, then it would be the [Faculty] Senate or whoever is proposing the policy would be able to say, “Look, you need to justify—you need to do something here. Take some action here.” Senator **DeBerg**.

DeBerg: Well, I see the—you know, and we went from 4 to 2 on this draft. I—exactly, it’s a 2-edged sword, right? There has to be enough time for comment, but they can’t take all semester, so it’s an attempt to move things forward and yet leave enough time for responsible comment. So,

Peters: Senator **Neuhaus**.

Neuhaus: I just wanted to get this in here. At least one of the 3 committee members, and I suspect all three of them, were all so very grateful for the additional work that Chair **Peters** did on this as well. He put in a good bit of time. I just wanted to make sure you get recognized for that as well.

Peters: Oh, you guys did the hard work. Any other questions or comments? Seeing none, shall we proceed to a vote on this? All in favor of approving this proposal to change the University's policy-making process, please say, "Aye." [ayes heard all around]. All opposed, please say, "No?" [none heard] The motion carries. And I will forward that along to University Counsel **McKenna** and President **Allen** tomorrow.

DOCKET #1070, RECONSIDERATION OF CHANGES TO SECTION A OF CLASS ATTENDANCE AND MAKE-UP WORK POLICY BY EPC, REGULAR ORDER FROM TABLE (**HESTON/NEUHAUS**)

Peters: And we have our old friend, the Attendance and Make-up Work Policy. [light laughter around] Just when we think we're out, it pulls us back in. [See Addendum 2 for projected portions of Section A1 and A, both revised and original; and also Addendum 3 for full policy with changes noted.] The—this was tabled. The motion that was tabled was to—I think I wrote it up there so I wouldn't screw this up—"to amend the previously approved changes in Section A of the Attendance and Make-up Work Policy by substituting that paragraph you see up there [projected] which is the language that was—that was the policy before we changed it; substituting that original language in for the 1-sentence Section A1 that we altered it to. So before we can talk about this, we need a motion to take it up from the table.

MacLin: So move.

Peters: Senator **MacLin**. Is there a second? Seconded by Senator **Heston**. So I think—as we look at this I think there's really two issues here. There's the length—there's the time period in which faculty members must advise students about their policy. The original language which is in the motion to replace what we adopted says "first day of class." EPC changed that to "first week"—the "end of the first week of class." And I have an email here that Francis **Degnin** sent. He said "the former policy that it had to be done on the first day of class seemed ambiguous. Does that mean the first day of classes, the first day the class is scheduled to meet, the first day the class actually meets? Situations can arise which are beyond the professor's

control.” So simply listing it as the first day of class didn’t seem to allow enough flexibility for strange circumstances, like someone being at a conference or being ill during the first day of class, so they simply changed that to the end—“the end of the first week of class.” So I think maybe the best way to proceed with this is to first discuss whether the policy should say “first day of class” or “first week of class.” And, if we think it should in fact say, “first week of class,” then we need a motion to amend substitute paragraph. Senator **DeBerg**.

DeBerg: I want to identify myself as a “first weeker” [light laughter around], and I hope that we could adopt “first week” language, because it does give more flexibility and at the same time giving students very early notice in the semester about what’s up. So, I

MacLin: I would absolutely agree. I tend to do informal stuff on the first day and then do policy stuff on the second day. I’m a Tuesday/Thursday person, so by the end of the first week they have all the information they need. Also, when you’ve got those students that are off doing whatever, campus whatever, those abroad things, which has a way better name than that, they often miss the first day of class and will be back.

DeBerg: Unfortunately.

MacLin: And so I’m a first weeker as well.

Peters: Any other thoughts on this? Senator **Heston**.

Heston: Well, I’m the one who brought this issue up. My quest—my concern was not anything to do with the end of the first week of instruction. That’s perfectly sensible to me. My concern was that all of the rest of that paragraph had been dropped from the change, and what I would just like to see is to replace us, and I’m not sure how to do that except making a motion: take the first sentence of 1 and replace it with the first sentence of the other one.

Peters: That’s what I’m trying to do. That’s what I’m trying to get at. If we—the motion right now is to take this language [larger paragraph] and substitute it for this [shorter one].

Heston: Actually, isn't it to go back to this?

Peters: Yes, this is the language—this is the last language we approved [one sentence Section A1]. So the motion on the table now is to take this language and substitute it for this. And so what I'm trying to get us to do is, if we like the "end of the first week" language better, then let's just have a motion to amend this [the original larger paragraph] to say "the end of the first week." [voices worrying that things won't "match" if done this way]

DeBerg: Yeah, we don't know what #2 is. Do you have #2 up there? What comes after the #1 at the bottom. [voices clarifying]

Peters: #2 is "students must adhere to each faculty member's policies regarding attendance and make-up work."

Heston: It doesn't address the issue of people who don't have one. That's what's missing.

Peters: So, my—the main reason, as you said, the main reason that this came up is because there was a feeling that simply having a simple statement "you have to advise people of your policy" didn't give students enough protection. And that there should—it should more clearly say, "if you don't, then...."

Heston: Right.

Peters: So that's what the substitute language does. If the one thing we like from the thing we actually passed is that it changed the end of the first week, then let's take the substitute language, let's amend it to say "end of the first week," and then let's discuss the substitute language as amended. Does that make sense? Someone needs to move that, to make a motion, because I can't.

Heston: Ok, so move.

Peters: Senator **Heston** moves then to amend the substitute language [larger paragraph] to say make-up—that you must distribute those policies

by the “end of the first week of class.” Seconded by Senator **Strauss** [who indicated]. Is there any further discussion of this issue? Chair **Funderburk**.

Funderburk: I want to point out that from Dr. **Degnin**’s note about in dealing with the issues that come up, there’s still one other category that could come up is if you were doing a night class, and as we have had several times this semester, if the first week happens to get canceled because of a snow storm, now where does that leave

Cooley: I think that’s where the word “instruction” is a better term perhaps than “class.”

DeBerg: First week of instruction.

Cooley: Because you can have class with no instruction.

Peters: Do you mean

DeBerg: That’s good.

Peters: Any opposition to that? Any further discussion? Senator **Gallagher**.

Gallagher: If you post your syllabus on e-Learning and the policy is in there, or you can post the policy on e-Learning for your class, done.

Peters: Or send it out via email. Or—that’s a good point. Then

Strauss: There are ways to anticipate. Do we move this in the land of vague if we go from “first week,” what was it? First week of teaching?

Peters: First week of “instruction.” Probably. I think it’s probably ok. I don’t know. Secretary **Edginton**.

Edginton: In the sentence starting with “However, when such policies are not provided in writing at the start of the class,” should the term “start of the class,” should we substitute “at the end of the first week of instruction” to make it parallel? [voices agreeing]

DeBerg: Is that a friendly amendment?

Peters: Are not—are not provided. [voices clarifying]

Edginton: Just to make it parallel.

Peters: Ok. Thank you for pointing that out. Any objection to that? Further discussion of the amendment? Senator **MaLin**.

MaLin: I just want to make sure I'm clear. So now we're really looking at that bigger paragraph except for these changes of the word "instruction" and "week" and all of that.

Peters: Correct.

MaLin: Ok.

Peters: That's correct. But right now we're still just discussing changing it from the "first day" to the "first week."

MaLin: Ok, so when should I bring up concerns about the rest of the language in that bigger paragraph?

Peters: After we pass this amendment.

MaLin: Ok.

Peters: Or vote it down, whichever. After we're done discussing the amendment. Any other discussion about the amendment?

Strauss: Are we tinkering with Deborah's motion now?

Peters: I think it was Senator **Heston's** motion, and she accepted those

Heston: I accepted it as a friendly amendment.

Peters: those friendly amendments. No one objected to that, so we'll proceed. Any further discussion? Ok. All in favor then of altering the language of the substitute amendment that we must distribute those policies by "the end of the first week of instruction" and then again in the second sentence—oh, sorry, the third sentence to indicate that when such policies are not provided in writing by the "end of the first week of instruction," all in favor please say, "Aye." [ayes heard all around]. All opposed, please say, "No." [none heard] The motion carries. And now we're back to discussing the paragraph as a whole. Senator **MacLin**.

MacLin: Ok. In my Department there were a couple people that were concerned about the idea that if for whatever reason they did not have an explicit make-up policy that then what that means is that the student could, you know, run amok and miss a bunch of classes and do all this stuff all semester long and at the very end point to that sentence and say that they will receive no grade-related penalties.

Strauss: That's right.

MacLin: And so that's what I want to make sure we're clear on. This particular faculty member immediately went and revised his syllabus, which maybe is what we're saying people need to do, but I want it to be utterly explicit that that's what we are saying, if for whatever reason a person does not have an explicit make-up policy, it means that they have no power to grade the student on their performance, if they decided to point to that sentence. [voices overlapping]

Peters: Senator **Heston**.

Heston: I mean, what it means is that you can't penalize them; you have to give them an opportunity to make-up exams; you have to give them the opportunity to turn in work late; you have to give them all of those opportunities. Now, if they choose not to take it, or if they miss an exam, and she's never asked to oppor—to do it until the end of the semester, I mean, I think there has to be some reason. But I think the idea here is that this prevents faculty, which I'm sure there are absolutely none that would ever do this, but act in an arbitrary way after having no clear policy at all, after not specifically deciding to exclude having a policy, making an after-

the-fact decision that in this case they're not going to agree to do this or allow this or allow that. I mean, it's fair to tell students what's expected of them in terms of this, and I frankly don't understand why faculty should have the privilege of not including something, even if it's as simple as "I have no such policy." It just seems reasonable.

Peters: Senator **Cooley**.

Cooley: The place where this kind of falls apart, in my opinion, is when we get to the very, very end of this paragraph. I'm considering where it says "regardless of the cause of those events." That may even be in—it may even be in conflict with what is stated in the rest of this document. You know, for whatever reason, regardless of the cause of the events, if a kid doesn't come to my class, I'm not sure that that last part of the statement is something that we really all support.

Peters: Well, I—yeah, I don't know that my view on this would be authoritative in any way, but I don't think faculty could have a make-up policy in their own course that otherwise violated the University's Make-up Policy. But I could give students more protection, right? I could—I could in my make-up policy, say, give them more protection than the University requires that I give them. Give them more opportunities to make up work, more opportunities. And I guess as I would read this it would mean that if I don't provide those in writing, then I can't—then the default kind of goes back to the—what the University's pol—the broad-based policy is.

DeBerg: Well, then it should say that.

Cooley: "Regardless of the cause of those events" is a very broad and strong thing to say.

Peters: EPC—this was the EPC's view on this issue. They said they're neutral. "We felt it's unnecessary because we believe that all faculty should be required to have policies. But it wouldn't hurt to include the language." So... Sorry. Vice-President **White**.

White: I guess something I'd like to clarify is the concerns that Senator **Cooley** and Senator **MacLin** highlighted were the reasons why the EPC took out that language.

Heston: You took out the whole thing because of that one little "regardless of"?

White: Right. Well, and the—what Senator **MacLin** said, which was about the first part as well.

Peters: Was it Senator **Strauss**?

Strauss: I have a hypothetical. Suppose you have a—and it has to do with how inviolate is this policy. Suppose that you have a policy on a Monday, Wednesday, and Friday class that if a student misses more than 9 classes, they cannot pass the course, because that's roughly a third of them—of the course. Now, suppose that student has a legitimate illness like a terrible case of mononucleosis. Can they go to the Dean of Students and have that faculty's policy overridden? [voices attempting to clarify] That's a question that came up, and I was wondering what the

Licari: Those kinds of issues do come up. Students get sick for more extended periods of time or whatever. It—what we'll do, or what the student will do will sometimes depend on when those absences occurred. If they're early on in the semester, typically speaking, the student will just withdraw from class. If they're later, perhaps it could be a retroactive withdrawal, or if they can work out an incomplete with the instructor, so there are—it's not necessarily violating the faculty member's policies, because they still need to either complete the work or withdraw from the class. They won't fail the class, unless through their failure or something wrong in their own work they earned that F. And so there are ways to deal with that. I think those kinds of, you know, "if you miss a third of my class because you're just sleeping in," that's a surefire way to try to get an F in that class. You know, so, if the student early on realizes that he's not going to make it, he can withdraw. If it's late in the semester when they've missed a month of your class, then—I mean, that's literally what an incomplete is for. You know, has finished most of the work. A situation arises towards the end of the course that keeps a student from successfully

completing a class, and that's up to you to decide if you want to give an incomplete or not.

Strauss: I'm not sure I got your answer on that, but _____
_____ navigate through or

Licari: Well, but that's how it's handled. I mean, and if you

Strauss: And because I heard the word "theology." Well, my teaching theology is "it's not a correspondence class. It's a classroom class."

Licari: Correct.

Strauss: "And you got to be in the classroom to pass it."

Licari: Correct. And then so what would happen if the student came to you—if, like your classes have lab work and things like, they're difficult to make up. So, you might say, "Well, no. The student isn't going to be able to get this work done." And then a withdrawal is more appropriate.

Strauss: So if—if a negotiation occurs outside of the twain (?)—the student and the instructor would have to go to your office,

Licari: I would facilitate that.

Strauss: not another office?

MacLin: And it wouldn't happen without your knowledge.

Licari: It wouldn't happen without your knowledge. All I do is facilitate those discussions. It's up to you, if you want to just—if you want to assign an incomplete or not. That's your call.

Strauss: In the latter part of classes, I suppose.

Peters: Senator **Bruess**.

Bruess: Yeah, I was wondering. Does this at all conform with what's in the Student Handbook? Isn't there a requirement that students attend class at the University of Northern Iowa?

Peters: I can't say I've ever looked at the Student Handbook.

Bruess: It says "Students must attend classes for which they are enrolled." So what I'm worried about, and I—I don't care. I already do this anyway. But what I'm concerned about is that there's no responsibility for the students, absolutely none. They can just choose not to come to class, not to take exams. And if there isn't something in place stating that "really, you should go to class, and you should take exams," then they aren't required to do so. I find this to be—this is—this is completely nonsensical. And I know what's happened in the past and why we're taking these actions, but it seems to have been dealt with rather well with the grievance procedure and now we're trying to foresee every single possibility, and I—I'm sor—I don't have my law degree. I know I should've gotten it so I can teach University-level courses [light laughter around], but this is—this is just—I think that we've lost sight of the bigger image that students are supposed to be responsible. They are adults. We should treat them as adults, sometimes, but not always, I guess. But I'm pretty certain that they know they have to take classes. They have to attend them. And they have to take exams. And I'm not going to sit and have students showing up the final week, "Oh, yeah, I just couldn't make it. Could you give me all your lectures? And I also want the right—I have the right to take make-ups and to do every exam that I want on the last day, because that's my right, because you didn't have a policy."

MacLin: And that was precisely my concern. And I know that most students are not going to behave that way. But when over the thousands of students that you'll see over several years, over the hundreds you might see in a large LAC course, that will happen. I guarantee it, absolutely, and that is concerning.

Peters: Sometimes it's hard because it seems like we end up making policy for the handful of students who aren't going to read the policy and for the handful of faculty who aren't going to read the policy. [laughter all around]

[many voices commenting] Senator **Heston**, I think you had your hand up first.

Heston: Well, I—as one of those students, and maybe you all were perfect students as freshmen and sophomore, I know I had at least a class or two where I missed a good half of the course. I still aced the exams. I still aced the papers. I don't know that—and I actually had a few courses that probably I didn't need to go to at all just because of the nature of the course. But, for me, it's important, and I think what's fair to students is to say, "You should know exactly what the policy is." I agree, that this extreme case where the student shows up at the end and wants whatever, but that's all prevented if a faculty member just says, "These are the exams. These are my policies." And if you're not willing as a faculty member to say, "These are my policies for attendance and so on," I don't know that we should expect students to have to take—I mean, they have a right to know what's expected, and if—it's like a contract. And frankly, if you give me a vague contract and I choose to take advantage of that, I don't think you get to come back after the fact and say, "Well, I didn't make the contract that way. That's not how I intended it. You should know better. Therefore, you're stuck with the contract as I choose to interpret it." All I want is—some—I mean, I like the policy "You must have an attendance policy." That, to me, makes sense. Every faculty member should have a policy, whatever it is, in writing for students. But this kind of "if you want one, you can have one, but if you don't have one, we're not going to offer any protection for the students because you're going to make things up after the fact," I find that unacceptable.

Peters: Senator **East**.

East: It seems to me that we actually aren't talk—that this policy doesn't actually talk—address attendance. It addresses make-up work. I mean, I think that's the words used that—a policy about making-up make-up work. So, one would have to assume then that if the student wanted to do something about absences that they would have to consider, "Oh, how do I make up absences?" And so you could—your policy would have to say, "Oh, by the way, you cannot make up absences." Whereas it would appear to me that a policy that said, "If you're absent X times during the semester, you cannot the c—you will receive an F."

Strauss: I agree.

East: That tells you that there's no make-up policy allowed for those absences, but it does—it is somewhat a concern that it talks about make-up work and much of what we're discussing is absences, some chunk of what we're discussing is absences.

Peters: Senator **Kirmani**.

Kirmani: There are some students who like make-up exams. I fear it's a good strategy, because they have already seen a separate exam given before, and the feeling is that sometimes make-up exams are easier. So, there is an inducement for them to go for make-up exams. [voice commenting]

Peters: Senator **Kidd**, did you have your... Are there any other questions or comments about the motion? Shall we proceed to a vote on this? Just to be clear, an affirmative vote here—oh, hello, the screen [had gone into default mode, which he got up to fix]. An affirmative vote substitutes this paragraph as amended “first day of class” replaced by “end of the first week of instruction”—substitutes this paragraph as amended for this single sentence paragraph that we approved a few weeks ago.

MacLin: I'm sorry. I do not mean to be....

Peters: That's ok.

MacLin: I'm—maybe I'm addled today.

Peters: The main question at this point is, “Do you want to reinsert those last couple of sentences or not?”

MacLin: And so what we really are approving is the big paragraph.

Peters: Yes.

MacLin: And the changes we made to that paragraph.

Peters: So, if you want to reinsert those few para—if you want to reinsert those few sentences that are seen as giving students some additional protection, then you want to vote “yes” on this.

MacLin: Ok.

Peters: OK? If you think that the simple statement that faculty who have a policy on attendance need to announce it by the end of the first week of instruction is sufficient, then vote “no.”

MacLin: Thank you.

Peters: Ok. Does everyone understand? Any questions? All right. So, all in favor, then, of substituting the paragraph up there for the single sentence paragraph that we approved a few meetings ago, please say, “Aye.” [a few heard] All opposed, please say, “No?” [many no’s] In the Chair’s judgment, the no’s have it, and the motion fails.

Funderburk: Can we have a roll call vote on that? Is that possible?

Peters: Someone has called for a—let’s just do a, if you don’t mind, a division instead of a roll call?

Funderburk: That would be fine, too, since I should be voting on behalf of Melinda [**Boyd**].

Peters: A show—ok—a show of hands, please? All who were in favor, please say, “aye.” [mumbling around as hands are raised and Chair counts] Excuse me, three, four, five.

Swan: Well, the [Faculty] Chair doesn’t vote.

Peters: The Chair is—sorry, I forgot to announce at the beginning of class [sic], the [Faculty] Chair is alternate for [Senator] Melinda [**Boyd**] today.

Swan: Ohhh.

Peters: One, two, three, four, five. And opposed? One, two, three, four, five, six, seven, eight, nine, ten. So that was 5 yea's and 10 no's. So the motion fails.

Female: I would like to abstain. [voices commenting]

Peters: Oh, I'm sorry. With the show of hands, you're right I should ask for abstentions with a show of hands. Abstentions? I see one.

DOCKET #1075, CURRICULUM CHANGES—PHYSICS (APPROVAL OF TWO 4000/5000 COURSES FROM TABLE) (**HESTON/NEUHAUS**)

Peters: We have about 5 minutes left, which I think is probably enough time to do a quick consideration of the Physics courses. As you'll recall, a few weeks ago, the Physics courses which were listed as 4000 and 5000 courses had not been reviewed by the GCCC and the Grad Council, so we tabled. We divided that question. We tabled the 5000 portion of them. So we'll need a motion to take that off the table, please?

Edginton: So move.

Peters: Secretary **Edginton**. Is there a second to that?

Gallagher: Second.

Peters: Seconded by Senator **Gallagher**. So that has now been approved by the GCCC and the Grad Council. Senator **Kidd**, do you want to just briefly remind us of what these courses were?

Kidd: Sure. It's—one course is Introduction to Electronics. It was revised to change the prerequisites. So that was the only change to it. Otherwise, it was the same on the books. The other course is—I can't remember the name at the moment. It's a teaching methodology course for Physics that our Science Ed. faculty, Larry **Escalada**, has tested out this last Fall.

Peters: Are there any questions? Seeing none, let's proceed to a vote. All in favor of approving those two curriculum changes, those 2 Physics

courses, having them be able to be listed as 5000 courses, please say, "Aye." [ayes heard all around] All opposed, please say, "No?" [none heard] The motion carries.

ADJOURNMENT [5:54 p.m.]

Peters: And if there is no objection, we will adjourn. [none heard]

Submitted by,

Sherry Nuss
Transcriptionist
UNI Faculty Senate

Next meeting:
03/25/13
Oak Room, Maucker Union
3:30 p.m.

Follows are 3 addenda to these Minutes.

Addendum 1 of 3

Procedures for Establishing, Reviewing, and Revising University Policies

University policy recommendations may arise from several sources within the University but the most usual are: the University Faculty Senate, the UNI President, the President's Cabinet, the Northern Iowa Student Government, nonacademic committees, and a wide range of additional committees, most of which report to one of the bodies listed above. Policy also may be imposed on the University as a consequence of actions by the Board of Regents, State of Iowa, legislature, courts, or other governmental agencies to which the University is legally subject

The following six-step process is to be followed when a new University policy is proposed from within the University or an existing policy is revised.

I. Proposal

An originating body identifies the need to propose a new policy or revise/review existing policy and:

- A. Notifies the University community of its intention to do so and asks for input concerning the policy.
- B. Identifies or suggests the VP who will oversee the policy and be responsible for its enforcement, maintenance, and review/revision.
- C. Posts the proposed policy (or revision) on the University Policies & Procedures website and accepts public comment for a period of at least two (2) weeks.
- D. After considering the university community's comments, generates, announces, and posts its formal policy proposal, making available to the University Community a copy of the received comments and (when reasonable) a synopsis of that input.
- E. Submits the proposal to the Policy Review Committee.

II. Policy Review

The Policy Review Committee examines the policy statement, input, and recommendation for approval body and, within two (2) weeks of receipt of proposal from originating body, either:

- A. Agrees with the recommendation (and it moves to policy approval)
- B. Suggests revisions and returns to the originating body, which either:
 1. Accepts the revisions (and it moves to policy approval).
 2. Rejects the revisions. In this case the proposal moves to policy approval with the notation that the originating body disagrees with the Policy Review Committee. Each body includes a rationale for their view on the contested elements of the proposal.

III. Initial Approval

The Policy Review Committee and, in cases of disagreement, the originating body, submit appropriate material to the Cabinet which will, within two (2) weeks of receipt from Policy Review Committee, either:

- A. Announce and post agreement with an uncontested policy.
- B. Announce and post agreement with one of the bodies in cases of a contested policy.

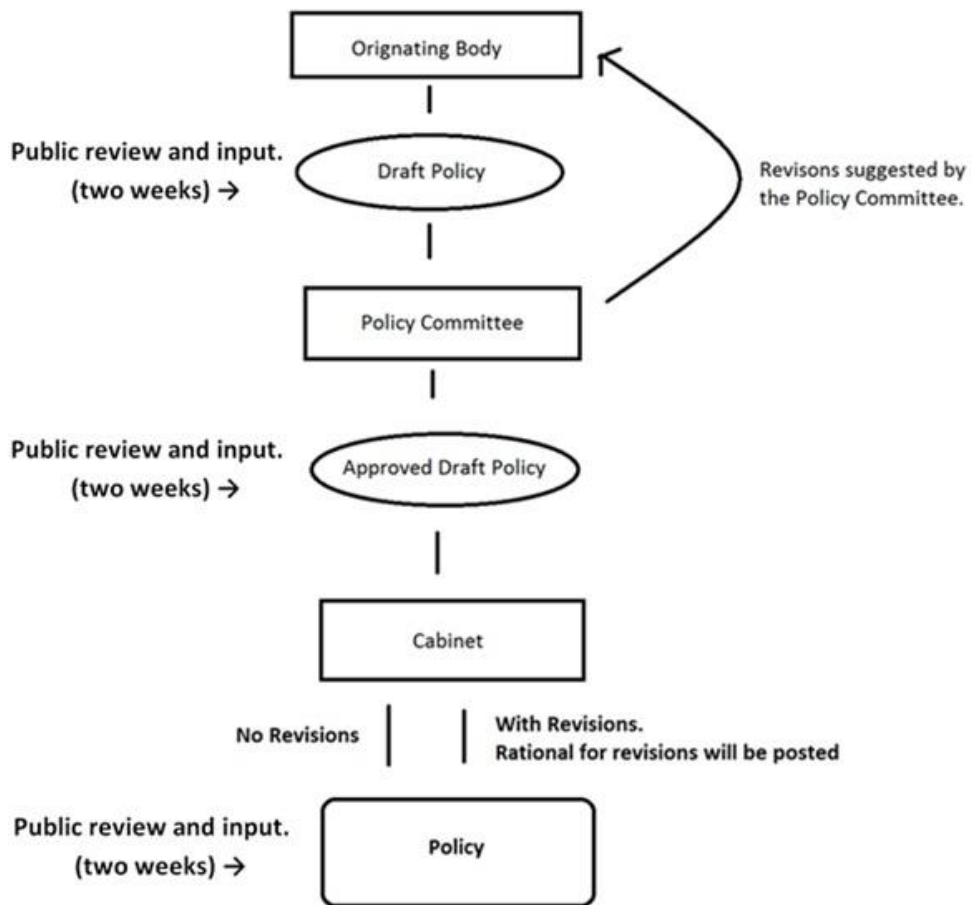
- C. Refer the policy back to the originating body and Policy Review Committee for additional work (in which case the process begins anew).
 - D. Announce and post a revised policy statement.
 - E. Announce/post the decision that there is to be no policy on this topic.
- In all cases other than agreement between all parties, a rationale for the decision is to be posted with the decision.

IV. Final Approval

The final policy decision, policy statement (when appropriate), and any attendant rationales will be made available to the University Community on the University Policies & Procedures website for a minimum of two (2) weeks. An opportunity for members of the Community to voice objections to the approval agency shall be provided.

The following guidelines will be followed when implementing the above process.

- A. All policies will be reviewed at least every five years. Review is initiated by appropriate VP's office.
- B. University Relations will maintain the communication and posting mechanism that is to be identified and available to all the University Community. Announcements in the approval process will be sent directly to all members of the University Community (administration, faculty, staff, and student government representatives). Postings will be made to the UNI Policies and Procedures web site.
- C. All time periods for University Community review for input or objections must occur during Fall or Spring academic semesters.
- D. When a policy must be put in place in a manner inconsistent with the identified time frame, it will be considered an interim policy that must be reviewed according to the standard review process in the next academic semester.
- E. The Policy Review Committee consists of:
 - a student representative, appointed by NISG Senate for two-year term.
 - two faculty representatives, one appointed by the University Faculty Senate and one appointed by United Faculty
 - a representative from each of the three divisions (Academic Affairs, Student Affairs, and Administration and Financial Services),
 - The University Counsel, who shall serve as the chair of the committee



Addendum 2 of 3

UNI CLASS ATTENDANCE AND MAKE-UP WORK POLICY, 3.06 (revised)

Policies Home » Chapter 3: Student Policies

3.06 Class Attendance and Make-Up Work

Purpose:

It is the expressed focus of the University of Northern Iowa to further the educational development of each of its students. On occasion events will necessitate a student's absence from class. This policy delineates the responsibilities of faculty members and students relating to class attendance and make-up work.

Definition:

The term "faculty member(s)" when used in this policy includes all regular, full-time faculty and all part-time course instructors, regardless of any other University employee classification which applies to the individual who teaches on a part-time basis.

Policy:

A. General Provisions

1. Faculty members who choose to have policies related to attendance and make-up work must distribute those policies by the end of the first week of instruction.

Comment [SN1]: Changed version not highlighted in previous discussion 2/18/13.

.....
Current Student Policy 3.06, approved April/July 2012

3.06 Class Attendance and Make-Up Work

Purpose:

It is the expressed focus of the University of Northern Iowa to further the educational development of each of its students. On occasion events will necessitate a student's absence from class. This policy delineates the responsibilities of faculty members and students relating to class attendance and make-up work.

Definition:

The term "faculty member(s)" when used in this policy includes all regular, full-time faculty and all part-time course instructors, regardless of any other University employee classification which applies to the individual who teaches on a part-time basis.

Policy:

A. General Provisions

Faculty members who choose to have policies related to attendance and make-up work must distribute those policies on the first day of class. While it is strongly recommended that all faculty members have written policies regarding attendance and make-up work, these policies are not required. However, when such policies are not provided in writing at the start of the class, it is understood that there will be no grade-related penalties due to absences, missed exams, missed assignments or other activities or assignments which would otherwise have an impact on a student's grade, regardless of the cause of those events.

Comment [SN2]: Current version later modified but not noted.

Addendum 3 of 3

Policies Home » Chapter 3: Student Policies

3.06 Class Attendance and Make-Up Work

Purpose:

It is the expressed focus of the University of Northern Iowa to further the educational development of each of its students. On occasion events will necessitate a student's absence from class. This policy delineates the responsibilities of faculty members and students relating to class attendance and make-up work.

Definition:

The term "faculty member(s)" when used in this policy includes all regular, full-time faculty and all part-time course instructors, regardless of any other University employee classification which applies to the individual who teaches on a part-time basis.

Policy:

A. General Provisions

1. Faculty members who choose to have policies related to attendance and make-up work must distribute those policies by the end of the first week of instruction.
2. Students must adhere to each faculty member's policies regarding attendance and make-up work.
3. Faculty members who require attendance at activities or events that may conflict with a student's otherwise regularly scheduled classes are expected to be reasonable in setting these requirements. If a faculty member will require student attendance at an activity or event outside of the regularly scheduled class period, the affected students must be provided with written notice at least 10 university class days in advance of the event during the fall or spring semester and by the third day of the course for any summer term class. The faculty member must provide each student with a notice that can be given to the faculty member who instructs another course affected by the required attendance of the student. It is then the student's obligation to notify the other faculty member. In the case of extracurricular activities, a semester-long schedule should be prepared and distributed to the participating students at the beginning of the semester. It is the student's obligation to provide the schedule to his/her other faculty members. **A student may not be penalized for missing a course activity which conflicts with his/her other scheduled courses.** If a faculty member has course activities which require attendance outside of scheduled class time, that faculty member must either provide the student an opportunity to make up the missed activity or event, or have in place a make-up policy that does not unjustly penalize a student for the missed activity or event.

B. Absences

Occasionally, students will have reasonable cause to miss class. In order for both faculty members and students to plan effectively for these absences, the following procedures have been developed. Faculty members are encouraged to take into account the reason for an absence and make appropriate accommodations. Students are still responsible for demonstrating achievement of course learning goals, even when absences are necessary or reasonable. In situations with many absences, it may be most appropriate for the student to withdraw and retake the course in a future semester.

1. Required university-related absences (including but not limited to athletic games/matches/meets or their equivalent), absences due to military duty or veteran

Comment [CSP3]: The senate re-affirmed at its 3/11/13 meeting that it intends this to be A.1. of the policy.

Comment [CSP4]: This sentence is not in the version currently online as of 3/11/13

status (including service-related medical appointments where failure to appear might result in a loss of benefits), and legally mandated absences such as jury duty, or court subpoena must be considered excused and the student must be allowed to make up missed work, to complete an equivalent assignment, or the professor and the student may mutually agree to waive the assignment without penalty. Faculty members have the discretion to determine what constitutes an appropriate make up work or assignment. Some course requirements may not require a make-up, such as in cases where the class work has a very minimal point value or where the course requirement of minimal point value is a part of a series of dropped assignments.

a. Students participating in required university or legally mandated absences must inform each faculty member of their known and anticipated absences as far in advance as possible. Failure to inform faculty beforehand, when it is clearly possible to do so, may be treated as an unexcused absence.

b. Faculty are not required to offer make-up work for extra credit tasks or assignments.

2. Except as outlined in B1, faculty members have the discretion to determine the reasonableness of absences due to extenuating circumstances, either predetermined or unexpected. Such absences include but are not limited to: non-university sanctioned educationally appropriate events and activities (e.g. attendance at a professional conference, lecture on campus); illness; significant personal emergency; bereavement; obligatory religious observances, etc.

a. When an absence is deemed “reasonable”, the faculty member provides the student an opportunity to make up missed work, or has in place a make-up policy that does not unjustly penalize a student for the absence.

b. Remedies for missed work due to a “reasonable” absence include but are not limited to replacement assignments; policies which may allow students to drop a certain number of assignments or exams; policies which might average a score for a missed exam or account for it in other ways, etc.

c. In each of these remedies, a “reasonable” standard should apply. In determining whether a remedy is reasonable, consideration should be given to the published syllabus.

C. Make-up Work Grievances Arising from Absences

Should a faculty member refuse to allow a student to make up missed work, the faculty member’s decision can be appealed by the student using the grievance process outlined in Section 7 of 12.01 Student Academic Grievance Policy.

Faculty Senate, approved April 16, 2012

President’s Cabinet, approved July 30, 2012

ADDITIONAL EPC REVISIONS SUBMITTED TO FACULTY SENATE IN
JANUARY 2013

Comment [CSP5]: These are the sections that have been modified by the Senate.