

Regular Meeting
UNI FACULTY SENATE MEETING
10/28/13 (3:31 p.m. – 5:03 p.m.)
Mtg. #1742

SUMMARY MINUTES

Summary of main points

1. Courtesy Announcements

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

Press present included MacKenzie **Elmer** from the Waterloo-Cedar Falls *Courier*.

Provost **Gibson** offered no comments.

Faculty Chair **Funderburk** offered no comments.

Chair **Smith** had comments later in the order of business which included announcing that Faculty Senate Secretary Laura **Terlip** volunteered to serve on the search committee for the Vice President for Enrollment Management; her offer was accepted by the Senate today. Chair **Smith** noted that President **Ruud** asked for 3 names for a faculty representative on the Enterprise Risk Management Council. Vice-Chair/Chair-Elect **Kidd** has agreed to be one of the 3 names; Senator **Walter** also volunteered to be on the list. Lacking another volunteer, Chair **Smith** added his name as the third nominee. Finally, Chair **Smith** summarized the two special Senate meetings yet this semester, one next week, November 4th, in CBB 319 at 3:30, and a second possible special meeting on December 2nd also in CBB 319. These two special meetings are in addition to the two regular meetings to be held November 11th and December 9th, both in the CME 109AB.

2. Summary Minutes/Full Transcript

October 7, 2013, Minutes were approved as submitted. (**Nelson/Strauss**)

October 14, 2013, Minutes were approved as submitted. (**Hakes/Peters**)

3. Docketed from the Calendar

1209 1105 Reauthorization of Administrator Review Procedures

Motion to docket in regular order (Nelson/Heston**). Passed.

1210 1106 Changes to Policy Process

Motion to docket in regular order (Gould/Nelson**). Passed.

1211 1107 Proposed changes to Policy #3.06: Class Attendance and Make-Up Work

Motion to docket in regular order (Nelson/DeSoto**). Passed.

4. New Business

Senator **Peters** offered a resolution in honor of recently deceased Chair of the Department of Physics, C. Clifton “Cliff” **Chancey**. He read the resolution, and it was adopted by the Faculty Senate and will be formally printed and a copy presented to Dr. **Chancey**’s loved ones and to the Department of Physics.

5. Consideration of Docketed Items

1208 1104 Consultative Session with State Legislators (head of the order on October 14 [*sic* 28], 2013) (**Heston/O’Kane**)

Discussion completed at various times throughout the meeting. State Representative Walt **Rogers conversed with Senators at the beginning of

the meeting. State Senator Jeff **Danielson** arrived at 4:00 and had conversation with Senators. And somewhat after 4:30, State Representative Bob **Kressig** arrived, following a meeting in Des Moines, to ask and answers Senators' question.

5. Adjournment (5:03 p.m.)

****Motion to adjourn (Strauss/all).** Meeting declared adjourned with a reminder of the upcoming meeting next week.

Next meeting:

Monday, 11/04/13

CBB 319

3:30 p.m.

Full Transcript follows of 43 pages, including 0 Addenda.

Regular Meeting
**FULL TRANSCRIPT OF THE
UNI FACULTY SENATE MEETING
October 28, 2013
Mtg. 1742**

PRESENT: Michael **Walter**, Melinda **Boyd**, Jennifer **Cooley**, Barbara **Cutter**, Forrest **Dolgener**, Susan **Roberts-Dobie** (alternate for Chris **Edginton**), Todd **Evans**, Blake **Findley**, Jeffrey **Funderburk**, Gloria **Gibson**, Gretchen **Gould**, David **Hakes**, Melissa **Heston**, Tim **Kidd**, Philip **East** (alternate for Syed **Kirmani**), Michael **Licari**, Nancy **Lippins**, Cathy **DeSoto** (alternate for Kim **MacLin**), Lauren **Nelson**, John **Ophus** (alternate for Steve **O’Kane**), Scott **Peters**, Marilyn **Shaw**, Jerry **Smith**, Mitchell **Strauss**, Jesse **Swan**
(25 present)

Absent: Karen **Breitbach**, Gary **Shontz**, Laura **Terlip** (3 absent)

CALL TO ORDER

Chair **Smith**: All right. I’m going to go ahead and call this meeting to order. I expect we may have—it’s quite possible we may have more of our State representatives coming along because I told them that really our consultative session would begin about 4:00, knowing that we usually have some other business to transact. And so let’s go ahead and work on our other business so that we’re ready at 4:00.

COURTESY ANNOUNCEMENTS

CALL FOR PRESS IDENTIFICATION

Smith: Start with press identification, and I believe we’ve got MacKenzie [Elmer] here from the Waterloo *Courier*, and I think that’s our press, if I’m not mistaken. [none other self-identified]

COMMENTS FROM PROVOST GLORIA GIBSON

Smith: Comments from Provost **Gibson**?

Gibson: None.

COMMENTS FROM FACULTY CHAIR JEFFREY FUNDERBURK

Smith: Comments from Faculty Chair **Funderburk**?

Funderburk: None.

COMMENTS FROM FACULTY SENATE CHAIR JERRY SMITH

Smith: And unfortunately Senate Chair **Smith** does have comments. [light laughter around] We could delay my comments. I know [State] Representative Walt **Rogers** has to leave at 4:00. Perhaps we should just start ahead with that, and then we'll come back to our other stuff.

CONSIDERATION OF DOCKETED ITEMS

DOCKET #1104, CONSULTATIVE SESSION WITH STATE LEGISLATORS (HEAD OF THE ORDER ON OCTOBER 14 [*sic* 28], 2013 (**HESTON/O'KANE**))

Smith: [To State Rep. **Rogers**] And so, thank you for coming. You're a Senator or Representative?

Rogers: Representative.

Smith: See, I'm not into this stuff, but thank you very much for coming, Representative **Rogers**. We asked a number of Legislators to come, mainly from the area, and I know there was—an NISG Legislative Forum was also going on at this time, so I'm pleased that Representative **Rogers** is here. There might well be others coming at 4:00. He is now introduced.

I want to open things up for discussion, inviting comments and questions from the Senate and also from Representative **Rogers**. You're welcome to ask us questions or make comments to us. Again, I'll provide a thin veneer of management for the discussion as well as throwing in an occasional question or comment, if and when there's a period of silence that borders on being uncomfortable. Who would like to begin? Or perhaps, Representative **Rogers**, you might begin with a statement or whatever you would like.

Rogers: Yeah, I mean, I'll just share real quickly who I am. And I think this is the first time I've been at this meeting. I was elected in 2010 representing Southern Cedar Falls and West Waterloo and Hudson, so my District comes right almost to University Avenue, right there. So I do have not really much of the campus at all but part of it.

I grew up and graduated here in Industrial Technology. My wife graduated in Speech Pathology. We were here for about 10 years in married student housing until my wife.... My oldest son graduated from UNI. My mom graduated from UNI, and so we're pretty purple in our household. And so—but I've lived in Cedar Falls starting in from college on. I was in—I worked at an oil company in Waterloo called Northland Oil for a lot of years, and then I was in youth ministry for a lot of years, and then went into politics and representing this District since 2010.

So I came mostly to hear what you have to say, to see what I can do to help UNI become a better institution. I am a Republican. I don't know if that makes any difference between anybody here in this room. And so, you know, we might have different opinions on big picture economic stuff like that, but I care deeply about UNI. I think the record that I've been able to do and your representative Jeneane [**Beck**, State Relations Officer for UNI] has done a fantastic job down at the Capital and helps me out and, I think, all of us in a tremendous way to figure out what the issues are and what pertains to UNI most closely. And so we think about those issues a lot, and, quite frankly, a lot of it comes down to revenue and money and economics, and so that's a tough job that we have as Representatives and Senators to balance that, because everybody's asking for more money. And so that's the filter I take when I come here. I care about UNI. I also care about,

economically, that Iowa moves forward in a positive way. So, I'm here to hear from you and how I can, in my capacity, help make UNI better.

Smith: Very good. Thank you. So, open the floor to questions. [pause] Ok, well [laughter all around]—like I said, I'll pop in if nobody else does. So, Representative **Rogers**, how's the State doing budget-wise? And what in your opinion are the prospects for UNI being granted its Budget requests and, specifically, the more or less permanent addition of \$10 million to our base Budget?

Rogers: Well, we're doing really good budget-wise. I think everybody knows that. When we came in 2010, we had a deficit. We turned that around quickly, and we do have—our Rainy-Day Funds and Surpluses are all full, and I think after the Surpluses are full, we still have another \$700 million beyond that. So, I think we've done a pretty good job of getting UNI some of the needed funds the past couple of years, but I can tell you that I'm thinking about—Jeneane's [**Beck**] talked to me weekly—about getting that a permanent budget line for UNI, and I will be advocating for it. I can't promise that it'll get done. I've talked to the Speaker, **Paulsen**, Speaker of the House, about it specifically. We know that the request is there, and so I'll do my best as the Republican Representative from Black Hawk County from UNI to get that done. I think the money's there, and I'll—you know, I'll work hard to get it done. I can't promise it, but I will work for it.

Smith: Melissa. Senator **Heston**.

Heston: Thank you. What's—since you brought up that you're a Republican, what is the take on, or the perspective of your colleagues, your Republican colleagues in particular, in terms of how they're thinking about the Regents' Institutions and what the State needs to do for them or less for them, depending upon perspective, and UNI in particular. I mean, what's the feel from our Republican elected leaders across the State as opposed to those that are local?

Rogers: Yeah, that's a great question. When I got elected in 2010—and I didn't know this—I got down there, and I could almost sense—and this was before Jeneane [**Beck**] was there—some type of an animus between our

caucus and sometimes the Regents' representatives and just overall University thinking. And so I was puzzled by that myself. And, you know, so no one could really answer the question. I posed it to several people, like, "Why is that there?" and I never really got good answers other than the fact that—and I think this goes to an economic, maybe economic philosophy, you know, free enterprise above government funding types things, and that's a simplistic way to look at it. And so Regents in a way with their—they are sustaining their huge budgets. And one of the things that I heard was, "Well, the Regents' Budget is very close to what the State Budget is as far as overall," the number I think, like, \$4 billion—I can't remember what the number is. But there was this tension of just basically money issues, and so I think that's what it is.

I know, me, coming from Black Hawk County, I definitely talked about UNI a lot. Everybody kind of knew that I came from UNI and talked about the difference. And I was able to speak openly in our caucus that I didn't feel UNI was being treated fairly in the budget process. And I think we've done some things in the past few years to make that more commensurate to the other schools. And so I'm going to continue to work on that. I still think some Representatives still didn't get the fact of—that UNI was getting the short end of the stick, because we weren't having as many out-of-state students and things like that. And they just didn't figure—couldn't put the numbers together or just didn't think about it. You know, people are biased on their own—for their own territories. And so I think having—I think it was a good thing having a Republican in the Republican Caucus talk highly about UNI and that disparity. So, we're going to continue to talk about it, and I'm going to continue to work on that issue.

But I think there's an overall big picture also about the University System in America. How long we could con—you know, are we going to be moving to more online teaching? Are we going to be moving—continue to sustain these fantastic campuses for the sake of education? And I don't say that in a derogatory way. I say that in a way of us honestly and logically looking at it. So that these are all things, I think, that we have to as a culture decide, "How can we make most—first and foremost, make sure education is quality and make sure it is affordable for students that are coming here? And make sure that students aren't, you know—students who are coming

here should be coming here, and maybe are not giving up other opportunities at a 2-year college or 1-year school or something like that?" I hope that answers some of your question.

Smith: Senator **Nelson**.

Nelson: Are there things that we as faculty could do to have a positive impact on the political process, not just in advocating for Budget, but maybe also in terms of perception of the University?

Rogers: That's a good question. And I guess I've got to think about it, you know, because I personally probably don't know too many in the room. I think it's just a relational thing of just getting voices out there and voices heard more often and getting your side of things shared more often and not just in liberal Democratic circles but in Republican circles, too. And so I think it's maybe just more relational stuff that has to take place.

Smith: Senator **Peters**.

Peters: Following up directly on that, if the students come to the Capital once a year and go around to meet with individual Representatives, if faculty did that as well, what kinds of things would you be interested in hearing from us about what we do, and what—not just you but your colleagues? What kinds of things do you think would be helpful for us to share that would help

Rogers: That's a great question.

Peters: to promote the University and help convince people of the need for that investment?

Rogers: I know what I want to hear. I want to hear your day-to-day concerns. I want to hear, you know, just the struggles that it—that you have as teachers and professors and staff to maintain the quality of education here at this University, the struggles that you have fulfilling a Budget, the struggles that you have—just the teaching struggles. I want to hear those things. And what it's going to take as we think about 10 years in

the future and 20 years in the future, where is the Regent University System in the United States going to go?

And where are your dreams? Where are your ideas of where you want it to be? And so that's what I want to hear, and I guess, you know, I'm a people person. I want to get to know people better on that level, and so that's what I would like to do. I do know—I just left a student-faculty forum where they were asking questions. It was just me and one other guy, Republican Representative, and there is a—and I did take a Political Science class here at UNI back in the day, and it was very neutral and done very well, but I don't know, it just seems like I try to put forth the more conservative economic ideal, you know, free market system, smaller, smarter government, and I get a lot of pushback in the environment, the University environment, which is a good thing. I don't mind that at all. But I would just—you know, I'm always concerned to make sure all points of view are presented in a fair and equal way to students for them, you know, and I'm sure that happens here at the University of Northern Iowa, but I like to talk about these things. I like to talk about making sure that that's happening and what your own personal concerns are about those things happening on campus. So [pause]

Smith: Senator **East**.

East: One of my personal concerns on this, I think, has to do with the notion that—at least my perception is—that we're receiving a lot of kind of top-down push to do certain kinds of things with respect to, you mentioned, "online instruction," the Teacher Education Program at UNI and teacher—and, oh, accountability measures which I certainly have nothing against accountability, and I think that's a good thing, but it needs to be measured in a way that actually measures it rather than just throwing some data out that says something. And I—we try, I think, as faculty members to look at research and evidence, make evidence-based decisions and to a great extent there is not a lot of evidence about online education being useful or good of any quality, certainly not higher quality or the equivalent equality to classroom instruction. There's not a lot of evidence that we know how—what good teaching is and how to measure good teaching, whether that's in our own classes or in the classes in K-12 schools where

our teacher candidates are going. Yet, it feels like we're getting—we're being asked to comply with some accountability measures for accountability measures sake without those necessarily having any data that says, "Yeah, if we were to measure really highly on those measures, we'd be better, or even as good as we are now." I'm curious about your reaction to that statement.

Rogers: I think it's an open, honest statement from your perspective, and I really can't disagree with it. Are you talking specifically about some of the things we did with the K-12 legislation this year? I'm trying to answer, but I'm not sure...

East: Well, I'm not closely involved in teacher education, but it is my understanding that they're going through some metamorphosis now about—that sort of fit under the ideal of, or the topic of, accountability. I know that we're measuring—we're going to be trying, beyond our Student Outcomes Assessment, to measure accountability in classes where there are a larger number of students. We are being pushed, I think, both internally and externally to do things online. I mean, just those examples, not that I'm necessarily involved closely in any of them.

Rogers: Well, I'm very concerned personally and open to hearing any empirical data about online teaching, if it's not good or bad. The same with, you know, how are we keeping teachers accountable and learning from you better ways to do that? My simple mantra with teachers is let's—let's—teachers who teach well, let's pay them well. You know, that's a simple way to look at it. How do we figure that out?

East: Yeah, that's the problem. How do we know?

Rogers: It has—that's the tough—that's the hard question, yeah. So I would be very open to sustaining, opening and sustaining a better relationship with your teaching facility here and faculty here to help us as a State figure out how to better keep teachers accountable. I can't answer that question as far as specifically what is the best way. All I know is I want to pay teachers well for teaching well, and so how do we get there? And I think that's—I think we're all close to that and that same concern.

Smith: Senator **Kidd**.

Kidd: Yeah, so I was curious what either you, or maybe you could share of the Republic Caucus, what do you think is the main purpose of State institutions of education, like UNI or Iowa, particularly UNI, of course, but, like, what do you think are the biggest or the most important outcomes that we produce?

Rogers: Wow, that's a big question. And I guess it's just educating our people the best way we can. I mean, that's the way I would answer it, and so—and providing the most opportunities for Iowans and for people who want to come in outside of the State to get them educated. And so they can find their place. And, you know, my experience here at UNI was great. And I took the normal general education classes, and I didn't know what I wanted to major in, and took the industrial—normal education industrial tech class, and I got an A in it. It was easy. I was going to be—I was going to go into Psychology and be a school counselor, and my track coach back then, Lynn **King**—I don't know if you remember Lynn **King**—he said, “Well, Walt, what are you good at?” And I said, “Well, I aced this class. It was a piece of cake.” He said, “Do that. Do what you're good at.” [light laughter around] You know, and I did, and it just—the rest of—I think I got A's all the way through after that, and so my experience here was great. I'm hoping for that type of experience for your students that come from Iowa, for my own kids that would potentially come here. I think that's what we're wanting. So, how do we do that?

Kidd: Can I follow up?

Smith: Yeah.

Rogers: Yeah.

Kidd: So I guess a couple years back with budget cuts, I and other people had a lot of communication with different State Legislators, and one of the themes that came up, especially with Republican Legislators was the idea of redundancy. For example, why should—I'm not saying all Representatives

have this view—but many had the view that if you have a French Department at Iowa, why should you have a French Department at UNI? These are the kind of views. I got a lot of questions about the—how many of our graduates stayed in Iowa after graduation? How many—what percentage of our students were in-state? And what kind of salaries they got? So, I mean, I got a lot of these questions that were not just about, you know, the purely educational aspect, so when I ask what outcomes are of importance, I'm just wondering about these kind of details, mainly to the point of what kind of factual data might we produce from UNI to better justify a larger appropriation from the State? And I'm not just interested in your views, of course.

Rogers: Right. Right. And I guess I can only put forth my own personal view is I think any organization has got to look at what they're good at, what is most effective for that overall outcome of helping every student have a great experience, and so is it good for UNI to have a French Department and Iowa to have a French Department and Iowa State to have a French Department, and can we sustain that economically with one of them being really small? Those are the questions we ask. Is that logically the best thing to do? And so, you know, looking at a student who comes in to UNI—and I don't know what the situation is, but I'm just raising a scenario—say UNI's that smaller Department, French Department, and has a minimum amount of kids. They will still probably have a great experience, right?, of being in the French Department, but what's the overall big picture? How much did that cost to sustain that here at UNI versus, you know, maybe funneling that student to Iowa.

I guess those are just those bigger pictures at the Iowa Legislature we always have to look at. I always tell people it's like a—a crude analogy; it's like a car engine. And a car engine has 8 cylinders, and each cylinder has to have the appropriate amount of fuel and spark to make sure that cylinder is operating efficiently and effectively. Well, when I get phone calls and emails from people around the State, they basically think their cylinder is the only cylinder, and I listen to them, and I care about them, and I say, "That's great, but I've got 7 other cylinders that are asking the same exact thing, and they want to make sure they're getting enough fuel and enough

spark in their cylinder to make sure theirs is running efficiently.” That’s the job of a legislator, that we have to try and figure that out.

So, I guess the answer to the question—I think those are the things we’re looking at, and personally I would rather not have to be so—I would rather those decisions are made here at UNI and done in an effective way, but every time we have to funnel money from the State taxpayers to here, we have to ask some of those questions as far as what’s happening.

Smith: Senator **Heston**.

Heston: You asked what was important to us, and one of the things that has—that concerned me, and I understand the rationale for the legislation, but was the decision that we could no longer use tuition set-asides to fund scholarships for students, and I understand the logic of that, and if I were a parent, I would resent the extra 20% of my tuition that’s maybe sup—but the other side says, “College has gotten increasingly inaccessible, especially to low income families.” And so for the Legislature to turn it back and say, “Well, raise lots of money,” especially an institution like UNI where we don’t specialize in producing high income folks. We don’t produce the doctors and the vets, and we do produce some business folks who may make big bucks, but, you know, we turn out a lot of teachers who can give us \$5 a month. And there is power in numbers, even at small donations, but my concern is that to some extent in that decision and the way it was handled that the Legislature as a whole turned its back on many of our low income students without really putting in a mechanism to support what we had in place which was imperfect but at least did some---it worked to some extent in some ways, and I would—was wondering if there’s any further discussion in the part of the Legislature or coming up about how to really make college accessible for students in a way that doesn’t put them under huge long-term economic debt which eats into their earning potential or their earnings when they get out so they can’t be good consumers. I mean, there’s a whole spiral effect. They can’t buy houses. They can’t get the credit and so on. So, how do we balance really making education accessible with the needs of the taxpayers who want an efficient system that’s not overly stressful.

Rogers: Yeah, we'll I'm certainly empathetic to that student. I mean, I think I was one of those students. I came here and didn't have any money and got several grants and loans to get me through school, and so the issue you were talking specially was the way I remember it happening, and I was one who said this. And I thought this was the way we ended up—was we didn't say you couldn't do it, we just said that you had to make it, on the statement, had to make it public. And I said from the start, "Just make it public." I don't—it—I think now if I was paying for my kid's tuition, I wouldn't have a problem paying that as long as I knew it, and so I said from the start, "Don't stop doing it. Just make it—everybody—sure everybody knows about it." And I think that the reaction to that was so negative that they just said, "Well, we're not going to do it, and we'll have to find another way to fund those people." I would rather you keep doing it, then just make it public on the statement, so—but—so now we're in the place of where we have to decide if we're going to be able to fund, I think it's \$40 million, to be able to backfill that, so that will be something we'll talk about this next session I'm sure and how it's done.

Smith: Before we go on with questions, I wanted to acknowledge the arrival of [Iowa] Senator Jeff **Danielson**, and this is the time when we originally planned—we started early on our discussion, Jeff, because Walt [**Rogers**] came in and had to kind of leave early, so we had to get things going here. But what we did, Walt kind of made an initial statement about who he represents, his background. I was hoping you could do the same thing, and then you could kind of engage in our discussion as well.

Rogers: I gotta take off, so thank you.

Smith: Thank you.

Rogers: I wouldn't mind doing this again sometime, if we could line that up [laughter all around] or talking individually-- Walt@WaltRogers.org or contact me through Jeneane [**Beck**]. I would love to talk to anybody any number of times, so

Smith: Very good. Thank you.

Rogers: Go get 'em, Jeff. [laughter around]

Danielson: You warmed them up nicely. [more laughter]

Rogers: You bet. Thank you.

Danielson: Well, thank you. It's good to be with you. So, a little bit about me. I was born and raised in the Cedar Valley. Raised by a mom on welfare with 5 boys. And it wasn't her fault. My birth father decided to up and leave after my youngest brother was about 6 months. And later she remarried a Navy veteran of 20 years as a submariner. And so those 2 influences really developed who I am. My mom's tenacity and never giving up, and my step-father's insistence that no matter who you were you needed to be an active citizen and participate, vote, and support the community. After high school, if you will remember, it was the mid-80s. The economy wasn't the greatest, and I actually followed in my step-father's footsteps and joined the Navy as well, actually signed up in high school. I was young for my age. I didn't turn 18 until about 4 months after I graduated, so on the delayed-enlistment program I knew as a senior that I was going to go into the Navy. Spent 6 years in the Navy; traveled the world. I was a Pacific Coast sailor stationed out of San Diego on 2 ships, so Australia, Thailand, Singapore, Japan, you know, all the usual stops on a Pacific sailor's tour of duty, and it really opened my eyes, not only to the awesome power of the United States but the awesome responsibility. My job essentially was to intercept radar signals and provide that information to the Captain and the officers on what to do. So you could say that I was practiced in the art of deception. Some people think that that has a corollary to politics, but it depends on your perspective, I suppose.

And then from there I came home. My youngest son was about to go into kindergarten, and I was at that point where I had to decide whether to sign up for another hitch in the Navy. And my wife and I were both born and raised here in the Cedar Valley. We lived about 3 blocks from each other and that—in junior high—so we talked it over and decided that we wanted to come back home and raise our children like we had experienced when we grew up. So that's what we did. Didn't have any job prospects—I actually thought the economy was going to be similar to when I left in the

mid-'80s. It wasn't. It was improving at the time. It was '94, '95, and things were picking up.

So I got a job at the firehouse, and I waited a little bit to start my own college career but used the GI bill and student loans, a mix of both, to go to Hawkeye and then eventually University of Northern Iowa in the Public Administration Program, and then graduated from the Masters of Public Policy Program where I'm just honored to come back and be an adjunct instructor in that Program in that class called The Public Policy Process. There is a way to explain it [light laughter around], and people do study it, and there's some theories and then a whole lot of sort of practical pragmatism along the way, so hopefully we're able to bring that back to the students.

And along the way I just had some folks in the community, as a firefighter, reach out to me and ask if I'd ever be interested in running for office, so I think they planted the seed, and eventually I decided to run and so here we are. And hopefully we've added value along the way over the last 10 years when it's come to being the Senator for this area. In a lot of ways, we've seen a lot of changes, but we've also been insulated from, especially, many of the recession issues that the rest of the country faced over the last couple of years. We were still punching basements, if you will, in the Greater Cedar Valley during one of the worst housing crisis in America's history, and we were still seeing a good fair share of the resources from the State such as it was, because we were trying to balance our own budget.

So hopefully we've been an advocate that folks can be proud of but also offering constructive criticism where we thought it was appropriate with some of the policies and really just to focus on opportunities for Iowa kids and families. And when it comes to both health care and education, those are top priorities for me, but it all has a base of being able to create jobs that generate the resources to be able to pay for those things. So I call myself a "pro-growth progressive." If people use labels in this thing we call politics, which they tend to do, that's where I kind of fit myself. I'm a social optimist and an economic pragmatist, and I try to approach policies from those 2 perspectives. I'm glad to be here today and hopefully we can engage in a dialogue and learn from each other.

Smith: Thank you. And we will again open it up to questions. And if you have questions of us, you are welcome, but there will be a lot, hopefully, questions from the Senators.

Danielson: Yeah, there's a lot going on these days.

Smith: Jeff [Faculty Chair **Funderburk**], you were in line. Are you still?

Funderburk: It was a follow-up from before, so no.

Smith: Ok. Anybody else? Senator **Peters**.

Peters: So, one of the things we asked Representative **Rogers** about at the outset was his assessment of the likelihood of UNI's budget request being, when all is said and done at the end of April or whenever it is, being granted, and then I'd also ask what can faculty members do to help that process along, including whether you think, you know, going to Des Moines and meeting with Legislators would be helpful in that?

Danielson: Yeah, I'll take the 2nd one first. Absolutely. That's really the only way a Legislator is going to get direct feedback, and many of the faculty here live in the surrounding areas. They don't necessarily just live in my District. That helps me and others who are advocating for those resources. So, I'm a big fan of when you deal with Legislators taking away what I would call "the first excuse," which is, "I didn't know about the issue." And so the only way you can do that is to reach out to them directly and say, "Hey, here it is. Here's the issue. Here's my concern. If you can, at all, get to 'yes,' you know, I would appreciate that." Oftentimes, if you don't take that step, then it becomes a cat and mouse, and the ability to nail individual votes down is very hard, if you don't get through that first step of advocacy. So, I'm a big fan of "you can never reach out too much to Legislators, especially if it's direct and personal and you remind them that you're from their District, that's always good."

I wouldn't try to earn a living on predicting the outcomes of the Legislature. [light laughter around] There are markets that you could

probably try to play, electronic political markets and try to see if you could be successful in that regard, but I don't recommend it as a profession. But on the issue of being able to get perhaps our fair share of resources as the University of Northern Iowa, I'm positive about that outcome for a couple of reasons. It isn't because we don't have the money. We still carry one of the highest ending balance reserves in our history, that's even after 2 very active years of investing in health care and then somewhat marginally more at the local level on education.

So, just to calibrate, our Budget's a little over \$6 billion, \$6.4, so we carry a 10% Rainy Day Fund Reserve, which is full, and we also have on top of that another \$700+ million ending balance reserve. So, if on average most governments carry between a 5 & 10% cushion, if you will, on total reserves, we're actually closer to 20%, and there aren't many States in the country that can claim that status. The States that are close in our peer group are those that are exporters of energy, like Texas and North Dakota and Alaska, and they don't tend to invest in the things that we do either, so their balance sheets are pretty positive right now. So, it isn't because we don't have the resources.

And then so you shift to politics, what's the political will? I think it's positive towards UNI. I think there's a recognition that over the last couple years the formula that's supposed to be fair isn't really, given the mix of students and the revenue sources that each University has, and there are differences there. I think you have a new energy on the Board of Regents, 2 new members, one who lives here in the community and another who's an alumni [*sic*] of the Public—Political Science Department, and I have worked with both of them very closely over the years.

Milt **Dakovich** is CEO of Aspro here in the area. He lays a lot of asphalt, not just here but around the State and in the surrounding region. And he is, in my view, as a Republican, a communitarian, and I think he understands the value of investing in public education. So he contrasts that with Tea Party faction that has really been the reason that public education hasn't gotten the historic resource investment for the last couple of years. He's certainly not in that category, and I think he'll be favorable and actually speak out about why the investment's necessary.

Larry **McKibben** is a former colleague of mine. He was in the Senate—an attorney out of Marshalltown. He understands the Budget and the system, and I think he’s proud of the Regents System as an Iowan, but he’ll also pay attention to the numbers, and I think if he does that, he’ll recognize that we do have the resources. And I’ve also directly engaged more in one-on-one conversations with the current Board Chair to try to get a sense of what his priorities are. It was kind of a mutual agreement that we both do that, and he wanted to understand where I was coming from on some issues, so I think that’s all favorable.

I also believe that the idea over the last couple of years that you could do nothing and still try to call it leadership in the Legislature when it came to education is waning. There are less Representatives and Senators like that, and the evidence has kind of caught up that we have the resources, and if you don’t invest them in Iowans, you really are holding back future growth and future opportunities. So I’m positive about the prospects, and I’ll do everything I can to be a colleague in the Legislature that encourages others to look at the evidence and hopefully get to “yes” and try my darndest not to be a reason that they say “no.”

Smith: Other questions? [pause] Then it falls to me. [light laughter around] In many States, it appears there’s political pressure to focus on developing an educated workforce, and so you get the sense of higher education as for vocational purposes, and doing that might be a good thing, but sometimes it seems to be at the expense or risk of you’re not going to develop an educated citizenry or of helping students find themselves and develop intellectual interests, what are the classicals of a liberal education often pursued through general education programs. And so I’m wondering about your sense of the Legislature, does it support these more traditional goals of higher education? Do you feel that the people of Iowa support them, that they would support UNI’s quest, for instance, to provide a well-rounded, liberal education, or is that not something that people in Des Moines particularly care about?

Danielson: I don’t think they get that deep to be honest with you. [light laughter around] I think some of it’s parochial in terms of what’s the value

of this thing we called University of Northern Iowa or Iowa or Iowa State? You can't drive a half an hour in Iowa without finding a higher ed. institution, whether it's public or private or community college, for example. And many of our community colleges have become generalists as well, that's why Hawkeye Community College has swelled to over 6,000 students. It isn't because of their Mechanics or Electronics Programs, which is historically what attracted students in the past. So, I think it's a little overblown to say that a 4-year, well-rounded liberal arts education is a thing of the past. I don't agree with that philosophy. There is a continuum, though, of how people choose education, right? So, for me, I went to a community college because I honestly wasn't that good of a high school student. I wasn't focused enough. The Navy helped me sort all that out, but I still didn't know if I was going to be a college student at a place like the University of Northern Iowa and that I was ready for that. And so I progressed through, you know, community college and then on to UNI.

There does seem to be a focus on—in the skilled workforce aspect that if students tend to find themselves somewhere along that spectrum that we make it easier for that transition, that is, if they jump from a 2-year to a 4-year. And I like President **Ruud**'s idea of a degree where, if you had a skilled trade, you can transition and work towards a 4-year Bachelor's that includes Management, Finance, and all the other aspects of what really is important for managing sort of small manufacturing operations, especially in the Midwest and here in Iowa.

So I get the sense that if the student shows up and they want technical education, we should encourage that. If a student shows up and wants the traditional liberal arts 4-year education, we should say "yes" to that, and we should be nimble enough in our offerings here in Iowa to keep up with the times if there's new ideas about how to provide that. There's a lot of kids these days this is all they do all day long [handling his smart phone], you know, gadgets and iPads and things like that, and there's non-traditional students like I was who may want more night, weekend, or online offerings.

To me, those are—that's the essence of the changes that I see that are necessary. Let's find ways that if somebody says I want to educate myself

and add value myself as an Iowan, will our education institutions say “yes” to those aspects without fundamentally altering what it means to go to college, what it means to go to university? I think some of that’s very abstract and academic when people talk about it that way, and you’re not going to find most Legislators who dig into the weeds like that. They just want to know what the Budget was last year and what they’re being ask for this year and what they’re going to get out of it in terms of telling it to their constituents. If you can do that, and show that it’s a justified line item and that we need to increase investment in those areas, I think they generally—they’ll say “yes” to it.

Smith: Thank you. Other questions?

Danielson: You’re not going to let a politician off that easy are you? [light laughter around] There’s been a lot going on up here at UNI to talk about.

Smith: I’ve still got a couple, but maybe somebody else is—Tim? [Vice-Chair **Kidd**]

Danielson: Good to see you again, Tim. It’s been a while.

Kidd: Yeah. I asked Walt **Rogers** about this, too. So, in sending out letters myself with other people to different Legislators a couple years ago, we got a lot of responses back that were talking about, you know, duplication of programs. I used the example of French. If you have a French Department at UNI, why should you have one at Iowa State or Iowa? Those kind of things. And also, I was asked about things like how many students were from in-state? Do they stay in-state after they graduate? What kind of jobs do they get? Things like this, right? And so I guess I’m wondering if you have some insight on, not just your own opinions perhaps, but the Legislature as a whole, on things like duplication. But even more so for me, personally, about things like what are the outcomes that Legislators want to show their constituents? You know, what kind of data can we give that would make our case?

Danielson: Yeah, so on the languages, I think that that’s an argument without merit. You can’t hope to be a modern university and not have a

mix of foreign languages. It's just not—it doesn't make sense to me. So, to claim that that's duplicative is to miss the whole point, in my view. I wouldn't consider that valid.

I would, though, however, look at the core missions of each university, and I wouldn't be afraid to make that claim about others. So, for example, Iowa and Iowa State both have pretty robust education programs. Well, it might be a fair argument that if we were having to endure cuts at the University of Northern Iowa for what used to be called "The State Teachers College," and one of our core offerings is an education degree, you might be able to say to them, why are we spending money at those two institutions and not at least making ours the premier, if not the number 1? And then if there are extra resources, let's look at those other institutions.

So, I think it cuts both ways. I think you need to focus on the core of your university, whatever the liberal core is, right? Like languages, I just wouldn't buy the argument that that's duplicative, but I would focus on what core offerings are here, and I like what President **Ruud** is saying, that this is "The Comprehensive State University," and therefore we will—we won't run away from the idea that we are a liberal arts institution. That's really what we would like to offer. And then in specialty areas where you can show that you're ahead of your peers, like our accounting program, some of our business programs, obviously the quality of our future teachers. There's probably some that I'm forgetting. I know castings, for example, is really going to jump ahead of a lot of their peers because of the 3-D printer and the other technology that we've encouraged there—then you make the case.

But I also think you need to do your homework so that, when those things are thrown back at you, you can also say, "Hey." It's easy to say it's duplicative when the burden of proof is on you because they were asking you the question, but you ought to be able to shift that burden of proof every once in a while to the other institutions. And I've seen that in my own experience. You need to know that Regent **Rastetter**, and the Board itself, is currently beginning a process of looking at duplicative programs. I don't know if they've told you about it yet. I don't know if it's on their public docket, but they made me aware of it, and my response was, "Hey,

I'm happy for that as the Senator from the University of Northern Iowa. We're not running on a lot of extra money up here." And after the last couple of years and a lot of tough decisions that weren't easy for anybody, I think we stack up fairly well, if you're going to make duplicative arguments. And what I would encourage, though, is that we're not shy about pointing that out if we believe that we should get the initial and bulk of an investment in a particular area like teacher education.

There are some, like—and then just in general, you know, it's really easy as a Legislator to use rhetorical language that makes it sound like you're saving the world from itself, right?—when it comes to finances—that every decision I make is, like, to the last penny, and you know, all my questions have to be geared around that. You're seeing many of that aspects in some of the factions that caused the shutdown in DC, but the problem with that as your only go-to is that you rarely get to a point where you can say "yes" to things that have value and actually invest in those. And one of the challenges, I think, in the Legislature is figure out who those people are. I call them the "perennial no votes," right? Hopefully, you don't live in a District with one of those, but they're there, and it's a very real aspect in the Legislature to try to figure out if they can get to a governing minority, that is, can they stop investments when the rest of us want to, when it's fiscally responsible and we have the resources?

So, I think doing a little bit of homework and to Scott's [Senator **Peters**] question about whether you should engage with the Legislators, I say, "Yes," and don't make it easy for them to hide in the mass of 150 of us, right? There can be some discernment about who's willing to invest in public education and who's not. And it doesn't take a whole lot of work to figure that out. Thankfully, there's less of them this go round.

Smith: Other questions? [pause] That leaves it up to me again. Does Iowa face an "affordability crisis" with regard to higher education and, if so, what do you think should be done about it?

Danielson: This almost feels like my comprehensive for my Public Policy Masters. [laughter all around] I don't—so if you see it through that prism, I get the sense that you're probably not going to invest in it anyways. You

probably decided that if I throw money at it, it'll just get worse. But let me give you an example where that's exactly the wrong perspective to take and that was the tuition set-aside program. If you look at the finances of that, we know that it's in Iowa's best interest to ensure that low-income Iowans who otherwise wouldn't find their way here because of finances, and I was one of them, you know? If I wouldn't have went to the Navy and spent all those sleepless nights out floating around in the Pacific and had the GI Bill, I would have never really considered college, to be honest with you. I would have never thought I'd even have the finances. And I can still remember when I was about 17 asking my mom about, you know, how would we even pay for this? And, for her, it was very practical. "I fed you for 18 years. Love you to death, but we don't have any money for college."

So tuition set-aside program's a perfect example. If you're going to jump around like a banty rooster on the front lawn because each university sets aside a little bit of the tuition to help bring in a cohort of students who otherwise wouldn't afford it, that's still a public policy that has value. And also it helps you grow your economy in the long run. So here we are in this contorted effort—and I heard a little bit about Walt's [Rogers] answer at the end, so I kind of knew the program he was talking about, and he's not here to defend himself, so I'm not going to say any criticism about his individual position, but if you want to do away with the tuition set-aside program—and it has a cost, \$40 million statewide—and you turn around and backfill it with public money, you've accomplished the same darn thing. You just didn't call it that.

So, I think some of that is the inability of certain Legislators to explain the value of public investment to their voters. Now, there's some Districts where you will never get elected doing that. I get that. There's a certain percentage, but for the most part Iowans care about other Iowans, and when it comes to education, there's kind of a value in our DNA, and I always take the view that if you can't explain the value of investing in education as a Senator or a Rep. in Iowa to your voters, then you might want to find something else to do. So, there's an example of the tuition set-aside program. I think we're doing back-flips really for no good reason, and all of that energy to me seems to be wasted. If you don't want to call it that, don't call it that, but you're still going to have to have the resources.

So I was very cautious with the Board of Regents, especially here at UNI. There were 3 things that scared me: a tuition freeze, eliminating the tuition set-aside, and not giving us extra money based on this so-called, you know, “fair formula.” And every time I talked to the Board of Regents, individually or collectively, I just said, “Look, those three things are all wonderful proposals. You could have people carry you on your shoulders in parades if you accomplished any one of those, but you gotta fund it. You can’t just holler out that you’re going to change the policy and not provide the resources or go to bat in the Legislature and hopefully compel some of the Reps and Senators to vote for it.”

So I think it’s worth investing in. Told you that we have the money—the only question is, you know, do we have the political will, which is why, you know, a lot of the stuff that we had to do up here at UNI, it was the political dynamic. We still had pretty healthy reserves during those 2 or 3 years that Provost **Gibson** and others had to make really, really tough decisions. And to me it just seemed silly. And for me it’s personal, right?, because of my background. But it’s also personal because of my work in the Senate. I got extra grey hairs and lost considerable religion in calendar year 09 and 10 after the recession.

I was the Senator that chaired the committee that looked for savings statewide, and we achieved some personnel changes, retirement incentive. We worked on consolidating all of our IT infrastructure and saved tons of money, right now about \$300 million a year in those efforts, and that’s every year that we can put that on the books, and so I didn’t go through all that work—and it wasn’t easy—I didn’t go through all that work to not take some of those resources and invest it back into education.

So if there’s Legislators that want to say, “This stuff ain’t worth investing in anymore, and the affordability has gotten too high,” well, sometimes things do need more investment. This formula isn’t really complicated. If you don’t put money into the universities, it goes to tuition. That’s the only option universities have—or fees, which I think are basically the same. The students still have to pay them or their families. And so if you look at the chart of public support for Iowa’s universities, in fact it actually goes like

this by the way [hand moving from upper left to lower right] and then the students making it up through their tuition and loans [hand going from lower left to upper right]. It's a chart that would not make you proud. You could safely say today that the institutions are not public. Most of the money raised is through tuition or private sources, and that to me is a tragedy, and that's something that we need to reverse.

Smith: Thank you. Any other questions? Do you have anything you wanted to ask us, Senator **Danielson**?

Danielson: Yeah, I—you know, I think dealing with some of the issues that we've had to deal with has made us more savvy probably as a campus, the nexus of politics and budgets and investments. I think people outside of the Political Science and Public Admin. Departments got a taste of that they probably hadn't in the past or understood it a little more. And I just—I just basically want to thank you for—for engaging the way that you did, because there are days that this job gets pretty lonely, and it seems like that the momentum and all of the other sort of factors involved aren't necessarily worth it. And I think that the campus and the community up here engaged in a way that surprised me.

And I always tried to focus people on the larger arc and that is that this University has a proud tradition and a history. It is, in many ways, Iowa's University, even though that name shows up in the other 2. When you look at our demographics and our post-graduate statistics, there's no question that we lead in those areas. So—and especially with the teachers' program. If you don't think that's valuable, get ready for the folks around the State who would love to have the phrase next to their name, you know, "The Teachers College in a place called Iowa." There are businesses who would fight all day long for that kind of market brand, and so I think it was important for us to make the case and to put up a good fight about those programs, regardless of the individual decisions. The larger arc is what concerned me the most.

So there were a lot of you who are familiar faces around the table that were helpful and engaged, and I think we're in an era of public education where you can't really rest on your laurels. You got to do your homework

and make the case for the investment, because others are competing for those resources, and there's also others who've made conclusions about public education that I don't think merit, you know, the facts. And so for both reasons you got to stay engaged, and I just appreciate the help that folks have given up here, and hopefully in our own way, like I said, we've added value in trying to improve things.

Smith: Any other comments? Unless there are any, I want to thank you, Senator **Danielson**, for joining us today, and we will get back to our regular agenda in a second, but you're welcome to stay if you want, but if you don't want....[laughter all around].

Danielson: I could eat supper. We've got a political campaign meeting tonight with Anesa **Kajtazovic**.

Smith: Thanks for coming. Take care.

Danielson: Thank you.

Many voices: Thank you. [and clapping]

Smith: Ony clap for Democrats, huh? [laughter around] Ok, so now, I'm going to get back to our Agenda where we were, but I think we did the right thing. We broke away and did what was the main purpose of this meeting.

We were back to comments from me.

Strauss: Before you start, could you throw a log on the fire? [voices about it being cold in the room and light laughter]

Smith: Is it cold in here? I never feel that cool. I always feel fine. I'm ok.

Strauss: Sorry for the interruption.

Smith: Ok. [laughs] A couple of things, and as usual I have to start with committee appointments. I mentioned two in my preview email. I mentioned that Pat **Gaedelmann** has asked the Senate to provide her with

the name of a faculty member to serve on a search committee for the VP of Enrollment Management. I did have a volunteer for that, happily, our secretary, Laura **Terlip**, and unless there are other volunteers or objections to our forwarding Laura's name as the faculty representative on this committee, then that's what I would like to do. [heads nod] Great, then consider it done.

I also have another committee appointment that, I discussed in my email, has to do with a faculty appointment to the Enterprise Risk Management Council. Now if you remember the story on this, we asked the President to give us a representative. He said, "Yes." I thought that was going to be straightforward. I suggested we kind of get in the practice of making that something the Vice-Chair does. I don't know what happened, but I got a letter from the President asking us to forward him three names, from which he will select a faculty representative. I assume that for whatever reason they'd like some flexibility on this. Tim [Vice-Chair **Kidd**] has agreed to be one of the three names, and I'm looking for two other volunteers? Michael [**Walter**, who indicated]? You're willing to do that? I appreciate it. Thank you. And again, if you volunteer for this, you won't necessarily have to do it. It's like a 1 in 3 shot. Anybody else? I will, if necessary, put my name on the list, but I will also send the President an email saying, "You know, we kind of prefer not me, because I've got other stuff." And I could also say we prefer Tim, but Michael, if you're very comfortable with this, quite happy to do this? Right. We will—I'll do it that way, and hopefully he'll choose one of those 2. Everybody on board with that? He'll have 3 names but.....ok. There we go.

Then another thing I should have put in the meeting preview e-mail and that has to do with the extra meetings that we talked about. I've reserved CBB 319—you know, they are nice chairs but kind of a compact place—for two meetings, and again the first of which will be next week, November 4th, again our normal time 3:30 to 5:00. We'll try to get an agenda posted no later than tomorrow, but you can kind of figure out from, you know, what we're going to be talking about. This will be a working meeting. We are not having a consultative session, so we've got hopefully a chance to catch up on the items that have accumulated on our docket. Again, the other meeting is scheduled for December 2nd, again in CBB 319. Hopefully

we won't have to do that meeting, but it may be that we do have to do it, but it's down the road yet. Any other questions about that?

BUSINESS

MINUTES FOR APPROVAL

Smith: Ok, then the next item on our Agenda are Minutes for Approval of which there are two, the first of which is for the October 7th special session during which we consulted in executive session with Board of Regents President Bruce **Rastetter**. We did not take verbatim minutes of this meeting, and the minutes that are up for approval do not, of course, include what went on during the executive session. The Minutes have been distributed previously. Are there any suggested changes to those Minutes? [none heard] Then I'm looking for a motion to approve the Minutes?

Nelson: So move.

Smith: Thank you Senator **Nelson**. And I need a second for that.

Strauss: Second.

Smith: Senator **Strauss**. Any discussion? [none heard] Vote: all in favor of approving the Minutes for the October 7th meeting, say, "Aye." [ayes heard all around] Any opposed, say "Nay." [none heard] Minutes are approved.

We have one more set of minutes from our last regular meeting two weeks ago on October 14, which, as you may recall, most of that meeting was taken up by a consultative session with President **Ruud**. Again, these Minutes have been distributed previously to the Senate. Any suggested changes to that? [none heard] A motion to approve these Minutes? Don't be shy.

Hakes: Move.

Smith: Senator **Hakes**. And need a second. Senator **Peters** [who indicated]. Any discussion? [none heard] All in favor of approving the October 14th Minutes as distributed, say, “Aye.” [ayes heard all around] Any opposition, say “Nay.” [none heard] Those Minutes are approved.

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

Calendar Item 1209, Reauthorization of Administrator Review Procedures

Smith: Then we’ve got Consideration of Calendar Items for Docketing of which there are 3 items, the first of which #1209, if docketed, would be #1105 is a Reauthorization of the Administrator Review Procedures. This petition was submitted by Faculty Chair **Funderburk** who I’m sure will be pleased to answer any questions when we engage in discussion, but before we do that, is there any discussion of the wisdom of docketing this item? [none heard] Then, a motion to docket this item in regular order would be in order.

Nelson: I will move.

Smith: Senator **Nelson**.

Heston: Second.

Smith: And seconded by Senator **Heston**. Now a discussion of the item itself? Discussion of that? [none heard] Prepared to vote. All in favor of docketing item #1209/1105 in regular order, say, “Aye.” [ayes heard all around] Opposed, say “Nay.” [none heard] That now is docketed in regular order.

Calendar Item 1210, Changes to Policy Process

Smith: Second item is #1210 which, if docketed, would be docket #1106. The matter has to do with proposed changes to the policy process. Again, I will talk to this and explain it when we get into discussion, but before that,

is there any discussion of the wisdom of docketing the item itself? [none heard] Then I would hope to have a motion to docket this, too, in regular order.

Gould: So move.

Smith: Senator **Gould**. And I need a second.

Nelson: Second.

Smith: Second by Senator **Nelson**. So discussion. Now to give you a little background on this, last year an ad hoc subcommittee of the Senate—and actually we've got some of those people right here now, Senator **East** [serving as an alternate Senator today]—developed a set of proposed changes to University Policy 0.00, which specifies the University's Policy Process. I call this "the Policy Policy." It basically says, "Here's how policy should be made and revised in the University." The substance of the proposal, as I understand it, was to make the process more transparent to the University community, so there's more opportunity for different parties to weigh in on proposals that were being considered, and to add two faculty members to the Policy Review Committee, this being the group that manages the policy review process.

Now, our proposal was stalled for want of various amendments. There's some troubles with a couple of issues that we can get into down the road. I've taken the liberty of revising the proposal, both to address the concerns that were raised, and, at least in my opinion, to kind of improve the writing of proposed policy. That's my opinion. [laughter around, including the Chair] So, assuming this is docketed, when we take up the matter, I'll provide the Senate with a document that compares our original proposal and the current proposal with the current University Policy. So you'll have 3 things to compare there. So is there any further discussion of this item before we vote on whether or not to docket it? [none heard] You all want to get out of here, I know. [light laughter around] So, let's vote then on docketing. It's been moved and seconded to docket in regular order #1210, Changes to the Policy Process. All in favor of docketing that in regular

order, say “Aye.” [ayes heard all around] Opposed, “Nay”? [none heard]
It is approved and will be docketed in regular order.

Calendar Item 1211, Proposed Changes to Policy #3.06: Class Attendance and Make-Up Work

Smith: The final item for docketing is #1211 which, if docketed, will be #1107. This item would effect changes to University Policy #3.06, Class Attendance and Make-up Work, changes that are motivated by a recent U.S. Department of Education “Dear Colleague” letter regarding the treatment of students who are pregnant or parenting. This proposal comes to us from the EPC, which has again redrafted this Policy. Again, I want to begin by asking is there any discussion of the wisdom of docketing this item? Hearing none, then I’m hoping to receive a motion to docket this in regular order.

Nelson: So move.

Smith: From Senator **Nelson** moved. Seconded by

DeSoto: I will.

Smith: Senator Cathy **Desoto** . Thank you. And now discussion of this, and again some background. Both the Senate and the EPC spent a lot of time on this particular policy last year, at that time to deal with concerns raised by students who were veterans or in the military. Then, this summer, along comes the U.S. Department of Education’s letter which effectively requires us to make accommodations for another group of students. So it goes to the EPC. They’ve made changes. And, in fact, what’s posted with the petition for this is their draft which highlights the changes they’ve made to the existing policy, so that’s where this comes from and what it’s all about. Is there any discussion of this before we vote on whether to docket it? [none heard] Then all in favor of docketing #1211/1107 in regular order, say, “Aye.” [ayes heard all around] Any opposed, say “Nay.” [none heard] It now is docketed.

NEW BUSINESS

Smith: Then we get to New Business, and I believe at this point I want to recognize Senator **Peters**.

Peters: I do have an item of new business. I have drafted a resolution to—in honor of Cliff **Chancey**, and I'd like to read it, and then I'd like to ask that if the Senate adopts it, that we ask as well that the Chair would see to it that a nice kind of formal copy of it is printed up and delivered to his brother and his sister and maybe perhaps delivered maybe as well to the Department of Physics? I don't know. That might be a nice gesture as well.

It reads:

University of Northern Iowa Faculty Senate Resolution in Honor of C. Clifton "Cliff" Chancey III

WHEREAS, after being diagnosed with Amyotrophic Lateral Sclerosis in August 2013, Dr. C. Clifton "Cliff" Chancey III died on October 19, 2013; and

WHEREAS, Dr. Chancey served as Professor and Head of the Department of Physics from 2001 until his diagnosis; and

WHEREAS, Dr. Chancey was an internationally recognized scholar of theoretical physics who published numerous journal articles as well as the co-authored book *The Jahn-Teller Effect in C60 and Other Icosahedral Complexes*, and who served with distinction in numerous professional organizations; and

WHEREAS, Dr. Chancey helped to establish the Department of Physics as a national leader in physics education; led the renovation of Begeman Hall, resulting in one of the finest physics facilities at any comprehensive university; catalyzed the growth of cross-disciplinary nanoscience education and research at UNI; and promoted undergraduate research as the founding editor of the *American Journal of Undergraduate Research*; and

WHEREAS, Dr. Chancey was a dedicated teacher and mentor to UNI's students; and

WHEREAS, Dr. Chancey's service to UNI was substantial and included such important responsibilities as chairing United Way fundraising efforts, chairing the NCAA Re-accreditation Committee and serving on a Presidential Search and Screening Committee; and

WHEREAS, faculty members across a variety of academic disciplines held in high esteem the breadth of Dr. Chancey's intellectual interests, benefitted from his mentoring, support and friendship, and admired his humility and cheerful demeanor;

THEREFORE, BE IT RESOLVED, that, on behalf of the Faculty of the University of Northern Iowa, the Faculty Senate endorses this formal appreciation of Dr. Chancey's numerous contributions to the University; and

BE IT FURTHER RESOLVED, that the Faculty Senate, on behalf of the Faculty, expresses profound sadness at the loss of a remarkable and distinguished colleague and sincere condolences to Dr. Chancey's loved ones.

Swan: I second the Resolution.

Smith: So, moved and seconded that we make this resolution. Any further discussion? [none heard] Then, we are prepared for a vote. All in favor of approving this resolution as stated, say "Aye." [ayes heard all around] Opposed, "Nay?" [none heard] The resolution passes. And that is our new business, unless there is other new business. [pause] And there is other new business. I believe that we have another Representative here, Representative **Kressig**, if I'm not mistaken?

Kressig: That is correct.

Smith: Please come up, and I think there is a chair right in front of you that's got your name by it.

Kressig: There is. Yeah, I had a—they have meetings down in Des Moines, and so I had one today. Interim Study Committee on Stray Voltage. Have you ever heard of stray voltage? [laughter all around] You have? Well, so we talked about that at length today and didn't really get anything accomplished, but I just got back, so I wanted to make sure I got here and hear your concerns for this fine University.

Smith: Well, we're pleased that you took the time to come back to meet with us. We've already been—spoken with your colleagues Senator **Danielson** and Representative **Rogers**. Kind of—we're going them kind of one by one at a time here, so you're third in line, and you'll hear some of the same questions we had before and some of the same things, but we were beginning by having our guests say a little bit about themselves, the Districts they represent, their background, and then from there the Senate will hopefully have some questions to ask, and you're welcome to ask questions of us as well.

Kressig: Ok. Well, I represent—actually the school is in my District, House District 59, and I work at John Deere. Great company. I got a lot of opportunities through them, actually got to go to school here through them. And so I work there. I worked in their Training Department. So, you know, you hear people talking about educating young people. It's equally as challenging to educate older people, because they don't always want to engage in the discussion. And my District basically is the—anything past Greenhill Road is out of my District, and I'm kind of a unique—I'm completely an urban Legislator. I have no rural aspects at all. All of my District is centered in Cedar Falls. And this is my 5th term. And it wasn't very long after my election occurred that I knew that this school was a very important part of this community and the State. And so I've always advocated for the school in Des Moines. Sometimes we didn't get always what we asked for, but the last session we did pretty well. Hopefully, we can carry that on and get the adequate funding that the University needs. I know that the \$10 million that was given last year was one-time money, and so going into the next session, if we budget the dollars—in other words, then they—the University can appropriate it for faculty salaries and—or for whatever purpose they deem as necessary. And I look forward

to working with President **Ruud** and Gloria [Provost **Gibson**] to come to those solutions because, you know, 92% of the students enrolled here are Iowa students. I was talking to a Senator today, and he agreed with me. He said, “That’s the real issue. We need to deal with that.” And I talked to President **Leath** at Iowa State, and, you know, their real—their trouble they’re faced with is their enrollment has grown so significantly, and they’re running out of spaces. I know their Biology Lab’s open from 7:00 in the morning until 10:00 at night just so all of the students can.... So that may be a good problem for us to have as enrollment increases, but I think, you know, I think people are convinced that UNI is a great school, and I’m talking about people in Des Moines. We’ve just got to keep hammering away on that. And I’m more than happy to hammer away on that.

Smith: Senator **Nelson**.

Nelson: Are there ways or roles that the faculty here might play in terms of assisting with the political process, you know, advocating for the Budget or maybe even helping to improve the perception of the University?

Kressig: Yeah, I think, you know, what I’ve seen over the years is students have played a role in it, and I think it’s just really an opportunity to educate. That could be electronically. That could be over the phone. That could be a one-on-one visit. Those all really do make a difference to have that one-on-one discussion. I appreciate it. And I think you can really give a perspective, as educators, with some of the things you’re faced with and that, you know, you’re trying to always provide the best opportunities for students as they enroll in this school. And, you know, money is part of it. I mean, this should—you know, the frustrating part on that—I’ve been in Des Moines all day so I—maybe you’ll see a little frustration on my part today [light laughter around], but this is a State University. Well, State Universities the majority of funding should come from the State. Well, it doesn’t anymore. The majority of the funding comes from tuition, and you know, we need to turn that around. We need to get the State focused on that. I can share another piece, too, is that as the Baby Boom Generation leaves the work place, and we’re starting to see that occur, there’s going to be a skilled labor shortage. It’s already been identified. Businesses and this University can play a key role in making sure those skills are in place. Three

hundred thousand people they anticipate, so it's pretty significant. And education is a worthy investment.

Smith: Other questions? [none heard] Drawing on me again. [light laughter around] Ok. What about accountability in higher education? What does that mean to you and in what ways does accountability need to be improved?

Kressig: Well, I think there's transparency—is also part of that, and I know that in the last session they've been working on creating some transparency and accountability for the Regents, and I think more opportunities for average citizens to know and understand what is going on, I think, benefits the school, and I think it benefits the Regents as a group. You know, they represent the 3 State Universities, the School for the Blind and the Hearing, and they have—the Public Radio Systems are under their purview. So, I think all those areas of accountabil—I get held accountable for the things that I do, and I'm sure many of you do, too.

I would suggest that K-12 is another area that I think accountability is a key part in the process. So, post-secondary education or community colleges or Regents—and I think that holding them accountable for decisions, actions, maybe even praising them once in a while for what they're doing. I don't know as if enough of that goes on, to say, "Well, you guys are really doing a good job here." People tend to want to be critical, so accountability I'm all in. You guys get ideas on things that make us more accountable at the State level and particularly with your tax dollar. That's—I think that's why we have that—that's our right. We earned this money, and we give it to the State with the idea that they're going to use it for the right things. And accountability is key.

Smith: Any questions? [none heard] I got one more.

Kressig: Awesome.

Smith: I don't know how familiar you are with Senate File 2284 which, in May 2012, was passed by the Legislature and signed into law by Governor Branstad. Around here it's known as the Continuous Improvement

Legislation since it requires the three Regents Universities to report on continuous improvement plans for all courses having more than a certain number of students. My question is, should we expect this legislation and the related reporting requirement to be a permanent part of the higher education landscape for Regents Universities from here on out? Or is there a possibility this legislative requirement might at some point be repealed as unnecessary?

Kressig: Well, I think that last piece might fit in that, because, you know, at the State Government level, I'm not in favor of creating things that really don't provide results. And I know Senator—gosh, what's the Senator from Ames?

Smith: Quirmbach. Yeah, **Quirmbach.**

Kressig: Herman **Quirmbach.** Well, Herman's a very knowledgeable guy, and I have a great deal of respect for him, but I know this was an issue. I've read about it, and the faculty has concerns about, you know, why are—"So we're going to report this, and then what happens with it? What's the purpose?" And I would think if something like that improved education or made the process better, you probably would be all in with it, but it's just another thing that besides everything else that you're having to do in the classroom—you know, I don't know what the other colleagues said. That's kind of one of those things you got to go out—I should ask Herman and see what his thoughts are on it.

Smith: Senator **Nelson** did you....?

Nelson: There's a perception, I think, and the statistics bore it out last year that UNI's enrollment is dropping, but the truth is we've got a lot of programs that are growing as well, and so the question I have is how important is enrollment growth, because that's going to be a focus here, I think, on campus.

Kressig: Well, I just would share in the meetings that I have with groups—to just give you an example, the Landlord Association here in Black Hawk County. You know, when enrollment drops down, there's fewer people

that are renting or staying, and so from an economic standpoint, yeah, it does play a role. But—and the number of—what is the number? Is it—it's right at 12 [12,000], 12 51?

Smith: 12 1, 12 2? Something like that?

Kressig: What is it? [voices attempting to guess at enrollment]

Findley: 12,159 [light laughter around as student knew exact number]

Kressig: Ok, 12,159. But I think that, you know, going forward tuition is going to play a—er, enrollment is going to play a role in the discussion. And, you know, with that all the challenges that come with increased enrollment. You know, if you—the faculty—if you don't have enough faculty, you got larger class sizes, and you know, like, as my discussion with the President of Iowa State, he's struggling to provide those services. And I agree with you—we have some—our education programs are great. Our business programs are great. You know, we need to be out there chanting that to let everybody know that, you know, how good a school this is. This is a great school. We should all be proud of it.

Smith: Other questions? Yes, Senator **Shaw**.

Shaw: You mentioned something in regard to the skills of the Baby Boomers going under and that we're going to have to be doing something in order to look at that problem coming up, what do you see as UNI's role in addressing that concern that you were mentioning?

Kressig: Well, I think their responsibility is to establish education programs that are going to meet those needs going forward.

Shaw: Do you have a suggestion of some type of program that you would like to see us

Kressig: Well, I know there already is a skills-work initiative established. The community colleges are involved, and I would assume that the Regents also are. And, you know, that they're trying to iden—you know, the key

part of that is visiting with businesses to find out where their skills needs are. And if there's a way that we can create classes and programs to meet those needs, I think it's beneficial, particularly, you know—you've probably heard this with students that go through the 4 years or however long it takes them, and then where's the job at? You know, "I want a job. I got to repay all of my costs associated with that." And I think that having programs that get them the work that they stay here in Iowa would be greatly beneficial. You know, it might even create additional dollars from the State to help fund those programs, so that's kind of what I think, especially with the skills perspective. Now, you can go into the technical aspects of skills, and there's another area that's going to have some great needs, and community colleges play a role in that, and so can the Regents schools. Does that kind of answer your...?

Shaw: Sort of. Yes.

Kressig: Sort of? What more would you like to hear? [light laughter around]

Shaw: When we're thinking of skills, we're thinking of a speci—are you thinking of a specific set of skills that we need to work with our students on? You mentioned business. Certainly we have a great business program. We have other skills that our students are learning along the way, so are you proposing we move toward more skills and move away from the liberal education _____?

Kressig: Oh, no. No. I think that this school is founded on the, you know, the liberal arts. And I think that's a key aspect to begin the 4-year degree. But working closely with businesses to help with curriculum, if there's some changes that could be made that would help better meet the needs of the businesses, I think it's something to look at. But I would not suggest moving away from the liberal arts. I think those are—I mean, the K-12 has kind of stepped away from some of those areas. You know, it'd be—if you look at music, that's a key—I think that's very important. Now I never—I played the drums, I guess that's music. [voices comments on drums as music and other instruments, etc.] So—and, you know, I think those are key things. English, you know, it's interesting the other day I sent my

newsletter out, and I had some errors in it [light laughter around]. English major got right back with me [more laughter] and said, “Hey, Bob, you goofed up on your newsletter.” I appreciate that. I think that’s good.

Smith: Any other questions from the Senate? [none heard]
Representative **Kressig**, any questions for us? Any comments in conclusion?

Kressig: So, this is the Faculty Senate? And how often do you guys meet then? [loud laughter around with comments like “More and more” and “Too often”] Every other week? And then so you’ll make decisions that impact faculty along and in conjunction with the Administration [heads nodding] and the—good. And how’s that—I join—Dr. **Gibson**, I’m going to ask this question, “How’s that working out?” [loud laughter all around]

Gibson: [laughing] I’ll let Jerry [Chair **Smith**] answer that.

Smith: Our new President, from what I’ve seen is very supportive of faculty and of what’s called “joint governance.” And the faculty really are kind of putting their shoulders to the wheel and being engaged in managing the University at all levels. Traditionally, the faculty have been responsible for curriculum. And you could argue that we maybe didn’t do as good a job of that as we should have in some respects, but we’re getting a lot of encouragement to be engaged fully in looking at financial issues and many others. And so I think you’re going to see going forward a really close partnership between the Administration and the faculty in this University maybe in a way it hasn’t existed in the past.

Kressig: Great.

Smith: And I think we all feel pretty good about that.

Kressig: Yeah, and I look around the room, and I recognize a lot of the folks, so that’s great. Well, I’m always accessible. And I’ve got Facebook. I got Twitter [light laughter around]. I got a website. I’ve got a cell phone. I’ve got a phone number. I’m more than easily accessed, and I’d love to hear your ideas. I really would. Because I don’t do what you do every day,

and you don't do what I do every day. I will be honest and tell you what will happen and what won't, and sometimes I'm brutally honest on that. But I guess that's kind of the way I was created.

Smith: Well, thank you very much for coming here and taking the time and rushing back from Des Moines to join us. And we certainly appreciate this, and hopefully maybe down the road we can do this again.

Kressig: I'd love it. Let's do it. Thank you. [clapping]

ADJOURNMENT (5:03 p.m.)

Smith: We have reached the end of our allotted time, so I will entertain a motion to adjourn.

Strauss: Already made. [laughter all around]

Smith: Oh, by Senator **Strauss**. Seconded by [many voices talking]. Whatever. If no objections, I'll declare the meeting adjourned with a reminder we'll be meeting again next week at our usual time, CBB 319. I hope to see you all then. Thank you very much.

Submitted by,

Sherry Nuss
Transcriptionist
UNI Faculty Senate

Next meeting: Monday, November 4, 2013
Curris Business Building (CBB) 319
3:30 p.m.

Follows are 0 Addenda to these Minutes.