

**Regular Meeting**

**UNI FACULTY SENATE**

**1/22/2018 (3:30-4:37)**

**Meeting #1803**

**SUMMARY MINUTES**

**1. Courtesy Announcements**

No members of the Press were present.

President **Nook** spoke about three new committees: The Budget Committee and Retirement Committees with broad representation, and a Benefits Committee, which includes health and dental benefits as well as benefits beyond insurance. He also provided a legislative update, explaining that UNI will not need to give money back to the State, as was the case last year. **(See pages 4-8.)**

Provost **Wohlpert** announced that effective May 7, UNI office hours will change to 8:00-4:30 and remain that way through the fall semester. Also that in the Iowa Legislature, the Tenure Bill is dead. He conveyed appreciation for the work of Leslie **Williams**, UNI Dean of Students, who has accepted a position at Cal State, Monterrey Bay. **(See pages 8-10.)**

Faculty Chair **Kidd** asked Senators for comments about seating additional non-voting Faculty Senate members from United Faculty and the Graduate College, as UNI transitions from a contract to a handbook. **Kidd** also raised questions about using grades from other institutions to calculate a student's GPA. **(See pages 10-21 and Addenda items #1,2,3,4.)**

**2. Summary Minutes/Full Transcript** of the Jan. 8, 2018 meeting.

\*\* (Gould/Choi) Passed. Two abstentions.

**3. Consideration of Calendar Items for Docketing**

#1366 Emeritus Request, **Wilson**-Joseph L., Assoc. Prof. of KAHHS

\*\* (Neibert/Skaar) Passed. <https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-wilson-joseph-l-assoc-prof-kahhs>.

**4. No New Business**

**5. Consideration of Docketed Items**

#1251 (Cal#1364) – Emeritus Request, A. Gerald **Smith**, Professor of Accounting  
<https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-gerald-smith-accounting>

\*\* (Hakes/O’Kane) Passed. (See Addendum #5)

#1252 (Cal#1365) - Request for Consultation - UNI Student Disability Services

<https://senate.uni.edu/current-year/current-and-pending-business/request-consultation-uni-student-disability-services>

**6. Adjournment (Strauss/O’Kane)** 4:37 p.m.

**Next Meeting:**

**Monday, February 12, 2018**

**Rod Library (301)**

**3:30 p.m.**

**Full Transcript follows of 41 pages and includes five (5) Addenda**

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

January 22nd, 2018

**Present:** Senator Ann **Bradfield**, John **Burnight**, Seong-in **Choi**, Lou **Fenech**, Chair Gretchen **Gould**, Senators David **Hakes**, Tom **Hesse**, Bill **Koch**, James **Mattingly**, :, Amanda **McCandless**, Steve **O’Kane**, Vice-Chair Amy **Petersen**, Senators Jeremy **Schraffenberger**, Nicole **Skaar**, Sara **Smith**, Gloria **Stafford**, Mitchell Strauss, Shahram **Varzavand**, Also: Provost Jim **Wohlpert**, Associate Provost Patrick **Pease**, Associate Provost John **Vallentine**, Faculty Chair Tim **Kidd**, NISG Representative Tristan **Bernhard**.

**Not present:** Chair Michael **Walter**, Senator Leigh **Zeitz**.

**Guests:** Kelly **Gibbs**, Becky **Hawbaker**, Ryan **Jaeger**, Jenny **Lynes**, Joyce **Morrow**, Leslie **Williams**, Barbara **Weeg**.

**CALL TO ORDER**

**Petersen:** I’ll take advantage of the quiet and get us started. I was waiting—I saw Tim (**Kidd**) and President **Nook** down the hall, so they’ll be joining us here in a moment. Michael (**Walter**) has the flu, so I get a trial run at facilitating our meeting today.

**Wohlpart:** If she doesn't like it, and you guys don't behave, she doesn't have to do it next year. [Laughter]

**Petersen:** I said I hate to present publicly, so this is definitely me stepping out of my comfort zone here this afternoon. Let me call first the meeting to order and ask if there are any press to identify. Alright. And it looks as though we have some guests joining us as well, so welcome, and would you just take a moment to introduce yourself?

**Lynes:** I'm Jenny **Lynes**. I'm the Assistant Student Disabilities Services Coordinator.

**Gibbs:** And I'm Kelly **Gibbs**. I am the Student Disabilities Services Coordinator.

**Williams:** I'm Leslie **Williams**. I'm the Dean of Students.

**Jaeger:** Ryan **Jaeger**. I support the SDS.

**Hawbaker:** I'm Becky **Hawbaker**. I'm the Vice President of United Faculty.

**Morrow:** Joyce **Morrow**, Registrar.

**Petersen:** Alright thank you and welcome. We also have a new Senator joining us today. Sara (**Smith**), would you also provide us with a bit of an introduction?

**Smith:** Sure. Sara **Smith**. I've been in the Department of Technology for eleven or twelve years, I guess, and I'm with the Graphic Technologies program.

**Petersen:** Welcome. Next, we have our Courtesy Announcements. Let me ask President **Nook**, do you have any announcements?

## COMMENTS FROM PRESIDENT NOOK

**Nook:** I've got a couple of things. I've mentioned before that we're looking to create a committee or two—make it three. We've been talking with various faculty leaders about these, and I think we've come to the three that we need to have, and what we will do is first of all, get a group of faculty leaders together to help us decide what people we need on these committees. So, we're going to get faculty leadership together and talk about the structure of the committees. But the three committees we're looking at: One is Budget, which is very important to everybody, but especially Faculty Senate. We know that Faculty Senate has their own Budget Committee, so clearly some membership will probably come from there. We'll talk about how that works out. The other is an Insurance Committee. This is a wide-ranging committee. Everybody on campus that's an employee is impacted (if they're half time or more)—is impacted by this one. So it will have broad representation we know from across campus, as will Budget. And the last one is Benefits, which is again employee benefits beyond insurance. One of the reasons we need Insurance a little bit separate is for some... Did I do that? Yeah, I switched it: It's Retirement. It's not Insurance. Thank you. It's Retirement. We need the Retirement Committee to be somewhat separate for some fiduciary responsibility things; making sure we've got a committee that does checks and balances on the way that we manage that program; the way that program is managed. The Benefits Committee then will include insurance, both health, dental, but then some of the other benefits as well that are part of employment. But the Retirement [Committee] needs to be set apart, especially with our working with TIAA-CREF—it's just TIAA, now, and some of the others that we have. So those are the three. We'll get the people together to figure out what the

structure of those committees needs to look like. We've already had some early discussions on that, but those will continue.

**Nook:** The other thing that I want to just mention. I know Mary (**Braun**) was last Friday gave an update on what's happening legislatively, and with the Legislature as far as the budget goes. I want to give people an opportunity to ask a question if they do. In essence, the Governor's Budget came out. Her budget holds us harmless from any give-backs for this year, though Iowa and Iowa State will have to return some money; somewhere between \$2-3 million. We've been held harmless. It's largely at the recommendation of the Board of Regents because last year everybody gave some money back, and then there was a tuition increase. And when the tuition increase was added in, Iowa and Iowa State actually were made whole—covered the whole of the money they had to give back, and we were left with about a \$500,000 hole. That was recognized. The Governor has recognized it, the legislators that I've talked to recognize it. So we'll see what happens as this moves through the legislative process because the Governor's Budget is simply a recommendation. We'll see what the Legislature does with it.

The other thing the Governor has put in there is \$7.2 million that they say goes to the Regents to be split among the universities as the Regents see fit. I have a feeling that that may change. The dollar number may change and whether or not it goes to the Regents, or goes to the individual institutions as line items (which has been the case in the past), we'll have to wait and see. The budget that the Governor came out with is very, very close to what we put together last summer as part of our tuition discussions with the Regents. It's very, very different than what the other institutions put together.

**Nook:** The other thing that's moved through a little bit. There was of course a bill to get rid of tenure in this state. John (**Vallentine**) did a great job of representing us. There were other representatives. It looks like that bill is dead and we don't have to worry about it for another twelve months. We'll see what happens twelve months from now. There's a lot out there. I want to make sure we have a little time for questions.

**O'Kane:** Going back to the Benefits Committee, I'm a little unclear on--Does that committee advise the administration? Because there's several possibilities there. Or, does the Union liaise with that committee? Or, does the Union and the committee liaise with the Administration?

**Nook:** Yes. Great question. That's sort of why we're still talking with people about the structure of that. And let's be clear, that's a benefit, so it's more than just faculty.

**O'Kane:** Right.

**Nook:** It will include Merit staff. It will include P & S, and it will include administrators, because all of us are covered under that. These will all be advisory committees. The Budget Committee—we're still kind of working out the, 'Advisory to whom?' I believe the Budget Committee is going to be advisory to me, and people can argue with me on that one. Ultimately, there are pieces of this budget that are in all aspects of the University, so ultimately I have to sign the budget. Benefits and Retirement: I want to think about that a little bit, whether Michael (**Hager**) is the Chief Administrative Officer. Whether it's Jim (**Wohlpart**),

Whether it's me. These have to be advisory because in the end, let's say we screw the budget up. I know who's going to be held responsible for that, and the same is true with these other areas. If we have a problem, with our insurance pool—it doesn't have the money it needs, we have a problem there, someone will be held responsible, and you can't hold a committee responsible. So these will be advisory to someone in the administration who will be ultimately held responsible for the outcomes of those decisions. Thanks.

**Petersen:** Are there other questions?

**Nook:** Thank you.

**Petersen:** Provost **Wohlpert**?

#### **COMMENTS FROM PROVOST WOHLPART**

**Wohlpert:** Yes. Any questions on the presentation on health insurance from last time? I have not sent anything out to faculty. I have been working on drafting something so that it can go out to faculty. I had said that I would ask if we could get an update at some point about March. That's probably going to be a real challenge, I'm finding out. But I do believe that information will be gathered and shared with the committee which I think will be launched in March or April, so that's the place where more detailed information will go. We need to make sure that the information doesn't just go to the committee, but gets out to the University community. We'll have time to discuss it here. So that is where we will get more information.



The CRM, are there any questions about the CRM (Constituent Relationship Management System)? Matt **Kroeger** presented on that; talked about that last time. I guess I was a little bit surprised that folks hadn't heard about the CRM because it was a pretty inclusive process to vet possible CRMs and make a decision. It was a unanimous decision on the part of the committee that included faculty for this. Were there any questions?

**Kidd:** Will that process be done this summer? Some of the faculty aren't really...

**Wohlpart:** It was done in the spring and the final vetting was done in the summer, in May, yes.

**Kidd:** It was after classes had ended.

**Wohlpart:** The final vetting was done after classes, but there was a lot of work that happened in the spring.

**Kidd:** Oh, there might have been, yeah. But I'm not surprised more people weren't involved. It's not our area.

**Wohlpart:** Well, if there are any questions I'd be happy to answer them. A couple of good news items. The Tenure Bill is dead in subcommittee—oh, was that already mentioned? [Laughter] The Board of Regents did register against that bill and so we were able to speak very strongly against that bill. John (**Vallentine**) did travel down at very short notice to present to the subcommittee. It never made it out of subcommittee, and we're told that it will not make it out of subcommittee, so they simply didn't vote at the subcommittee level. So, I think the presentations were pretty powerful. We have made a decision. I had brought this to the Faculty

Senate and gotten your feedback for the office hours; the operations hours—to change to 8:00 to 4:30. Does everybody remember that conversation? [Murmurs of assent] It will be launched on May 7<sup>th</sup>. If you remember on May 7th we used to start at 7:30. We simply won't change. So in May, we'll go 8:00 to 4:30 and continue that way into the fall for those hours. And then finally, since Leslie (**Williams**) is here, I'm going to embarrass her. Some of you may not realize this, but she has accepted a position as Associate Vice President for Student Affairs and Dean of Students at Cal State, Monterrey Bay, where it is much warmer. [Applause]

**Nook:** And she starts way too soon.

**Petersen:** Way too soon. I agree. I'm with you on that.

**Wohlpert:** Thank you for your good work here, Leslie (**Wilson**) It's been a pleasure to work with you.

**Williams:** Thank you.

**Wohlpert:** That's it.

**Petersen:** Thank you. Faculty Chair **Kidd**?

### **COMMENTS FROM FACULTY CHAIR KIDD**

**Kidd:** First, congratulations on Monterrey. I was born there and my parents moved me away when I was two, and took me back when I was a junior in high school from the suburbs of Philadelphia and Jersey to see Monterrey. Yeah, I think we had an apartment with an ocean view front, too.

**Nook:** Are you over that yet? [Laughter]

**Kidd:** No. [Laughter] Sorry. The navy has issues. Anyway, congratulations.

**Wilson:** Thank you.

**Kidd:** I had a question about representation that's come up a couple times in private conversations. And you know, we have representation from Student Government, and things like that. I was wondering what the Senate would think—and I don't know if I want to go a formal petition yet, but just a question about non-voting members from say, like from the Union, because we're having this transition to a Handbook—to have someone just sit in: A non-voting member, because voting membership is set by the Constitution, things like that. But also the Graduate College, because sometimes we do a lot of program reviews and again, I don't know if they'd actually want to, but people have asked about this. Does anyone have any comments? Or I want to throw that out as a possibility—for or against?

**O'Kane:** Tim (**Kidd**), are you thinking about someone from the Administration in the Grad College?

**Kidd:** No.

**O'Kane:** Because in a sense, I'm sure nearly all of us, or all of us are in the Grad College.

**Kidd:** True, but I'm thinking of someone who is on the GCC maybe. Someone who has the interest of the Graduate College in mind. I mean technically, I'm in the

Graduate College, too, but our department doesn't even have a graduate program anymore. Right? So your department has a graduate program, yeah, but do you think of the impact of different curriculum proposals as an overall kind of thing?

**O'Kane:** I just needed to clarify. Of folks we're thinking of choosing from.

**Kidd:** Exactly. I don't want to talk about changing the representation of the voting membership of the Senate, because that's linked to academic college and that's a whole process. But I'm thinking if we would want to invite someone to kind of be here, especially during curriculum season. Obviously, someone has asked me about that from the Graduate College. Does anyone have any strong objections to such?

**O'Kane:** I'm good. We have Becky (**Hawbaker**) here. I'm curious to know her thoughts are on this matter.

**Hawbaker:** One of the reasons why I wanted to sit in is that we've noticed that as we transition to this new role, Faculty leadership has been defined as a triumvirate of the Faculty Chair, Tim **Kidd**, the Chair of the Senate, and then the President of the Union. So, we've been working together really closely and that's been going very well. But it's good just to stay in touch about all of those issues, and there are a lot of things that we work on jointly, like an issue like academic freedom, for example. It's something that is the purview of both the Union and the Faculty Senate, and it's just important for us to continue to work in that collaborative way and to maintain open lines of communication. Also, as there are more regular reports about topics that maybe hadn't come before the Senate

before, like insurance benefits—those have not come to the Senate before, we'd like to be there to speak to those matters, and to represent the views of working conditions and our experience working on those. So yes--we would love to join you.

**Kidd:** Well so, maybe I could just make a petition, so we could vote on it. Would that be a good way to go about that? And again: I'm just trying to float ideas out here for discussion. One thing which had been proposed when I was Chair (actually, I kind of proposed it) was about how we accept credit from different institutions. Being that we accept credit, including the grades, and while UNI does maintains separate G.P.A.s, from my experience, I'm not sure how separate they are. And I'm thinking in terms of scholarships—and I'm thinking in terms of mostly scholarships, and also academic probation. So, in my experience—the reason I brought this up this time—originally, it was because two students that I directly had experience with—both of them worked for me or were in my class. One of them was on academic probation for a long time, merely because two years before he started at UNI, he had failed out of community college. And I mean really failed out. He did a good job. He had like a .5 and over two semesters, too. He didn't stop the first semester. So, that G.P.A. carried with him, right, and even though you can replace classes or whatever, until he was basically graduated and all his classes were replaced or put in, his cumulative GPA looked terrible. And I don't know if he missed out on scholarship opportunities because of that. The other thing I noticed was some people that had very good scholarships actually were doing fairly poorly at UNI, and their community college G.P.A. was so high and they had so many hours that it didn't really matter. So it just seemed odd to

me that someone who's getting C's and D's—maybe a 'C' average, tops, was maintaining a Presidential Scholarship. I didn't quite understand that. So, my question for you is this, and I'll make up a petition for this again. Last time it got lost in committee. Should we be transferring in the grades from other institutions? And that has impact on many different areas. Do you have any thoughts on that?

**O'Kane:** So you're suggesting that we allow the courses to transfer...

**Kidd:** Absolutely.

**O'Kane:** ...but not the grade?

**Kidd:** Right.

**O'Kane:** So it would be something between an audit and a grade?

**Kidd:** It would be credit or no-credit.

**O'Kane:** Credit or no-credit.

**Hesse:** Would you make exceptions for the grades from Iowa and Iowa State?

**Kidd:** No. Not personally. I wouldn't make an exception from Harvard, either. We have not control—this is my personal opinion, not something I'd like to push forward. My personal opinion is that if we do not—it's on their transcript, anyway, right? The students have it on their transcript. I have no way to judge the quality of education at different institutions, for good or for bad. I have anecdotal evidence, but I don't have any professional way to do that, so I say if it's not under our control, then we should just say, "Hey you get credit for the class, great. We're good." But whether you get an 'A' or 'B', I don't know.

**Bernhard:** I would just say that there are already precedents for this too, because this is what we do with AP credit. Like on my transcript, it has all my grades, like I took a couple of classes at community college, and my GPA transfers for those, but for the AP credits that transferred in, there's just simply an "X"

**Kidd:** Yeah. It's a credit or CLEP. And again, the reason it came up again is because of the Academic Forgiveness Policy, and how this would not have helped the student that I was mentoring at all, even though really it was something he'd done when he was 19. He came back when he was like, 22 and he had a terrible G.P.A. forever. So, just some thoughts. If anybody has strong objection, I'll just drop it I guess but I wanted to float it. You guys can comment to me in email if you like, and I was going to make up another petition, and this time I was going to start with the College Senates, also.

**O'Kane:** Are you thinking that this could be mandatory or the option of the student? Because I would suggest that it be made mandatory.

**Kidd:** I would suggest mandatory, because otherwise it would just be another way to play the system, otherwise.

**O'Kane:** Right.

**Kidd:** And its—sorry.

**Hakes:** Wouldn't F's still count as F's though? I understand that if they pass, you want to say it's an "X-Pass." But if someone fails, then it doesn't transfer, but it

would also then just be an “X”? I mean, it’s not an “X” if they didn’t pass, but you would not count the “F” in their G.P.A.?

**Kidd:** I personally would feel that no, it’s not our institution, it’s not my business.

**Hakes:** But on the other hand, we’re still counting the D/F line. In other words, when we accept credits from some place, we’re accepting their grade in the sense that its “Pass” or not. So, we’re saying we can’t distinguish between their A’s and B’s, but we can distinguish between their D’s and F’s.

**Kidd:** That’s also Regents Policy. We can only go so far.

**Morrow:** Just a bit of information to give you as you’re thinking through that process: UNI does track what the UNI GPA is, versus the cumulative GPA, versus the transcript G.P.A.

**Kidd:** I know. I understand that.

**Morrow:** So it could be education, and teaching the scholarship administrators to just use the UNI G.P.A.

**Kidd:** Does probation count in just the UNI G.P.A? Because I don’t think it does.

**Morrow.** Probation?

**Kidd:** When a student has a “C” average, they go on probation.

**Morrow:** No. It probably isn’t in probation. I’d have to double check. But, you could for scholarship purposes, you could be looking at just a certain G.P.A.



**Nook:** What about graduating with honors? Summa, magna cum laude? Is it just UNI?

**Morrow:** I think that's just UNI. I think that one is just UNI.

**Kidd:** My thought is that we don't have control over anything that's not done at UNI. It's not my business if a student failed a class at a different institution. If you want to transfer credit for a class, that's fine if we accept it. Already, different majors don't have to accept classes for that major. Right? Like we do, but like our program would not have to accept a physics class for the major. We accept the credit. That's fine, but it might not count towards the major.

**McCandless:** I don't disagree with what you're saying. The only thing I can see is it is useful from an advising standpoint for us to have some access to what those grades were. Like, for example if a student started and there was a bunch of C's, I think I would probably advise them differently than if they were a bunch of A's. So, if there was a way for the grades to be displayed for advisory purposes but not count, I think that would be okay. But I think that we do need some record of what's going on there, and we need to have access to it.

**Kidd:** Well yeah, there are transcripts, right?

**McCandless:** Sure.

**Pease:** Probation is also just UNI G.P.A.

**O'Kane:** It seems to me that if we're already tracking the two ways to calculate G.P.A., why bother doing this?

**Kidd:** Again, I hear those words, but I know in two cases at least, that didn't seem to be the way it went. That's the...the guy—was not doing that badly. He had a B average at UNI.

**O'Kane:** Scholarships are going to track UNI G.P.A.

**Kidd:** One would hope, but that's not...There's no way that student had a B average, or a 3.5 average.

**Nook:** I can see that if we're keeping all of these, and they're showing up on a transcript, confusion is easy, right?

**Kidd:** In those two cases at least, it's not what happened. This student definitely didn't feel they were—that they had the ability to apply for things that I thought they should have been able to apply for. They were looking at their G.P.A. So, I don't know. Again, like you say, maybe it's nothing, and I just ran into two cases—anecdotal evidence. I just don't see why we're keeping track of it at all.

**Schraffenberger:** So what's the next step? You'll write a petition and then we will respond? You'll take it to the College Senates?

**Kidd:** I wanted to get a feel for it from here, first. I was going to write...what are the implications from not my perspective and like...I don't know what all the implications would be, right? And then, what are the State rules on this? Like do we have to accept grades? I don't know. And then after that, I would probably start with the College Senates to get...to see if nobody cares, then why bother with this.

**Schraffenberger:** Philosophically, I think it's great to distinguish what we do on this campus and the grades they receive on this campus. They are more important than where they had been previously. So I like that idea of distinguishing what we do here. My other question would be what the effect when they graduate would be, and how are transcripts used? How are G.P.A.'s used? How are they used to get jobs or to network—if they are at all.

**Kidd:** I advise my students on different ways they can make their G.P.A. sound the best, right?

**Schraffenberger:** I guess that would be one of my concerns. It's not just what we do here on campus, but the implications down the line.

**Kidd:** Exactly. Yeah, and again I teach my students how to make themselves look good when they write resumes. I'm not going to...I tell them: What's your best G.P.A.? Use it.

**Schraffenberger:** Yeah.

**Kidd:** Is your major your best G.P.A.? Use that. Is your overall? Use that. Is it your UNI? Use that. You can explain it later. But I teach my students that.

**Gibbs:** What about like grad student's assistantships? You have to have a certain G.P.A. to have an assistantship? Would that just be like your first semester then if you were going to a different school be a wash? That might be impacted by it as well.

**Kidd:** I will be honest. I don't know how grad assistantships are done at UNI. From that point of view, when I've worked with grad students, they were all basically from UNI only at the graduate level. So, I don't know.

**Skaar:** From a graduate program—from our graduate program, when G.P.A.'s are calculated, we only use G.P.A.s from here because we don't transfer in any classes necessarily in the same way that it happens in other programs. At least for our program, that's how we do it. We have people coming in with M.A.'s already coming in to the Ed.S program, and we'll say, "Oh, you don't have to take this class, and we'll just redo their program of study. We don't necessarily transfer in classes like it is done at the undergrad level. And I don't know that all graduate programs do things that way. But that's how we do it. I would say Jeremy (**Schraffenberger**) to your question about implications, at least from the grad school perspective, we look at each institution's G.P.A. individually, rather than looking at one cumulative, or something like that, because we look at all of their entire educational history—college and university educational history, before coming or applying to the program. And again, just speaking from how we do it and other institutions within school psychology do it.

**Pease:** The assistantships and scholarships are based on UNI G.P.A.

**Williams:** I'll just add one more comment. Maybe Tristan (**Bernhard**), this is something you could look into. I think it is very confusing for the students, especially when you get to a major that have to have like a certain—like you have to have a 2.5 average in the College of Ed: They think they have it from their cumulative G.P.A., but they don't from their UNI G.P.A. and they just get super

bumped out when they don't get into the College of Business or the College of Ed. Because of that. Or, they don't graduate because they don't have a cum 2.0, or a UNI 2.0, but they have a 2.5 cum[ulative]. They get very distraught and upset about that, and they're a little confused about their own G.P.A. I do think it's a student issue.

**Bernhard:** I'll collect feedback on that on Wednesday and I can bring that back to the body or to you if you want it.

**Kidd:** I do. I do know some students who were disappointed when they tried to take a community college class to replace a UNI class, but obviously they thought that's was what they could do. Because yeah, they were below the 2.5 threshold, and they were going to make it up somewhere. And sometimes it kind of flies, too, by the way. I'm not convinced that in 100% of the cases this is the way it really works. Maybe it does. I don't know. I just wanted to get some feedback. And, even if it's something more like we just don't have a cumulative G.P.A., that combines everything—if we don't have that.

**Petersen:** Thank you Chair **Kidd**.

**Kidd:** Thank you.

### **MINUTES FOR APPROVAL**

**Petersen:** You all should have seen the minutes and have had an opportunity to take a look at those minutes. Is there a motion to approve the Minutes from January 8<sup>th</sup>? Thank you. Moved by Senator **Gould**. Is there a second? Thank you. Seconded by Senator **Choi**. Is there any further discussion needed about those

minutes? Noting for no further discussion, I call for a vote to approve the minutes from January 8<sup>th</sup>. All in favor, say 'aye.' Any nays? Any abstentions?

Two abstentions.

### **CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING**

**Petersen:** So we have one item to be considered for docketing. It is an emeritus request from Joe **Wilson** who is an Associate Professor in KAHHS. Is there a motion to docket this emeritus request for Joe **Wilson**? Moved by Senator **Neibert**. Is there a second? Seconded by Senator **Skaar**. Is there any discussion needed in order to docket this item on to the calendar? No further discussion needed, so I call for a vote to docket this emeritus request for Joe **Wilson** on to the calendar. I just got lost. Is there a motion? We did that.

**Gould:** Yes. Motion's already...

**Petersen:** Alright. And I typed it all up! [Laughter]

**Kidd:** You're really good at this, by the way.

**Petersen:** All in favor, say 'aye.' Any nays? Any abstentions? So we officially docketed it for our next meeting.

### **CONSIDERATION OF DOCKETED CALENDAR ITEMS**

**Petersen:** We have no New Business. We have two items for consideration that are on the docket. The first is an emeritus request for Gerald **Smith**, Professor of Accounting. Is there a motion to consider this emeritus request? Moved by

Senator **Hakes** and seconded by Steve **O’Kane**. Is there any discussion—any guests or Senators who would like to speak on behalf of Gerald **Smith**?

**Mattingly:** Gerald (**Smith**) was—has been with the University of Northern Iowa quite some time, and he was a very much valued member, not only in the College of Business, but of the University community. And of course I think he held this seat just before I took it. He was the Department Chair—Department Head—in the Department of Accounting for 15 years, and now he holds a chaired or fellowship position. I think if anyone deserves an emeritus status, it would certainly be Gerald (**Smith**).

**O’Kane:** Gerald (**Smith**) is one of those people I think we should not let retire.  
[Laughter]

**Wohlpart:** So are you denying the request?

**O’Kane:** If we could deny this and it makes him not able to retire, I would do that. I’ve had the privilege of serving on committees with him, and it is just a joy; a very personable person, very thoughtful person, and I think everybody in here would say the same thing for what he had to contribute to this body.

**Kidd:** I met Gerald (**Smith**) in 2012 I think. The union flew us out to Seattle to look at how to analyze budgets for the University, so Gerald (**Smith**) and I got to learn spreadsheet stuff and numbers, and I guess he knew it anyway. [Laughter] I mean, they picked him for a reason I’m thinking as an accounting kind of guy. But, I’m not an accounting kind of guy, so that was very helpful for me, so it was nice to get his perspective on things over the years, especially in terms of helping me with Excel Spreadsheet. That’s about it.

**Petersen:** He also had a beautifully written letter, and many of you have already noted his accomplishments, but he also received a number of awards here on campus: The UNI College of Business Administration Faculty Service Award, as well as the Faculty Teaching Innovation Award. Is there any other further discussion?

**Kidd:** Just one thought I guess: You might see him again. He might teach things in a temporary fashion now and then if he is allowed to do so and still be emeritus-- actually do it anyway if he were an emeritus.

**Petersen:** Then if there is no further discussion, I call for a vote to approve the emeritus request of Gerald **Smith**. All in favor say 'aye.' Any nays? Any abstentions? Okay, the motion passes.

**Petersen:** Our last item for consideration on the docket is a consultation from our UNI Disability Services Office. So Kelly (**Gibbs**) I might need to bring this back to you since we lost our screen.

**Gibbs:** However you want us to be we will be.

**Petersen:** Come on up.

**Gibbs:** I feel like this got extra official sitting up front here. Thank you all for having us. It's been super informative to just sit through this. We came here a couple of weeks ago, and we just had an awesome takeaway. So thank you so much for having us. This isn't in Presenter View because it freezes up when it's like that. It's a little technical glitch, just so you know we're aware that it's not in



Presenter View, so just bear with us. I'm Kelly **Gibbs** and I am the Student Disability Services Coordinator. We come to you to discuss a new systems change in how SCS manages our student accommodations. Our goal is to get feedback and support from you as we roll out this new program. We met last semester with Provost **Wohlpert**, Jim **Wohlpert** over there, and he recommended that we come speak with you to get your feedback, answer any questions you might have about our new process. So Accommodate is a comprehensive accommodation case management system. It's designed for the approval, delivery of accommodations including online accommodation requests, work flows with letter-generation, faculty communication tools. It's a document management system and a report generation system. Plus, it has other capabilities as well. It allows us to provide a fully accessible registration for all of our students. It was purchased in the Fall of 2017, and it is a product through Simplicity, which is used by Career Services right now here at UNI. This is an overview of what we're going to discuss. We're going to give you some disability statistics, the benefits of Accommodate, a timeline of our implementations, and then some feedback and questions.

**Lynes:** So, to start with some disability statistics, the Higher Education Research Institute at UCLA reported in Fall 2016 that about 22% of incoming freshmen were identifying as having at least one disability or disorder. And that aligns well with a survey that was actually done last semester here at UNI, where about 21% of incoming freshmen said that they were interested in learning more about services through Student Disability Services. Currently, we're actually only serving about 7% of the UNI population through our office. So on the screen is a chart. It highlights the number of students approved for accommodations through Student

Disability Services starting with the 2011-2012 academic year. To highlight the purple bar, is the number of students who are registered for accommodations at the very beginning of the academic year. However, students can register with our office at any point in the semester, so the yellow bar is that additional number of students who registered with Student Disability Services by the end of that academic year. So on average, between the end of the previous academic year and the start of the next academic year, we lose about 20% of students. However, despite losing that number of students, at the end of the year, we're still steadily increasing in the students that we're serving.

**Gibbs:** So what are the reasons behind the increase of students? One, first and foremost: The changes in federal laws. How many of you heard of comfort animals, emotional support animals? That has been a big increase on campus. We've had a higher number of incoming freshmen. Last year, I believe it was 2,000 incoming freshmen, the largest freshman class; an increase in the number of students identifying as having a disability, and this is a good thing. We want students to identify their needs so that we can provide them the support. There's been an increase in awareness and acceptance of mental health conditions. Recently, UNI hired a suicide preventionist. Our office has done a ton of outreach efforts, even prior to both Jenny (**Lynes**) and I coming on board, they really ramped up outreach efforts to try and get students connected to us. Although all of these reasons are great, they're still a little speculative, and the reason that is because traditionally, students with disabilities haven't been tracked very well. And the reason that they haven't been tracked very well is there was a level of concern about confidentiality. So Accommodate will allow us to have this

confidentiality, and still track students and get the important data so we understand when students are coming to us, why are they coming to us, why are they leaving? Are these freshmen? Sophomores? Are they seniors? What do these students look like, so that we can help retain, and then help push them to graduation as well, because as you know, disability is an aspect of diversity, which is one of our pillars. So we want to make sure that these students are included in our numbers and considered, because all students matter, especially those that we need to provide that extra support to.

**Gibbs:** So, some other institutions that maybe utilize Accommodate: Iowa State University is currently utilizing it. The University of Iowa: They currently use a program that's called Clockwise, which is similar. They're not a huge fan of it because it has some quirks to it, so they actually are trying to move towards Accommodate, and there's other colleges: There's Kirkwood College, University of Illinois—lots and lots of institutions are moving to this type of system for the reasons that I'm going to describe: The Accommodate benefits. One of the major benefits is the management of communication. Accommodate allows us to tie in every single person: the faculty, the students, the administration every step of the way with automated web-based workflows. Right now, our process is very manual. It's paper and pen. It requires human intervention along every step of the way that can lead to delays in processing. That can lead to data errors that can lead to poor work flows. And if you've had a student in your classroom that's got accommodations, you've probably experienced some of those pains. We've experienced some of those pains, and so we just want to make a better experience for the students and for you. It allows us to be proactive so we can identify trends. We can pinpoint which classes, or which curriculums students

may be struggling with. We can simplify our case management reporting. We will get the quantitative data that we need to be more proactive. And then, it's paperless. So you probably have noticed, students expect now when they go to college, that things are digital. That they are accessing technology. So, paperless allows us to have some cost savings.

**Gibbs:** There's less human error. Accommodate is also integrated with our University system, so we don't have to manually enter in every single time there's a change for a student. It automatically is updated, and so we are being as accurate as possible. So just to highlight some, not all of the benefits for you as faculty: One huge one is access to student accommodation plans. With this system, you electronically at any point in time will know every single student in any of your courses that is registered with our office, just by accessing Accommodate, which right now, that doesn't happen, and that's a huge, huge issue and benefit for you guys. It allows for better planning for student accommodations because you can view this at any point in time. The system also gives a notification as soon as we make the approval in our office. You don't have to wait for that student to go in and to show you their piece of paper that says, "Here's my accommodation." Right away, you're going to know what their accommodations are, so we can start having those important conversations prior to them getting there. And this isn't taking away the student's responsibility that they're not going to sit down and talk with you. But this allows you not to be blind-sided by a student coming to you and saying, "I need X, Y, and Z," and you are just completely unprepared; haven't had a conversation yet.

**O’Kane:** Will we be notified via email? I assume that we’ll have a link in it and then we can click on it.

**Gibbs:** You got it. That’s exactly what it will do. Yup. Any other questions? So, another benefit is the greater accountability for students. So, you’ve probably had the student come to you and say, “I need X, Y, or Z,” and you’re not sure. You’re like, “Have they gone to talk to Disability Services? I don’t know if they’ve talked to Disability Services. Oh, I have to look back through my paperwork to find out what is their accommodation plan.” Right? With this system you’ll be able to just pull up their information right away and know, is this person registered. And if they’re not, just really clear, “You need to go talk to Student Disability Services so they can provide you the support that you need.”

**Lynes:** So looking at the student perspective, some of their benefits: One, accessibility. We’ve seen a higher demand for online courses, and our creditors are actually asking how we are we being responsive to those students—the students who are taking online classes or are distance-based. We were actually just contacted last week with a question about how are we being responsive to those students. Also with accessibility it is being overall accessible to individuals with disabilities, since we currently have a paper-based system. For example, if the student is blind or low vision, that’s not an accessible process for them. Another benefit is just access. They’re going to be able to register and access their services electronically, and all of that is going to be time-stamped electronically in the system, which is very important for our legal obligations with the accommodation process. And then finally, because we’re moving to an online system, that’s going to allow us to remove some of those repetitive,

administrative tasks that we have to do every day. And by using that time that we'd otherwise be spending, we can devote that to spending time with individual students, and also supporting you as faculty as well. So looking at our timeline for implementation, this semester we're going to do a test pilot with some select students.

**Lynes:** The professors of those students will already have received the current paper star forms, but we're also going to be providing them electronically through Accommodate. Students and faculty members, utilizing Accommodate in that test pilot will be surveyed for feedback on points of consideration—things that came up during the semester. And we also plan to test for the accessibility regarding some specific students that we have in mind. For Summer 2018, that's when we're looking for a full roll-out, fully implementing Accommodate, so that in Fall 2018 all students registered with Student Disability Services will be utilizing Accommodate. So faculty members will be receiving those electronic versions of the Star forms, also we'll be obtaining additional feedback as well of other things that might be coming up. If there are any major issues, we will hold off on fully implementing so we can address any concerns that have come up. So we do plan on offering training for faculty and staff on understanding and utilizing Accommodate before it's fully implemented. But one of the questions that we had for you is: What suggestions do you have for communicating these changes to faculty in general, so we're coming to you but how can we reach the greater faculty here at UNI? Any ideas?

**Kidd:** Department meetings are probably the best way, but I think at least for me, like I wouldn't think about it until I had a student who needed to use the system.

**Gibbs:** Yes.

**Kidd:** So I think that's going to be really good to have like ready, because we'll learn it, and then we'll forget it like everybody else. Like, "Okay, that's good. There's a form. There's a system. Where in my thousands of emails is it? I have no idea." Right?

**Gibbs:** Yes.

**Kidd:** So you're going to have a website that people just go to, right? Will that be linked to the E-learning system or to the Class Roster system or the UNI whatever-MyUNlverse?

**Gibbs:** So it's right now we're going to have it on our website, and then also under MyUNlverse, but some of that as we do the test pilot and survey, we want to get that feedback as to those little—if there's any kinks with that; what makes the most sense to get that information out there.

**Kidd:** Right. I'm thinking like the class rosters, that would be perfect, right? You're right there, you could just pop in that name on a class roster and boom, something pops up.

**Gibbs:** It does.

**Kidd:** That would be perfect.

**Gibbs:** The class roster, it will pull any student in the class roster, and it will show who is registered with our office, and then their accommodation plan for any of your classes. All of them.

**Wilson:** That's not within Accommodate. That's from your SIS class roster.

**Gibbs:** Oh, I see the SIS.

**Williams:** We're still working on the SIS. There will be a way. Like in MyUNiverse, to have a link to Accommodate, but they're not going to fully...It will be more like eBus—an outside program. Also in your class roster from SIS. When you get into that system, that class roster will show you who has accommodations. So it's a little different.

**Schraffenberger:** I don't know if I'm the only one who has a department that has a few Luddites in it. [Laughter] I think that some of them are looking for technology therapy in some ways to figure out what is going on and they always go to the staff in our office; the department office. So I think it would be important—a department meeting is great, if everyone is there, and if you remember it when once you're using it, but I think having the office staff will be very useful because they will be at the frontline of the questions that at least some of my colleagues will have.

**Williams:** I agree.

**O'Kane:** I would suggest that you have some instructional videos that can be clicked on.



**Gibbs:** Ryan (**Jaeger**) is back there shaking his head, yes.

**Jaeger:** Jenny (**Lynes**) and Kelly (**Gibbs**) will make the videos and they'll be spoken instructions on it and also probably screen shots to click on that as well.

**Kidd:** Every semester I go through advising, would that advising holds, I can look up how to do it. [Laughter]

**Smith:** It sounds like this is part of it, but just to lend support to what you're doing, last semester I had an online class, and I didn't find out until about two days the class started that I had a hearing impaired student in the class and we were doing videos. I was trying to play catch-up all semester. So the sooner you can find out, and if it is tied into the roster, or whatever type of notification system, the sooner the better.

**Gibbs:** Yes. There are some challenges there too, with just when students register. So if a student registers late, then we have to be responsive at that point in time. But we would like as much lead time as possible to make sure that you don't feel like, "I have to do all of these things as well."

**Weeg:** I have a question. I'm Barb **Weeg** from the Library. How do you see this student responsibility related to this? Is it still the student's responsibility to talk with a professor, or with the library as opposed to necessarily saying, "faculty member—it's all your obligation"? So, could you speak to that relationship?

**Gibbs:** Accommodations are student-led, and they will continue to be student-led. This just allows you that additional notification right away. They are still going to

be required to sit down and talk with you about their accommodations. It is up to the student to decide how much information they want to disclose. We encourage students if they have a situation that requires or it would help you, to give more information about their specific situation, to give it to you. But they're not required. So the legal obligation is that you're notified about what their accommodation is, and then to implement it. And if you have any concerns about that accommodation, then that would come to me.

**Choi:** Actually, I want to second to the previous question, because there were several occasions that there was some misunderstanding between me and the students who are asking for accommodations, and they that think that it's my obligation, and I think it's their responsibility. So I think it's important for the Services to educate the students.

**Gibbs:** Yeah.

**Choi:** Like for example, in Senator's **Smith's** case, I think it's the student's obligation that they should let the professor know, so that the professor can be ready; prepared for the event.

**Gibbs:** Completely agree, and that's how the law would read, too, that the students still—they are the key piece in this. It's student-led. They have the obligation to notify you. If something's wrong, they have the obligation to notify me. Most of our students get it. I have one or two that don't, and then I give them the rights and responsibilities. "Here are your rights and responsibilities," as someone who's receiving accommodations. These are the things you need to do to get at what you need. Part of that is advocacy and training, and that's what we

want to spend our time on. We don't want to spend our time on signing paperwork. We want to spend our time on those sorts of issues.

**Petersen:** Kelly, (**Gibbs**) I think the proactive piece is really interesting, because if we haven't had the ability to really collect data, and we now do, we will have a better sense as a community of the types of accommodations that are most beneficial, which then could help us as professors create classrooms that are more universally designed, based on that data.

**Gibbs:** Exactly. Yup. We're not just trying to retrofit things. We can use best practices. Yeah, that's the goal. That's where we're heading. Any other comments?

**Kidd:** I had a question, and I don't want to put you on the spot on this. My issue has a lot of times it has been students don't go to get the accommodations that they really should be getting. They say they will, but they won't. I think it's linked to mental health issues. I'm trying to like...do you have any advice?

**Gibbs:** That's tough. That's challenging. Accommodations are student-led and although we're in the business of helping students, right? Our motto: Student Success. Sometimes a student does have to fail in order to understand that they are...that they need the supports. We don't want them to fail, but sometimes students have to get to that point. We see, and this is like anecdotally, because I don't have the hard data, but I do see a lot of students second semester. First semester they thought, "I can do it. I don't need the accommodations. I'm fine." And then second semester rolls around, and they're like they got their grades

back. Maybe they didn't get the grade that they thought that they should get, or that they were used to performing at, so we talk about supports. So I would just encourage supports. But at the same time, knowing that they're adults that have paid, and you can't guarantee success. We're about equal access, not guaranteeing success. So that is super-challenging, and we want to continue to change the attitudinal atmosphere, so that students do feel comfortable coming to us, and that stigma is kind of washed away, so they don't feel like they're getting some advantage. That's the conversation that I have all the time with professors, is explaining that this isn't an advantage. I'm not in the business of providing advantages. I provide equal access, and sometimes that's challenging because as a faculty, you might not know the 'whys,' but just know that we are working within the law. I don't work outside of the law, so if the situation says that this situation dictates that this a reasonable accommodation, then we provide it.

**Kidd:** I never ask questions like...I don't want to invade your privacy at all. Some students, they want to tell me and I'm okay with that, but I don't ever ask that question because I don't want to make people uncomfortable. But is there any integration with existing early-warning systems at the University? Again, I'm not saying you have to, it's just a question because I have noticed that there are some obvious patterns that I pick up on too late. You know what I mean? Like I can say retrospectively like, "Oh yeah, that was going to happen." And I don't know why the student is missing class or failing a semester...

**Gibbs:** But you see it, and you know that it's going to happen and then it...

**Kidd:** I've seen it over and over again. I'm like, "Okay." But they usually won't respond to my emails. It's like "Hey, maybe you should go talk to someone here at this place," or "Hey, check out this resource." And I think that people have a sense of shame or whatever it is, and again—you're right, they're adults. There's only so much you can do.

**Gibbs:** I agree.

**Kidd:** I just didn't know if there was some...I don't know I don't have an answer for this: I'm a physics-guy. I just feel bad, right? You can see that they're trapped in their brains. It's a cycle, right? And it's a never-ending cycle of "Hey, I feel bad that I didn't do this, but now I have to go see someone, and I can't even get out of my room." Et cetera, et cetera. And sometimes I tell them, "You should take a break from school. That will help." I don't know. Talk to someone. Is there any kind of early-warning intervention that this pops up? I have no idea. And within the existing system I know, they take questions about the emotional state of students, I know. I don't remember what it's called. Do you guys recall the survey, that's done. What it's called?

**Williams:** The survey that the freshmen do in the fall? Mapworks? It was a new survey in the fall. UNI-Connect. We start talking about Student Disability Services at Orientation, and encouraging students to utilize it. Talk about if they had accommodations in high school, make sure you get them here. I talk to parents telling them, "Get your student to at least go talk to them. They don't have to utilize them, but they should at least know what's available." And then, anytime

we have students of concern, come to the Dean of Students Office. Obviously, the Office is one place that we refer students...

**Kidd:** Awesome.

**Williams:** ...to check out, including Counseling Center, including the Academic Learning Center and Writing Center and all kinds of places, depending on what they're presenting; making sure they're getting connected to resources. Anytime you can get them over to our office, we get them to them as well. You can't just go up to a student and say, "Hey, do you have a disability?" That would be terrible. Right? You can say, "Hey, I notice you're struggling. This is a list of resources on campus," And use that as one of the list. That maybe will prompt them to go.

**Gibbs:** A strategy I use is always addressing the actions, and not putting the labels. So like, "I've noticed you've been missing class," Are you aware that on campus we have lots of different resources. We have the Academic Learning Center, we've got the Counseling Center, we've got Disability Services—making it a natural conversation, without putting a label on somebody, or asking questions that you might not want the answer to. But yes, there are places that we can improve and there are conversations that I think still can be had about how we can better serve the students. That's where we want to go. We want to get away from all this administrative work and be a source of support and where students feel confident and welcomed, that they're going to be supported if they come to us.

**Weeg:** As a librarian, I'm sort of like Switzerland. We're neutral. We see students from all majors, all—everything. One thing always strikes me is that we've got-- addressing one student, or the whole University. But it seems to me at times it could be a place for departments, so like if you're from physics, so physics may be sending out at a certain point information for all students or majors about where these resources are available. You may already do that, but there might be certain points in coursework where, say third year—that's a high stress point, and maybe, "Hey, these are resources available on campus," In addition to talking to us as faculty.

**Gibbs:** I think that that's a good point. The data will allow us to show where our students are falling off. Are they falling off their sophomore year second semester? Then we're going to target sophomores and really bring them in. That's what this is going to allow us to just really be more finessed with our work, rather than just blanket 'everybody come.' Let's pick out the people that we know are going to most benefit from our services. Any last feedback? Questions?

**Mattingly:** If we have a student that is struggling is there a best first place to send them, that can do some screening and give them support? "Here's where you need to start."

**Williams:** Please go to the Dean of Students Office. Everyone goes to Counseling. I love the Counseling Center, but they can't talk to us, right? I can talk to anyone. I can talk to you. I can talk to everyone. If they get sent to the Counseling Center, they can't tell us anything. So the Counseling Center is great. We'll refer them

there. If you get them to us from Disability Services, we'll refer them everywhere on campus.

**Mattingly:** The triage point.

**Williams:** So, we're trying to make the Dean's Office be that place, for any student of concern, for any reason: Not showing up, being disheveled in class, being disruptive, doing poorly in class—anything you want. We'll try to help.

**Mattingly:** Thank you.

**Williams:** I'm saying that for whoever is going to do it after me. [Laughter]

**Petersen:** Thank you so much. [Applause] I think what's most interesting about that conversation is that it was more about what we can do for our students versus the actual software you were sharing.

**Schraffenberger:** First time I've heard Tim (**Kidd**) say, "I don't have the answers. I'm just a physics-guy." [Laughter]

**Kidd:** Yes.

**Petersen:** That brings us to the end of our meeting, and Michael's (**Walter**) favorite part, which is "For the good of the order." If anyone has any remarks or additional comments, announcements? If not, is there a motion to adjourn?

**Strauss:** So moved.

**Petersen:** And seconded. Thank you very much.



**Follows are five addenda.**

**Submitted by**

Kathy Sundstedt  
Administrative Assistant/Transcriptionist  
UNI Faculty Senate

**Next Meeting:**

Monday, February 12, 2018  
Rod Library Room 301  
3:30 p.m.

**Addendum 1:** Letter from Dr. Tim Kidd to Senate and Administration regarding G.P.A. calculation  
1/23/18

Greetings,

This is in regards to my points at the university senate meeting today, that I feel it is not in the best interests of our students or the university to utilize grades earned by students at other institutions. I'd like to point out that our students see their cumulative GPA (which includes transfer credit) as their main GPA [from my view at least] and also that this cumulative GPA appears to be used for scholarships and academic probation decisions by the university.

My proposal is that UNI stop using the transfer GPA for anything beyond entrance requirements and base all decisions about academic probation, new or maintenance of scholarships, and reported GPA solely on work performed at UNI. Recording the transfer GPA is fine, but I don't see the need for this "cumulative GPA" which includes transfer credit. IF the student wishes to calculate this to their advantage for their resume, of course this is fine. Basically I feel this is unfair to students who have turned around from a rough start elsewhere and/or for students who could be getting such scholarships instead of others who might be riding their GPA from somewhere else.

You are included on this message for feedback, or in the case of college senate chairs, I'd like it if you could bring this up at a meeting [I am happy to docket this as appropriate if you give me some guidance] for feedback this term if this can be accomplished in time for the university senate to hear it as well.

Supporting documentation for my proposal follows

Cheers  
Tim

**Addendum 2:** Academic Probation

**Addendum 3:** Advisee

**Addendum 4:** Presidential Scholarship Page

**Addendum 5:** Gerald Smith, Emeritus Letter written by Dr. Karthik N.S. Iyer, Professor, Department of Marketing

standing if his/her UNI cumulative GPA is 2.00 or higher.

## Academic Probation

Any **first-semester student** who earned a UNI semester GPA below 1.00 after their first semester, will be placed on Academic Probation. Also, any **continuing student** will be placed on Academic Probation when their UNI cumulative GPA is below a 2.00. A student placed on Academic Probation must earn a minimum UNI semester GPA of 2.00 for each semester while on Academic Probation until his/her UNI cumulative GPA reaches 2.00 or higher.

While on Academic Probation, a student will be limited to 14 credit hours. Once a student's UNI cumulative GPA reaches 2.00 or higher, s/he will be removed from Academic Probation and shall be in Good academic standing. Academic Probation is **not** recorded on the student's official academic transcript.

**At the end of a student's semester on Academic Probation, one of the following actions will be taken:**

- The student will be academically suspended if his/her UNI semester GPA is less than a 2.00.
- The student will continue on Academic Probation if his/her UNI semester GPA is a 2.00 or higher and his/her UNI cumulative GPA remains below a 2.00.
- The student will be removed from Academic Probation and shall be in Good academic standing if his/her UNI cumulative GPA is a 2.00 or higher.

## Academic Suspension

A student on Academic Probation who fails to earn a UNI semester GPA of 2.00 or higher will be placed on Academic Suspension. Academic Suspension is for a minimum period of one

Statistics

FALL 2012	From Enrollment	From Transfer Credit	Combined Term Total	Cumulative Total
<b>Units Toward GPA:</b>				
Taken	14.000	6.000	20.000	20.000
Passed	14.000	6.000	20.000	20.000
In Progress				
<b>Units Not for GPA:</b>				
Taken		5.000	5.000	5.000
Passed				
In Progress				
<b>GPA Calculation</b>				
<b>Total Grade Points</b>	35.980	15.000	50.980	50.980
<b>/ Units Taken Toward GPA</b>	14.000	6.000	20.000	20.000
<b>= GPA</b>	<b>2.570</b>	<b>2.500</b>	<b>2.550</b>	<b>2.550</b>

## Presidential Scholarships

**20 Presidential Scholarships are awarded by the University Honors Program to high school seniors with a history of outstanding academic performance worth \$32,000 over four years (\$8000 per year). Recipients will be those whose strong academic credentials are matched by personal involvement in leadership and service activities.**

### Scholarship Requirements

Maintenance of Presidential Scholarships over four years will depend on recipients meeting the following criteria:

- Complete 1st year seminars
- Participate in 2nd and 3rd year think tank and leadership experiences
- Maintain a 3.50 cumulative GPA
- Make progress toward honors designation including the senior thesis

### Presidential Scholar Activities

The awards carry recognition for academic excellence, as well as the expectation for leadership and service. The following program features are designed to enhance the academic and civic engagement of Presidential Scholars.

#### First-year seminars

New scholarship recipients participate in scholars-only seminars during their first two semesters at UNI. The seminars are designed to challenge new scholars academically while also giving them an opportunity to establish themselves as a community of learners. The Honors Advisory Board selects honors seminars from proposals submitted by university faculty. Two seminars are selected each year to be reserved for incoming Presidential Scholars.

12/12/2017  
Cedar Falls

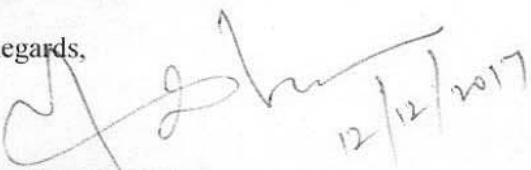
Dr. Michael Walter  
Chair, University Faculty Senate  
University of Northern Iowa  
Cedar Falls, IA 50614

**Re: Emeritus Status Request for Dr. Alvin Gerald Smith**

Dear Dr. Walter,

Dr. A. Gerald Smith has provided over 28 years of meritorious service at UNI. I highly recommend that he be given Faculty Emeritus Status. Gerald joined UNI in August 1989 as Head of the Department of Accounting. He served in this capacity for 15 years before returning to the faculty as a Professor of Accounting. In 2014 he was named the Accounting Alumni Faculty Fellow which he continues to hold. Gerald has been an outstanding teacher and students regularly cite him as having a significant influence on their decision to major in accounting. He is an active researcher with over 20 published manuscripts. Gerald's service activities are extensive. Examples include CBA representative to the Faculty Senate, member of the Provost Search committee, member of the CBA Dean Search committee, member and chair of Accounting Faculty Search committees, Department of Accounting representative to the CBA Faculty Senate, and chair of the CBA Scholarship committee. Gerald has served United Faculty as an Executive Committee member, Budget Committee co-chair, and Negotiating Committee chair. He has provided tireless service to the profession through involvement and leadership roles in the American Accounting Association, American Institute of CPAs, Association of Certified Fraud Examiners, Institute of Internal Auditors, and the Institute of Management Accountants. Gerald is certified as a CPA and CIA. He received the 2007 UNI College of Business Administration Faculty Service Award and the 2006 CBA Faculty Teaching Innovation Award.

Regards,

  
12/12/2017  
Dr. Karthik N.S. Iyer  
Professor, Dept. of Marketing  
Chair, College of Business Faculty Senate  
346 College of Business

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