

Regular Meeting  
**UNI FACULTY SENATE MEETING**  
**01/13/14 (3:33 p.m. – 5:06 p.m.)**  
**Mtg. #1747**

SUMMARY MINUTES

**Summary of main points**

1. Courtesy Announcements

Faculty Senate Chair **Smith** called the meeting to order at 3:33 p.m.

Press present included MacKenzie **Elmer** from the Waterloo-Cedar Falls *Courier* along with Jordan **Aune** and Cassandra **Tant** from the *Northern Iowan*.

Provost **Gibson** offered a welcome back to all and noted that at a future meeting some of the Provost Office and campus activities will be shared.

Faculty Chair **Funderburk** also welcomed everyone back, announced the activation of the Administrative Review Committee, and noted that few nominations had arrived for the Regents Awards. He encouraged Senators to talk with their College Senates about this.

Chair **Smith**, after an opening welcome, announced the formation of an exploratory committee for looking into a possible Bachelor of Applied Sciences degree. **Smith** will serve on that committee until his Senate term expires May 2014. He also stated that the Provost is looking for a faculty member for the new committee to develop policy for Opportunity and Spousal/Partner Hires. Senator **Cutter** has volunteered for that position, and Senators approved.

When **Smith** asked for volunteers to join him to serve on an ad hoc [Faculty] Senate committee that will specify the process and mechanisms

by which the Senate will provide input into the planning and budgeting process, at the University and Academic Affairs levels, **Peters** and **Gould** volunteered.

Chair **Smith** then held a discussion on the Faculty Senate's new role in assisting with development of policy—both writing/submitting policy for others to comment upon and making comments on the policies written/submitted by others.

**Smith** announced that curriculum proposal packages at both the undergraduate and graduate levels have been completed by all four Colleges and will come up for special docketing today for the Faculty Senate's approval.

And lastly, Chair **Smith** led a discussion of the UNI Day at the Capital [in Des Moines, IA] on February 24<sup>th</sup>. Volunteers to attend were counted, ideas were shared for how to display information at the table, and because this is the date of a regular Faculty Senate meeting, March 3<sup>rd</sup> will substitute if a room can be located.

## 2. Summary Minutes/Full Transcript

December 2, 2013, Minutes were approved (**Edginton/O'Kane**).

December 9, 2013, Minutes were approved (**Kirmani/Nelson**).

## 3. Docketed from the Calendar

**1215** Consultative Session with CHAS Associate Dean Steve **Carignan**  
(head of the order, 1/13/14)

**\*\*Motion to docket at the head of the order today (**Walters/Nelson**).**

Passed.

**1216** Request for Emeritus Status, Betty A. **DeBerg**

**\*\*Motion to docket in regular order (**Edginton/Strauss**). Passed.**

**1217** Request for Emeritus Status, Douglas T. **Pine**

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

**1218** Extended and Separate Exam Administration

**\*\*Motion to docket in regular order (Cooley/Dolgener).** Passed.

**1219** College of Business Curriculum Proposals

**\*\*Motion to docket in regular order (Dolgener/O’Kane).** Passed.

**1220** College of Education Curriculum Proposals

**\*\*Motion to docket in regular order (Dolgener/O’Kane).** Passed.

**1221** College of Humanities, Arts, and Sciences Curriculum Proposals

**\*\*Motion to docket in regular order (Dolgener/O’Kane).** Passed.

**1222** College of Social and Behavioral Sciences Curriculum Proposals

**\*\*Motion to docket in regular order (Dolgener/O’Kane).** Passed.

#### 4. New Business

None

#### 5. Consideration of Docketed Items

**1215 1111** Consultative Session with CHAS Associate Dean Steve **Carignan**  
(head of the order, 1/13/14)

**\*\*Discussion completed with Kristina Marchesani, Kristin Woods, and Jessica Moon as Carignan was unable to attend.**

**1214 1110** Consultative Session with LAC Director Deirdre **Heistad**

**\*\*Discussion completed.**

## 5. Adjournment

**\*\*Motion to adjourn (Edginton/Kirmani).** [Passed by acclamation.]

Time: 5:06 p.m.

Next meeting:

Date: Monday, January 27, 2014

Oak Room, Maucker Union

3:30 p.m.

Full Transcript follows of 59 pages, including 2 Addenda.

Regular Meeting  
**FULL TRANSCRIPT OF THE  
UNI UNIVERSITY FACULTY SENATE MEETING**  
Date  
Mtg. 1747

**PRESENT:** Melinda **Boyd**, Karen **Breitbach**, Jennifer **Cooley**, Forrest **Dolgener**, Chris **Edginton**, Todd **Evans**, Blake **Findley**, Jeffrey **Funderburk**, Gloria **Gibson**, Gretchen **Gould**, David **Hakes**, Melissa **Heston**, Tim **Kidd**, Syed **Kirmani**, Nancy **Lippins**, Kim **MacLin**, Lauren **Nelson**, Steve **O’Kane**, Scott **Peters**, Gary **Shontz**, Jerry **Smith**, Mitchell **Strauss**, Jesse **Swan**, Laura **Terlip**, Michael **Walter** (25 present)

**Absent:** Barbara **Cutter**, Michael **Licari**, Marilyn **Shaw** (3 absent)

CALL TO ORDER (3:33 p.m.)

Chair **Smith**: All right. I guess we’re ready to come to order.

**COURTESY ANNOUNCEMENTS**

**CALL FOR PRESS IDENTIFICATION**

**Smith**: And we begin as usual with a call for press identification. Are there any members....MacKenzie **Elmer** from the Waterloo *Courier*. That’s our press representative today. [A bit later two more press were identified—see under Comments From Faculty Chair **Funderburk**.]

**COMMENTS FROM PROVOST GLORIA GIBSON**

**Smith**: Comments from Provost **Gibson**?

**Gibson**: Just briefly I want to say welcome back everyone. Glad to see everyone here. Looking forward to a great semester, and at a future

meeting I will outline some of the activities that we have—we'll have going this semester out of the Provost Office or on the campus, and hope to, perhaps with either Jeff [Faculty Chair **Funderburk**] or Jerry [Faculty Senate Chair **Smith**], talk about the Efficiency Study at a future meeting. So, Thank you, and I'm glad to see everybody.

**Smith:** Thank you, Provost **Gibson**.

### **COMMENTS FROM FACULTY CHAIR JEFFREY FUNDERBURK**

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

**Peters:** I think we do have another member of the press here.

**Smith:** Oh, will the other member of the press please identify?

**Aune:** Jordan **Aune**, with the *Northern lowan*.

**Smith:** Thank you.

**Tant:** Cassandra **Tant** from the *Northern lowan*.

**Smith:** Ok, thank you. Now, comments from Faculty Chair **Funderburk**.

**Funderburk:** Welcome back, of course. I wanted to let you know that we have started activating the review committee, the Administrative Review Committee, so that's in the works. Also, as we now have kind of gotten the list of folks that have been nominated for Regents Awards, I hope you will kind of have some discussions in the Colleges. I'm fairly surprised at how an unbelievably small number of people were nominated this time around. It's kind of the opposite of last year where I was shocked at how many were nominated, so I hope that—given that I think there were 3 Colleges that didn't nominate anyone, I hope that that was intentional and not just saving the extra work. So, I hope we kind of spread the word that that is the thing. Three?

**Lippens:** No. It was just one.

**Funderburk:** I thought [College of] Ed. did not. CHAS didn't nominate anybody new. Library didn't nominate anybody new. [Funderburk later clarified that most nominations were the result of "automatic" nominations based on winners of faculty awards last year and not nominations made by the Colleges.]

**Lippens:** Well, ok, but they did nominate.

**Funderburk:** We have fewer nominees than the maximum number of people we can recognize, so I want to kind of share that to have your Senate think about that going forward. That's fairly unusual. That's all I have.

**Smith:** That's it? Ok.

#### **COMMENTS FROM FACULTY SENATE CHAIR JERRY SMITH**

**Smith:** Then comments from me. Again, welcome back. If you thought it was cold here, you should have been in the Twin Cities. It was colder still. But the comments I have will closely parallel the points that I made in the Update and Meeting Preview message I sent out yesterday and, unfortunately, it was a bunch of stuff.

First of all, I wanted—in that meeting, or in that memo, I commented on the "exploratory committee" that will be investigating and/or developing programs that would offer a Bachelor of Applied Sciences degree. I just wanted to say, are there any questions at this point about the work of that committee? I agreed to serve as the Senate's representative up until I'm off the Senate in May. In addition, Vice-Chair **Licari**—or Vice-Provost [*sic*, Associate Provost) **Licari** is co-chair of the committee with myself. And then Deans and other people are on it, but if there are any questions, I can speak.

**O’Kane:** Could you just, in a few seconds, fill us in on exactly what type of major it is?

**Smith:** Yeah, well, you may or may not know that President **Ruud** put forward, in the Budget Initiative that was approved by the Regents, a proposal for several million dollars that would fund a Bachelor of Applied Sciences, and his thinking was—basically, the idea is to work together with community colleges where we would offer 4-year degrees to people who had whatever from Community Colleges but typically their—what their—having there as their technical training that they would supplement on our side with more of the Liberal Arts Core and other stuff that would constitute a degree. And, as someone said at the meeting, one of the meetings we had had before, it kind of flips things upside down because normally what we’re dealing with are people who get associate degrees at Community Colleges and do their Liberal Arts Core, their general education, there, and come to here for the more specialized training. Here what we’re getting are people that have had specialized training but in a technical, semi-academic area. And the question is: “Can you find spots where we’ve got something to offer academically that will be valuable to these people and attractive to them so they get 4-year degrees?” And that’s kind of what this committee is going to be looking into. There appear to be some on campus that would fit well. But other places are doing it. I know [the University of ] Iowa has something like this. Can we find a nice way of doing this that satisfies our academic concerns but would also be appealing to these individuals who’ve gone to technical school who have never really—and would like to have a 4-year degree. That sort of gives you a sense of it.

As I also stated in my email, the Provost has asked for a faculty member to serve on a committee that is being formed to develop policy for Opportunity and Spousal/Partner Hires. Now, I do have a volunteer from the Senate, but I want to open that up in case anyone else is interested in serving in that position? [none heard] Barbara **Cutter** agreed to serve on this in the email. She wasn’t able to come today; I think it was illness. But she says she’s had some involvement in this in the past, and if you’re supportive, then I would put forward her name to the Provost as our representative. [heads nodding] Ok, so I’ll take that as done.

I am also looking for volunteers to serve on an ad hoc [Faculty] Senate committee that will specify the process and mechanisms by which the Senate will provide input into the Planning and Budgeting Process, at the University and Academic Affairs levels. We've talked about this at our last meeting in December. You seemed supportive of going ahead with that route. I know it's kind of where President **Ruud** would like to do. I may be wrong about this, but given that Vice-President **Hagar** has laid out a Budget Process Timeline, this may not be all that difficult. All we have to do is figure out where and how do we, as the Senate, the voice of the faculty, have input into the process by which budgets are developed and high-level planning is done. So, I'm looking for people who'll serve on that committee. I'd be willing to serve as well. I'm hoping, for instance, Scott [Senator **Peters**], you'd be willing to serve?

**Peters:** Sure.

**Smith:** In fact, I'm hoping you'd be willing to chair the committee. [laughter all around, including **Peters**]. Well, think about it. Anybody else? Ah, thank you Gretchen [Senator **Gould**]. And it'd be nice to have, say, one more person at least? [silence] Should I twist arms or call people and use my considerable charm? [light laughter around] Yeah, I know. [more laughter, including **Smith**] Well, ok, we'll see what we can get here. But that's good. Thank you, Scott and Gretchen. That's a good start. Maybe the 3 of us can do it.

Ok. I've gotten some feedback on the Policy matters I discussed in an email late last week. And as I said in that email, there are two kinds of considerations. We kind of opened up a can of worms. In a way, it was easier in the old days when Policy was just done, and we didn't know about it. But now Policy [indicates it raining down on him which caused laughter all around]—"Oh, a new Policy!" But now we've kind of made it much more transparent and lots more vehicles by which faculty and other constituents in the University can have input. And so it creates two kinds of issues: one, Policy matters proposed by somebody else that we are in a position to offer input to, and we had one of those. And the specific one that came up was the Retaliation Misconduct Reporting Policy that came

up. Another kind of issue comes up when we propose a Policy and other parties respond to it, and we have to kind of deal with their responses. And we've got a couple of those, specifically with our proposal for the Policy Policy, how Policy should be done, and also our proposal for—what was the other thing? The Attendance and [quiet voice offering wording], yeah, that's right. Our famous Attendance Policy, Make-up Work Policy.

So, I mean there are a couple of things we can do. Let's look at the first one where we have to react to somebody else's Policy Proposal, and we did in this particular case—had a couple Senators—actually Scott [**Peters**] and Kim [**MacLin**] both responded to the Retaliation and Misconduct Reporting Policy. I passed those along to Tim **McKenna** [University Counsel], and he kind of comes back to us and says, "Well, oh? What do you want to do with this? Do you want to pursue this? Do you want to propose changes?" If it's a situation where we feel there's something seriously wrong with the Policy, we should be able to say, "Hey, we got big problems with this, and here's the changes we do propose." I'm not sure that the—that was the intent in these cases. I mean, Kim [**MacLin**] suggested, and I think it was a good point, that when you're talking about a problem with OCEM, Office of Compliance and Equity Management, and the President's Office, which are kind of implementing the Retaliation Policy, gee, how do you make sure that they—how do you deal with situations where they're—there's a complaint against them? And that was put forward at the Cabinet, and it elicited, "Yeah, hey, maybe we ought to deal with that." But maybe we [Faculty Senators] don't want to propose how to deal with that. Maybe we should say, "Hey, you guys figure it out, how to do that."

And then Scott's [**Peters**] suggestion was that, "Gee, how does this Retaliation Policy relate to our existing Student Grievance Policy? Which would take precedence?" And as Scott has suggested, maybe what we should do is just move it forward but have the—our people, the EPC, take a look at the existing Grieve—Student Grievance Policy and see if there needs to be some adjustment to it or some way of aligning these two Policies and make sure there's clarity and a lack of conflict. So, if you are comfortable with that, I would propose that with—specifically with respect to 13.19 Retaliation and Misconduct Reporting, what I'll do is just send it back to Tim **McKenna** and say, "Hey, we're ok with this. We would like you to consider

the things we've done. We're not proposing any changes, but at this point in time, so, you know, push ahead with the Policy and, you know, if we want to make some other changes down the road, we'll do something." Are you comfortable with going that route there? [heads nodding] And that was—ok.

Then what we need to do is have a way to deal with the comments that have responded to our Policy Policy Proposal and the Class Attendance and Make-up Work Policy, and I passed those along to you. There are a bunch of comments. I just glanced at them. What I would suggest is I'll look through it, and you can as well, and see if there's something, you know, and come up with recommendations that I will again put forward to you, typically in email, hopefully setting up—if we need something that we're going to make a change, then we can vote on it, say, at our next meeting, but for the time being we'll do stuff through emails and see if we can kind of work things out there. And again, if possible, get that back into the flow. But, if necessary, and we want to make changes, we could maybe do that at our next meeting. Are you comfortable with that way of dealing with that?

**Kidd:** Yeah. Just I think for the Make-up Policy, we probably should send it to the EPC just to get their—some of those comments on something that they drafted, unless that is a change in place

**Smith:** So I should forward the comments that we've received so far to them and ask them to....?

**Kidd:** If they would look--take a look at it now?

**Smith:** Ok, I think that's a good idea. Should we specifically ask them or wait—because they can take a long time? Do we want to really wait until they get back to us? Maybe just throw it out to them and

**Kidd:** Well, say that we're going to look at this in a week, and if they have anything to say back in a week—give them a timeframe.

**Smith:** I can give them a timeframe, but we'll see if I get a response. But, ok, we can try that. Yeah, Scott [Senator **Peters**]?

**Peters:** I mean, I think it's a good idea to forward it to EPC and see if they have comments, but it's also important, I think, to keep in mind that the [Faculty] Senate rejected most of the EPC's suggestions on that particular Policy and altered the language substantially on the—you know, basically inserted the Federal language on the pregnancy issue, which the EPC didn't. And I'll say that when I glanced at the comments that we received in the open comment period, I don't think any of them had anything to do with the actual change we made to the Policy. I could be wrong, but I think they were all about ongoing problems that people would have with our Make-up and Attendance Policy, not about the changes pertaining to pregnancy.

**Smith:** Ok. Good point. So, I'll get back to you on email with that and let you know my recommendation where I want to go forward, and I can forward that to the EPC and just kind of say, "Hey, do you want to weigh in on this kind of stuff?" I can do that.

Ok, I also forwarded you an email from Associate Provost **Licari** containing copies of the UCC minutes and another document that will facilitate our review of Curriculum Packages. I subsequently contacted Shoshanna **Coon** with regard to the Graduate College Curriculum Proposals. And she says they are ready for our review as well. So, we're in a position now where we can start looking at Curriculum Packages. When I tried to access current year Curriculum Packages through UNI Curriculum Online, I wasn't able to do that, and I don't know if any of you've tried to do that and have been able to? Probably haven't tried.

**Dolgener:** Maybe it's the next—next catalog.

**Smith:** Yeah. I would have thought that they would have the current year stuff there. I could get to the old—the stuff from prior years but not....so I relayed that to Mike **Licari**, and he said—he relayed it to his staff, and they sent me today, "Here's what you gotta do to get to the curriculum—the current curriculum stuff."

**Dolgener:** The new stuff?

**Smith:** Yeah. So what I'm going to do is do that, and if I can get through, then I will forward that to you all, and then you can get through as well. But I want to validate that it works, and then I'll send it to you. But I had thought, "Gee, to get in there and get everything that was current." And it turned out not to be the case.

But having said that, I'm hoping we'll be able to begin reviewing Curriculum Packages at our next meeting, and to make that happen, and I think I said this in my email, I'd like us to put those items on our Docket, even though they weren't listed on today's Agenda as Calendar Items. So, if you're on board with this, we'll be doing that before too long. We'll docket the Curriculum Proposals from the different Colleges, unless there are objections to that. [none heard] And then I'll make sure that the people know about it when they come up—whoever is going to come up in our next meeting, I'll make sure that they know. The relevant Departments where it looks like there's going to be some something to talk about, we'll make sure they know about it. Ok?

Another important item of business, discussed in the email: UNI Day at the Capital. And again I'm looking for volunteers, which entails being in Des Moines on Monday, February 24th, from about 11 AM until 3 PM. I will be there. Scott [Senator **Peters**], are you still willing and able to attend?

**Peters:** Yeah, I think so.

**Smith:** Way to go. Anyone else who wants to do this?

**Funderburk:** I can go.

**Smith:** Jeffrey, we've got 3 of us. Gretchen [Senator **Gould**]? Getting into things, yeah. Ok. Anyone else who wants to? It sounds like we're going to have a real party. But beyond having bodies there, we also have to have "the table that's more than a table," and that's where I'm—I run up against this kind of "do something creative," and it's just not me. So, if you've got some ideas, I'm looking for them, and then I can take those to University Relations, and they'll help us develop materials, but I've got to have it by the end of the month, which is their deadline for doing that. So, any ideas

for what we could do, what our table could look like? Can we walk around in togas, pretending to be senators? I don't know. What should we do there? I'm wide open.

**Terlip:** Jerry [Chair **Smith**], are you looking for ideas just about the Senate or general ideas about the faculty? I mean, what's the table representing?

**Smith:** The table represents the Senate which represents the faculty. When I look at the list of other attendees, I see all the Colleges have got something, and then a bunch of other tables for other things. But this one would be for the Senate, and we're there on behalf of the faculty. What should we try and do? What message do we want to communicate? Do we want to kind of talk to Legislators and staff, saying, "Here is the faculty perspective on such and such?" Ideas for that? Suggestions for how we go about it? That's what I'd really like to get from anybody.

**Gibson:** Could I just suggest that it could be that Legislators don't—some Legislators might not understand what a Faculty Senate is and the responsibilities of the Faculty Senate. So, I would think that that would be a very important starting point, that they know who you are, how you arrived at these positions. So it's something pretty basic.

**Smith:** Ok, things that we do.

**Gibson:** And you might also talk about what you've done previously so they understand how you interact with the campus and with the faculty. I just think that some Representatives and Senators really may not understand what you do.

**Smith:** Ok. I assume you have been to these before, Gloria [Provost **Gibson**]?

**Gibson:** I did not go last year.

**Smith:** Ok. Has anybody been at these before? [NISG Vice-President **Findley** indicated he had.] And what are they? Poster boards and stuff like that?

**Findley:** Yeah, there's generally like presentations, like poster boards for student orgs. and different departments on campus. Kind of—and there's also a lot of, like, research that's been done by students. And then the Legislators tend to go out and, like, walk around throughout the entire congregation (?).

**Kidd:** I'll go. I have students who might be going there also.

**Smith:** Yeah, bless your heart, yeah.

**Gibson:** They love students. [others agreeing]

**Smith:** Ok, well, we're going to—yes, Scott [Senator **Peters**]?

**Peters:** If we wanted to sort of boast about achievements of the faculty or things that the faculty do on a regular basis—you know, number of talks given in the community, things like that—I assume that the Provost Office could help us maybe compile some numbers from reports we've already given? Could we do something like that?

**Gibson:** The Deans would have

**Peters:** Deans? Deans would probably have them? Ok. [voices offering input]

**Smith:** Ok, we'll have to get together and kind of plan this out. But that particular event creates a conflict for us because I didn't know until recently when it was scheduled on 2/24 that that happens to conflict with a [Faculty] Senate meeting which is scheduled for the same day. And as stated in my e-mail, I'd prefer to reschedule the Senate meeting for either February 17<sup>th</sup> or March 3<sup>rd</sup>. I was originally inclined to think February 17<sup>th</sup>, but I'm leaning more towards March 3<sup>rd</sup> to kind of get some more back end stuff, because we've got a lot of things kind of developing, committee work, et cetera, et cetera, that we want to have time, and I'd rather have—kind of have the back end time. So would you be comfortable with shifting—cancelling, in essence, the Senate's February 24<sup>th</sup> meeting and holding a

substitute session on March 3<sup>rd</sup>? And again this all assumes I can get a room, hopefully this room [Oak Room], but there are other options that work for us as we found last semester. Comfortable with doing that? [heads nodding] And if I can't get a room, then I'd go to the 17<sup>th</sup>, but I think I prefer to go to the 3<sup>rd</sup>, if we can. Ok? So we'll do that. So that, at last, is it for me.

## BUSINESS

### MINUTES FOR APPROVAL

**Smith:** Minutes for approval. Two sets of Minutes this time, both of which have previously been distributed to the Senate and other relevant parties for potential corrections and changes. First off, I need a motion to approve the Minutes of December 2<sup>nd</sup>, 2013.

**Edginton:** So move.

**Smith:** Moved by Senator **Edginton** . Seconded by Senator **O'Kane** [who indicated]. Any discussion? [none heard] All in favor of approving these Minutes, say "Aye." [ayes heard all around] Opposed, "No." Minutes of December 2<sup>nd</sup>, 2013 are approved.

Now, I need a motion to approve the minutes of December 9<sup>th</sup>, 2013. Let's get a reaction here. Moved by Senator **Kirman** [who indicated]. Seconded by Senator **Nelson** [who indicated]. All in favor of approving the Minutes of December 9th, say "Aye." [ayes heard all around] Opposed, say "Nay or no or whatever." [none heard] Ok. Thank you. Minutes of December 9<sup>th</sup> are approved.

## CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

### Calendar Item 1215, Consultative Session with CHAS Associate Dean Steve Carignan (head of the order, 1/13/14)

**Smith:** We are now in a position to consider Calendar Items for docketing. And starting with the first Calendar Item, one that should have been put on the Docket at our last meeting, but at that time I didn't know how our schedule would work out with curriculum items and such. Turns out that we have, you know, because the curriculum stuff came in later, we had time today to do a consultative session with Associate Pro—Associate Dean **Carignan**, and so I'd like to docket that today for consideration at the head of the order for today's business. Any discussion of the wisdom of docketing this item? [none heard] Then I need a motion to docket this at the head of the order for today's business. Moved by Senator **Walters** [who indicated]. Seconded by Senator **Nelson** [who indicated]. Any discussion of this? [none heard] All in favor of approving of docketing this at the head of the order for today's business, say "Aye." [ayes heard all around] Opposed, "Nay." [none heard] Motion carries.

### Calendar Item 1216, Request for Emeritus Status, Betty A. DeBerg

**Smith:** Second Item on today's Calendar is a Request—and that will be, the previous one, will be Docket #1111. Request for Emeritus Status now, Calendar Item 1216 which, if docketed, would be Docket #1112, Request for Emeritus Status for Betty **DeBerg**. Any discussion of the wisdom of docketing this in regular order? [none heard] Then I need a motion to docket in regular order. I've got one from Senator **Edginton** [who indicated]. Seconded by Senator **Strauss** [who indicated]. Discussion? [none heard] All in favor of docketing this in regular order, say "Aye." [ayes heard all around] Opposed, "No." [none heard] It is docketed.

### Calendar Item 1217, Request for Emeritus Status, Douglas T. Pine

**Smith:** Next we have Calendar Item 1217 which, if docketed, would be Docket #1113, Request for Emeritus Status for Douglas **Pine**. Any

discussion of the wisdom of docketing this? [none heard] Then a move to docket in regular order by Senator **Kirman** [who indicated]. We need a second—from Senator **Heston** [who indicated]. Any discussion? [none heard] Vote. All in favor of docketing this request in regular order, say “Aye.” [ayes heard all around] Opposed, “Nay.” [none heard] This motion carries.

#### Calendar Item 1218, Extended and Separate Exam Administration

**Smith:** Calendar Item 1218 which, if docketed, will be Docket #1114, Extended and Separate Exam Administration. Any discussion of the wisdom of docketing this item? [none heard] Then a move to docket this in regular order—from Senator **Cooley** [who indicated]. Second by Senator **Dolgener** [who indicated]. Any discussion? [none heard] All in favor of voting--all in favor of docketing this request in regular order, say “Aye.” [ayes heard all around] Opposed, say “Nay.” [none heard] Motion carries.

#### Calendar Item 1219, College of Business Administration Curriculum

##### Proposals

#### Calendar Item 1220, College of Education Curriculum Proposals

#### Calendar Item 1221, College of Humanities, Arts, and Sciences Curriculum Proposals

#### Calendar Item 1222, College of Social and Behavioral Sciences Curriculum Proposals

**Smith:** And finally, and as I noted earlier, to facilitate our consideration of Curriculum Proposals, I’ve posted petitions for Curriculum Packages from the 4 Colleges. I might still have to post one for other stuff, but I don’t know if there is other stuff. But I’d like to have them put on our Docket, even though I got none of them in time to include it on today’s Agenda. So, if you are supportive, I’d like to do this with one en masse docketing motion that will encompass the following 4 petitions: Calendar Item 1219, which would be Docket #1115 for the College of Business Administration’s Curriculum Package; Calendar Item 1220, which would be Docket #1116 for the College of Education’s Curriculum Package; Calendar Item 1221, which

would be Docket #1117 for the College of Humanities, Arts, and Sciences' Curriculum Package; and finally Calendar Item 1222, Docket #1118 for the College of Social and Behavioral Sciences' Curriculum Package. Discussion of the wisdom of docketing these items in regular order so we can begin to review and approve Curriculum Proposals at our next meeting? Any discussion of that?

**Edginton:** Did you say Undergraduate Packages?

**Smith:** This will be everything, because I've gotten now from Shoshanna **Coon** that the Graduate College stuff is done as well. So this should be everything. [No other comments heard.] Then I need a motion to docket all four of these items in regular order. Moved by Senator **Dolgener** [who indicated]. Seconded by Senator **O'Kane** [who indicated]. Any discussion of this? [none heard] Then a vote. All in favor of docketing these four items in regular order, say "Aye." [ayes heard all around] Opposed, "No." [none heard] That motion carries.

## **NEW BUSINESS**

**Smith:** New Business. Is there any new business for the Senate to consider today? Hearing none, we'll move on to the items on our docket of which there are two.

## **CONSIDERATION OF DOCKETED ITEMS**

**DOCKET 1111, CONSULTATIVE SESSION WITH CHAS ASSOCIATE DEAN STEVE CARIGNAN**

**Smith:** And we're just about on time. The first of which is a Consultative Session with CHAS Associate Dean Steve **Carignan**. And I found out that he is not able to be here, but he has worthy substitutes, and why don't you all come up here, and we'll get you sitting right there. [Guests move from audience to table.] And I'll give you a little bit of background on this. Steve asked me earlier this year for some time to speak with the [Faculty] Senate

about an initiative that he and some of his colleagues have undertaken with the support of the Provost. It's to begin what they call the Center for the Study of Undergraduate Education. And I'll let Kristi [**Marchesani**] and you all introduce yourselves, although I know most of you. [voices agreeing and laughing] We'll let you introduce yourselves, and then I'm going to let you make a presentation, say whatever you want, and then we'll open it up to questions and comments from the questioners.

**Marchesani:** Right. Thank you very much. All right. Well, first of all, I apologize. Steve [**Carignan**] sends his apology. He wasn't able—he's traveling, and he wasn't able to get back today for the meeting. But we do appreciate you taking the time to talk with us about the Center for the Study of Undergraduate Education. My name is Kristi **Marchesani**, and I'm the Assistant Director of International Admissions, and I'm here with Kristin **Woods**, who's the Assistant Dean of Students, and Jessica **Moon**, who is the Director of the Honors Program. And also Kristi **Moser** is a part of our group, and she works in Institutional Research.

So, we're going to take a little time to give you a little introduction to how the Center, the idea for the Center, was born; a little bit about our proposal and some of the projects that we're working on; and then we really want to open it up for any comments, suggestions, questions, and discussion. So, first of all, to talk a little bit about how this idea was born, and it really started with the 5 of us that I've mentioned being part of the Iowa State University PhD Program. We all started a cohort program where we were studying Educational Leadership. And so through that experience we spent many hours together, riding back and forth to Ames, being part of classes, staying overnight, and so we built a real camaraderie, and we also had a lot of opportunity to talk about our interests in Higher Ed., discuss topics, discuss things going on at the University, and so we really shared a passion for that subject.

When we graduated, we did find that we still wanted to—amazingly, we still liked each other, and we wanted to continue to work together on some sort of project. And we were very interested in taking the knowledge in the field we learned from our PhD program and try to transfer that into some sort of idea, moving ahead either within or beyond our jobs where we

could use those skills but also where we could benefit the University. Most of us are alums. We're long-time employees, and we believe in UNI, so we felt like there was a way that we could give back. And so that's kind of where the idea for the Center stemmed from. So we talked a lot about what that would look like. We gathered an Advisory Board, which Jerry [Faculty Senate Chair **Smith**] mentioned that he is a part of, and we started to build a proposal which hopefully some of you have had a chance to look at. I think it was on the website. And so through that we've—we have that proposal that it's on the table. We've had chances to talk with the President [**Ruud**], the Provost [**Gibson**], some of the Deans, AAC [Academic Affairs Council], the Vice-Presidents. We've kind of taken the show on the road, and so today we're really here to get a chance to talk to you as we know that faculty partnership is very vital to the success of what we're trying to do. So I'm going to let Jessica [**Moon**] take the next step.

**Moon:** Well, I'll just share a little bit with you about kind of our mission and purpose, and I won't read through the proposal, but instead give you a sense of what we want to try to attempt to do. And it's kind of two-fold, because as she mentioned, we care about UNI and what we do to contribute to this University and so one of our interests is identifying some of the things, Institution-specific, that we can look at and maybe evaluate and gather information on that might be useful. But beyond our University, we also think that we are in a position that we can provide some leadership on a at least regional, if not national, scale in regards to Comprehensive Universities in particular, because one of the things that we realized in our work together is that there might be a lot out there in R1's, and there's quite a lot out there about the Liberal Arts Experience, but in terms of research about Comprehensive Universities, that's a place where not as much has taken place. And so we feel like this is an opportunity for us to again use those relationships that we built previously to study some of those issues while also engaging maybe some others in that process. And so our vision is that as time goes on that perhaps, as we hopefully are officially formulated as a Center, we're then able to reach out to those of you who have similar interests in some of those ideas and create some partnerships with other faculty and staff who care about \_\_\_\_\_ [sounds like "pirate"], specifically focusing on the Comprehensive

Institution whenever we can to kind of form a niche out there that we think exists.

And to that end we've identified a few things that we can do together. We kind of wanted to be productive while we were also going through this process of trying to institute a Center and structure that we can work in formally, we also thought, "You know what? Why not take this energy that we have and put it toward something?" And so, Kristin [**Woods**], want to share a little bit about...?

**Woods:** Sure, so we have embarked upon a research project as we kind of go about trying to establish a Center. It's exciting, because a couple of us in our group focused really on qualitative methods in our dissertation research, and a few of us used quantitative method, and so we've been able to start a mixed-methods study. Went through IRB [Institutional Review Board] both at UNI and at 4 different Community Colleges in Iowa and have been conducting surveys and interviewing Community College students and advisors, and we're looking at transfer decision-making among Community College students, and so we're excited about conducting a rigorous study that will give the University some great information as we move forward.

And we chose this in part because we had a lot of interest in this topic, but also looking at UNI as an institution and realizing this is—you know, we saw an enrollment drop in the area of transfer students last year, and we felt like this is something that could be very useful to us moving forward. So, we're hoping that by creating and working on this together and having something to share with the University Community that we can kind of, I guess, let people know this is the type of work we can do and then to ask for input on what types of research projects might be useful going forward.

We do a lot of this on our own time. Some would say we maybe should get a hobby [light laughter around], but, you know, we have fun together even working on research projects, and we do—we use a little bit of our work time kind of with the support of our supervisors. We also have received grant—a grant to do our research, or to do a Symposium Spring 2015 on Issues and Topics in Undergraduate Education, so we're excited about

moving forward on that and putting out information on proposals in Fall 20—well, Spring 2014, later this semester, and moving forward from there. And then also, moving forward, we have support for graduate assistantships after we kind of go through this process and hopefully get approval on the Center so that we can take on even more. So, that's what we have started working on, but I don't know if there are other questions, comments, thoughts, based on what we've shared or what you've read in our proposal?

**Kirmani:** Is any of your work going to overlap the Center for Excellence in Teaching?

**Moon:** Very good question, and, in fact, we see there being opportunities to collaborate with other Centers on campus. We obviously want to make that happen. Because we want to really focus in on, as you [**Woods**] mentioned, issues related to Comprehensives in particular, we think that there's a space for us to do some additional work but certainly then to collaborate wherever possible.

**Marchesani:** And Susan [**Hill**] is on our Advisory Board, so we're hoping that that will help us understand what each other is doing.

**Smith:** Do you yourselves have thoughts about Comprehensive Universities? How they should compete for students? How they can be successful? What's their place in the higher education system?

**Marchesani:** Well, I think this is one of the discussions we had a lot while we were going through our program and especially being at a Research 1 Institution and seeing the differences and being able to identify what made our University unique and what made some of the things that we can offer. If you're talking about things like recruitment and competing for students, what are the things that we are able to distinguish ourselves and say to a student, "Here's the experience you might find here." And it feels like a lot of times, you know, we felt like people discussed these issues without the data to back it up or without some research that's done, and, really, what we want to do is be able to bring that to the table along with everyone's experience and anecdotes, and say, "Ok, well, here's what is—might back

up this idea moving forward, or this plan.” And, again, it’s, you know, as we’re doing the project we’re doing now, we’re learning a lot about how students are seeing UNI, and we’re looking at the other Regents Institutions, and so it’s very enlightening to us to, even though we work very directly with students, to kind of see how this research is telling us some of the things we knew but also giving us some new information that I think is going to be vital as we move forward.

**Moon:** I’ll just say that “Yes, we have opinions!” [laughter around]

**Smith:** Well, I’d love to hear them.

**Moon:** We have a lot of opinions. I think that one of the things we probably share is an understanding that the Comprehensive Institution is an entity all of its own, and we are not simply a subset to the larger Universities, and that, in the past, recognition of that and understanding of what makes us special is probably what we need to work harder at, rather than trying to figure out how to replicate and what might we do differently in our policies and our procedures. And what might our faculty embrace? Well, speaking out of turn here, but in terms of their focus and their passions and how could we make that separate from the experience students would get at an R1? So, those are some of the things that are certainly happening, and conversations are happening, and I’m not telling you anything you don’t know, but I think things that we hope we can look at and then be able to really comment on in an appropriate way.

**Smith:** Are there Comprehensive Universities that you would point to as kind of models, best-in-practice kind of Universities that you think really have got it at least for their locations? [pause] No? [then all 3 responding affirmatively and laughing]

**Woods:** Yes, I mean, there are some out there. I know Steve [Carignan] spent a lot of time at a number of different Comprehensive Universities in the course of his dissertation research, and so there are different areas where different Comprehensives are really excelling. Of course, I could always think right away of Truman State [University in Missouri], but there are differences in terms of mission that we need to acknowledge.

**Moon:** Yes, that was the reason for my face, because Truman State is the first one that comes to probably most peoples' minds, but as she [**Woods**] noted, there's things where, you know, admissions requirements and that kind of thing that's very different.

**Heston:** How about Portland State [University in Oregon]?

**Woods:** I think we haven't really looked at Portland State.

**Moon:** We should take a look at it?

**Heston:** Yeah, they have a very strong community service mission that's central to their curriculum that really organizes how they think about their curriculum all across the campus and what their students do for experiential education. It is a different kind of way of thinking, but they, of course, are in a very urbanized area, and so

**Woods:** Well, I think one thing, just speaking for my own opinion, that's frustrating to me sometimes is that I feel like we don't know how to communicate to families, to really anyone, even within the University, not just outside the University, about who we are and what makes us different. So, if someone thinks of Portland State, do they—do they understand what type of institution that is and how their mission is different. And, you know, we—students know, for example, that when you come to UNI, it's smaller, that we don't have graduate teaching assistants in the classroom in the way you have at Iowa or Iowa State, but beyond that I don't really think there's—it's not widely understood what—what the differences are in mission and focus, and so I think it's an exciting opportunity to delve into this and to figure out how to communicate it better as well.

**Smith:** Any other—yes, Laura [Secretary **Terlip**].

**Terlip:** Yeah, I just have more of a clarification question, I guess. A lot of the things I've read sound similar to what Institutional Research somehow does, so how are you separating out what you're doing from that? And how do we avoid duplication, I guess is one thing?

**Marchesani:** Well, that's a—that's a really good question. I mean, first of all, we benefit from having one of the members of Institutional Research as part of our team, so we definitely know and will be able to differentiate between what projects are happening. I think the big step that we want to take is not only to gather the data, but to analyze it and come up with very concrete suggestions that come from it. It seems like a lot of times we do studies, we get information, but we don't always then process it into concrete action steps. And I think it's important for us that we are able to do that and communicate with the people that may benefit from that information what we think that the data is telling us and what direction to go with that. I mean, we pay a lot of money at times for consults to come in and do that, and we're saying, "Hey, we're here, and we're part of the Institution, and we're willing to take that role, if we can."

**Moon:** Yeah, I'd just add a couple of things to that. Number 1, I think Kristin [**Moser**], if she were here, would tell you that, because of the demands on her time, much of her time is spent gathering the data, but as she [**Marchesani**] mentioned, the analysis part she [**Moser**] wishes she had more time to dedicate to that in her actual role. So that would be #1, something she would share. And the second piece is that—what I don't want us to lose is that we do want to be able to have a reach beyond our Institution, so while this may sound like some of the things that others are looking at for our Institution specifically, we think there are opportunities to provide leadership, and why not share what we're doing well here and share that beyond our walls? Or why not find out what others are doing better than us? Maybe we look at Portland State, and we say, "What are the best practices out there, and how can we elevate those?" Maybe to benefit UNI, but maybe just the higher education in general.

**Woods:** And our hope is that the Symposium will be annual as well in terms of the bringing others in and sharing.

**Terlip:** Well, I think I guess I'm wondering, you know, on this Symposium, what are your plans for sharing that then, because you're going to have to share it with all of us or we're not going to know what you're doing? So what's the plan there?

**Woods:** Well, we plan to work a lot with our Advisory Board and others in terms of gathering ideas for what our next research project should be, and then, depending on the topic, that might dictate the degree where the report-out happens. And so

**Terlip:** On campus? By “report-out,” you mean here?

**Woods:** On campus, right, yeah, yeah.

**Moon:** And then in terms of off campus, I think we can all be involved in our professional organizations. We see the work that we’re doing, seeing things that can overlap, and we can share more widely at those types of conferences, publications, white papers.

**Terlip:** Did you have anybody from Marketing and P.R. on your Board? [all three shaking heads] You might want to think about that. [all agreeing]

**Marchesani:** Yeah, that’s a great idea.

**Smith:** Senator **Kirmani**.

**Kirmani:** I was wondering if you have thought about enlarging the scope of your Center to include graduate education—professional education and those, because that is also important at UNI? And there is a lot of—there are a lot of issues about that.

**Moon:** Yeah. The way we are addressing that is that we primarily do want to look at the undergraduate student experience, because if you look at Comprehensives, while graduate programs are very important, I think one of the things we’d say here is we really want to promote the fact that we are the strongest undergraduate student experience in the State of Iowa or for a Regents Institution, and so let’s talk about that. Now, is there going to be overlap? Absolutely. We are going to be looking at graduate education as it pertains to our types of institutions. We’ll be looking at Community Colleges as they pertain to us, because one of the things again when we talk about what’s different about Comprehensives, we really have to be

responsive to all of those other types of institutions in the way that maybe Research 1's wouldn't have to be quite as responsive.

**Marchesani:** One thing we didn't mention I'll just quickly add is that our goal is to then, once we are official, is to start looking for associate and affiliate members. And that's really where we're going to go out and ask people who are interested to be formally part of "our Center" and give opportunities. I mean, obviously we can't conquer all of these objectives on our own. We need help. We need support. We need partnership. And so we're really going to be hopefully looking to some of you and in the Departments for people who want to be part of this effort.

**Moon:** And at the same time we think it's an opportunity for students to get connected. Some student interest has been expressed already, which is wonderful, and we also think it's a way that our grad. program in Student Affairs in the College of Ed. that we might have some graduate students who—it might be a nice way for them to have some research experiences. They have an amazing opportunity to get the practical experiences, working with our Departments, but we think it will be a chance for them to get connected beyond that.

**Smith:** Any other questions or comments? Ah, yes [recognizing Vice-Chair Kidd].

**Kidd:** This might be a dumb question, but—so I don't quite understand—so what makes this a "Center" as opposed to a larger-scale research collaboration?

**Moon:** I think it's the structure that we're hoping to get in place so that we can scale up at the point that we are able to get other faculty to come alongside and do research with us. Grant opportunities that we are looking for outside of our Institution. We think it would—it would be good, and—and also the idea that, as she [Senator **Terlip**] mentioned, the Marketing and P.R. side of this, we do think that having the Center structure maybe legitimizes the work that we're doing a little bit more?

**Kidd:** Could you explain the “Center structure” to me? I’m not—I’m from sciences, and we just do stuff [light laughter around], so, you know, I have like a lot of collaborations, and we have a lot of research students, we have a lot of funding, but “centers” are usually multi-user facilities for others, too. So, I’m not trying to judge you, I just have no idea.

**Marchesani:** I mean, I think we—we’re starting with the—our Founding Board, and we are going to, once we get official approval, then start looking for people to buy in. We are right now not looking at a physical space, but we think in our—we have a 3-5 Year Plan that includes trying to have some sort of physical space where we are more established, and then I think that, you know, we are talking right now about some of the steps we need to take including the Regents’ approval, and we’re—we’re looking into that right now as to if that’s going to be necessary or not to be—have this official name of it as a Center. And I think, again, you know, it’s more

**Moon:** It’s just the idea that Steve [Carignan] right now is our Director. Thanks, Steve, for not being here today. [laughter around] Director, but—and it’s really Associate Members for the 4 of us, but, you know, as we’re trying to replicate maybe what some others are doing in terms of a place where your work can be recognized, it can be shared, and we can bring others into the conversation, I guess. This is a way for us professionally to get connected to others. You mentioned lots of collaborative projects happen. They grow up on their own, correct? We probably don’t benefit from that opportunity as much in our professional positions right now, because we aren’t faculty appointments. We are in professional appointments. And so providing a structure where we can benefit from those collaborative relationships is important, I think.

**Kidd:** Thank you.

**Terlip:** Can I have one follow-up quickly?

**Smith:** Yes.

**Terlip:** In your plan, do you have an Assessment Plan in place to figure out if you are meeting your goals?

**Woods:** We don't really have an Assessment Plan. It's in the 3-5 Year Plan, yes. I mean, obviously it's going to have to be fleshed out by then.

**Marchesani:** And our Advisory Board, we're hoping, is going to be taking a big part of that. We have representatives from all the different Colleges and from different areas that we hope will then be part of the assessment and let us know where we're at.

**Smith:** Jeff. Senator [*sic*, Faculty Chair] **Funderburk**.

**Funderburk:** I wish **Licari** were here for this, but do we know, are the assistantships reassigned? Or are these new graduate assistantships because it seems that's the bulk of the cost here? I wouldn't expect you guys to have ever been told that. I don't know if somebody from the Provost Office knows that answer or not?

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

**Smith:** Senator **Kirmani**.

**Kirmani:** The question I have is who gave you this money for the Symposium? Did you get it from the [all guests answering "Sponsored Programs"] Oh, from that at UNI? [all agreeing] I see.

**Smith:** Any other? Ah, yes.

**Edginton:** Yeah, one other institution that you haven't looked at is Cal State University, Monterey Bay, that has a very strong focus on service learning, and I had a student in on Thursday from the University of California Davis who is from that community, and I started to talk to her about it. She said, "I can tell you all about their focus." So, I mean, obviously the community is reaching out to the natives, people in the local community and interpreting what they're doing in such a way that they understand it. So, you might want to do some linking up there to find out what's transpiring. [all 3 saying "thanks"]

**Smith:** Any other comments or questions? Then I want to thank you, Kristi, Kristin, and Jessica for your time, and good luck with this endeavor, and no doubt we'll back in touch, I suspect [all three guests saying "thank you" back] Thank you.

## DOCKET 1110, CONSULTATIVE SESSION WITH LAC DIRECTOR DEIRDRE HEISTAD

**Smith:** Ok, the second and final item on our docket is a Consultative Session with LAC Director Deirdre **Heistad**, and you're welcome to come up, Deedee. As you may know, the [Faculty] Senate has considerable responsibility for the Liberal Arts Core, our undergraduate general education program and uses the Liberal Arts Core Committee to help manage and oversee this program, so we are routinely engaged in consultations with the LACC through our representative [Senator] Todd **Evans**, and with LAC Director Deedee **Heistad**. Deedee asked to meet with us this year specifically to talk about ongoing assessment efforts in the LAC, and she has a PowerPoint presentation [see Addendum 1], which I'm going to have to get up here as soon as my computer gets ready again, to make in this regard. I'm hoping that we'll also have some time today to discuss other matters pertaining to the LAC consistent with our oversight responsibility. But for now I'm going to turn the floor over to Director **Heistad**.

**Heistad:** Well, I'm hoping you'll get my PowerPoint up. I was panicking a little bit when I saw that it was reloading at like 3% and 7%. So, as Jerry [Chair **Smith**] said, my name's Deedee **Heistad**. I've been Director of Liberal Arts Core now for 2 ½ years. Well, actually I'm starting my 6<sup>th</sup> semester this semester. Prior to directing Liberal Arts Core, I was in the Department of Modern Languages and Literatures where I focused on African Francophone Women Writers. So, to get right to the point, what I'd like to talk with you about today is the LAC Assessment Plan, and by way of introduction I'll just take you back a couple of years.

If you all remember when the HLC came to visit UNI, as we did our self-study and eventually it came time for our campus visit what we had decided to do at that time was to join what they call the HLC Assessment

Academy. We did that because we knew that we needed to make improvements to the assessment of our Liberal Arts Core. So, when I came in as Director, basically one of the very first line items on my job description is figuring out a way to assess the Liberal Arts Core. So, the plan that I'm going to share with you today—really, that's good [to **Smith** with the PowerPoint now on screen] We're ready to go. I'll let you know when I need you to change it.

So the plan that I'm going to share with you today we've been working on in bits and pieces for quite a while, but the whole plan really came together last Summer when I took a group of faculty and administrators to a— basically, it was a General Education Assessment Workshop, is what it was. And we spent about 4 days working as a team specifically on assessment at UNI in the general education component. Members of the UNI team included myself along with Associate Provost **Licari**, Susan **Roberts-Dobie**, Kavita **Dhanwada**, Richard **Featherstone**, and Kristin **Woods**, who was just talking to you representing Student Affairs. So basically we went to Vermont to a workshop. We worked—our mentor at the workshop was Peggy **Maki**, so we worked with her daily on our specific Assessment Plan, and then we also attended other general sessions as we worked along with our Assessment Plan. So, then, when I returned from the Vermont workshop, Susan, who's a faculty member of the Liberal Arts Core Committee—Susan and I then went on to get the Plan ready to present to the Liberal Arts Core. And what happened is basically we—the Liberal Arts Core Committee has approved it. I wanted it to be approved kind of as a work in progress because it is. There are lots of different components of this that need to be tested/tweaked/changed. And so with that we have been working on using different elements of the Plan with some of the Category Coordinating Committees, including the Sciences, Math, Cornerstone, and Personal Wellness. So that's kind of where this is all right now.

So, if you could go to the next slide [Slide 2], there you go. The handout that I gave you [see Addendum 2] on the one side contains the long list of all of the Guiding Principles and Underlying Assumptions. But here in the slide, I just wanted to highlight a couple of them. One of the things I just want to stress is that as I was looking to create an Assessment Plan, one of

the things that I really needed to see in anything that we did was that it would be less burdensome for faculty and more meaningful for faculty. The way that we have done our Category Reviews have been incredibly burdensome, generally on just one or two faculty members, and have ended up not having a lot of impact on student learning. So, I really was looking for something that would be less burdensome, more meaningful, instead of providing basically a huge report once every 6 or 7 years or 10 years. Instead, we would be asking from the Coordinating Committees just for maybe a 3-5 page report every year on what are they doing, what's going on?

If you want to go to the next slide [Slide 3], one of the things that we will need in order to make this particular Plan work is that we really are going to have to have strong Category Coordinating Committees. I was looking through my files recently as I moved from ITTC to Rod Library, and I was looking through the Archives, and this idea of having Category Coordinating Committees has come through the [Faculty] Senate many times. The most recent one I had seen, maybe in the 90s, talked about "how important it is, we need to get this going, everyone voting unanimously, we need Category Coordinating Committees," and over the years there have been a couple. We even have a few that worked well, but we need this to be really consistent across the entire Liberal Arts Core if we want to have consistent quality in all of the courses that are being offered within the core.

Can I go to the next slide? [Slide 4] I'm going to talk about each of these stages or steps in the Liberal Arts Core Assessment Cycle, but I just wanted you to see from the very beginning this idea that it is a 4-step or 4-stage cycle that repeats itself. So, it's kind of an ongoing process, and once a Category completes one 4-step cycle measuring one Outcome of Student Learning, then they would move on to reengage in the cycle measuring a different Student Learning Outcome. So, let me go through and kind of break it down for you.

If you can go to the next slide [Slide 5], basically what you can see here is that assessment cannot really occur unless we have measurable goals and outcomes. So, if you look—if you look at the—at the handout I gave out, on the backside of it you'll see that I have the 4-step process [asking for a

copy to look at from those she passed around]—you’ll see that I have—you’ll see that there is a listing under preliminary work. We do have some Categories that actually don’t have outcomes. I went to work on the Math Category, for example, and underneath Assessment on our website for the Math Category was “Student Learning Outcomes...” for all of our learning outcomes. So there are some areas in which we have to do some preliminary work in actually establishing measurable outcomes. So that would be the first step, would be getting the Category Coordinating Committees together to decide whether or not they’re happy with the outcomes that they have or if they want to change them.

If you go to the next slide [Slide 6] what you see here is where we started with Natural Sciences, and with the Natural Sciences, their learning goals involved a lot of “understanding.” And one of the things that’s hard about these types of learning goals for your students, “Understanding methods of science, including observation, induction, deduction, and testing,” is it that we want them to understand it? Do we want them to be able to do it? Do we want them to be able to talk about it? You know, the thing about “understanding” is that it’s not really easy to measure.

So what we did with the Category 4 Coordinating Committee, if you go to the next slide [Slide 7] you’ll see that we actually changed a lot of the goals to try to make them more measurable. So, for example, this is just the second goal. Actually, just so you know, on the previous slide, the 3 understandings that I showed you were 3 of about 14 \_\_\_\_\_ [sounded like “rides”] like that. And so what we did was we got together, and we worked as a group, and the faculty decided that they wanted to look for goals related to their students’ knowledge, to their students’ skills, and to their students’ values. And so what we did was, we started with 3 goals, and up in front of you you see Goal 2 with the two Outcomes. So this is what the Revised Goals and Outcomes looked like for the Natural Sciences.

If you want to go on to the next slide [Slide 8], so what happens is the next part, Stage 2 of the Liberal Arts Core Assessment Plan, involves direct measures. And what happens here is that faculty will have to decide what types of work best exemplifies mastery of Student Learning Outcomes. And

here we're talking specifically about direct measures, so we're talking about looking at student work. It might be something like essay questions, papers, homework assignments, lab reports, portfolios, exam questions, anything that people think are the—represent the moment in which your students are demonstrating a specific outcome. So that at Stage 2 is you figure out—well, first you figure out which outcome you want to measure, and then you figure out, well, what work do we have that actually demonstrates that particular measurement?

So then if you go to the next slide [Slide 9], so for Stage 3 what happens is after the outcome is selected and work is collected, the Category Coordinating Committee will propose some type of common rubric that would be used to assess all of the student work, at which point once the work has been collected, a common rubric has been created, a call will be put out to faculty who would like to do—to attend an Assessment Retreat. And basically what happens at an Assessment Retreat is that for about 4-6 hours faculty sit around and they look at student work from their area. I have worked with the Provost and have established some compensation that will be available to faculty. It's not a lot, but right now I'm looking at when a faculty—we did a Faculty Assessment Retreat for Cornerstone last Saturday, and each of the faculty who attended, except for me, received a \$200 stipend for the—and we worked for about—the group that I worked with the most I think worked for about 3 ½ hours. The other group I think actually worked more about 4 ½ hours. So that's how the Assessment Retreat happened.

If you go to the next slide [Slide 10], what happens then is after you've done the Assessment Retreat, you've rubriced all of these papers, you've looked at the ways in which our students are performing, and then the discussion has to take place. And that's called the Impact Stage, and this is really the most important stage of assessment because this is where we spend the time deciding whether or not we need to change the goals and outcomes of the course, whether or not we need to change the curriculum of the course, or maybe we just used the wrong assessment tool, and we need a different assessment tool. So, there are lots of different ways that that Stage 4 can go. Sometimes the Stage 4, depending on what type of, you know, implementation you might have in mind may take more or less

time. You know, you might end up moving right back into Stage 1, or, you know, one group might have to stay on Stage 4 for a while in order to really process what they figured out. So the different—the process will not be on a timeline that's the same for everyone. And that will be part of my responsibility to take the Coordinating Committees to make sure that we are consistently moving through the process.

So, if you go back—if you go to the next slide [Slide 11], this just takes you back to the first one. Hopefully it's a little bit clearer now exactly what I'm talking about. So, once again, Stage 1, Review and Revise the Learning Outcomes. Stage 2, Collect Student Work to actually look at it to see if the students are, in fact, proficient in the outcomes that we're suggesting. Stage 3, Apply the Rubric. Stage 4, Discuss the Impact with the emphasis really being on impact.

So what happens at the end, once you complete the 4 steps, the Coordinating Committee, probably the Chair of the Coordinating Committee or myself in conjunction with the Chair of the Coordinating Committee would, if you go to the next slide [Slide 12] prepare an Assessment Report. And once again the goal here is that these will happen annually, but they will be short.

So, for the Assessment Report, basically you would provide a list of the goals and outcomes, emphasizing the outcome that you're actually measuring, because you're only going to be asked to measure one. You would describe the artifacts of the student work collected, so if it was essay or test questions or lab reports, whatever it is, provide the rubric that you used, and then for the result section that's pretty much the narrative, 2-page maximum, where you would provide a visual that summarizes the results as well as a narrative. And then you talk about the impact, maximum 1 page. So it's really not as burdensome, but my hope is that by getting more faculty involved in the process, instead of it just being one person who goes around and tries to collect facts about what's happening, that it will actually be more meaningful to everyone.

I think—yes, that's my last slide. [Slide 13]

**Heston:** Time for questions yet?

**Heistad:** Sure.

**Smith:** Are we time for questions? We are indeed. Senator **Heston**.

**Heston:** I understand how—I can see how this process would work well with a multi-section course with multi-instructors. So, on a course-by-course basis. It's a little less clear to me how this would work well with a whole Category where you have multiple different courses, and even if I think about Science where you could take Intro to Chemistry, you could take Intro Biology, you could take Intro Geology or Weather or whatever, they all are designed as different courses, different content, but they're designed to meet the same Category Outcomes. But the assignments would be different, so, I mean, how do you pull all that together?

**Heistad:** You know, that's the biggest challenge. I mean, just like you say, it's one thing doing it with a Category—well, I mean, we can start with Science. That's one of the most complicated ones. But even with Math when you have Calc. I, Pre—you know. But one of the reasons that I think this is a good plan is because I've been working on it with the Science faculty, and I knew that if we could somehow make this work for our Science Category, that maybe then it would be easier to implement.

So, the experience that I've had so far, we created the Goals and Outcomes with a Coordinating Committee. We have now collected some student work. We've collected—we created two rubrics that we want to use. We picked an outcome that we're focusing on. We've collected student work now from Human Origins to Physics I, so really across the Category, and what we're going to do now is we're going to begin evaluating that student work and using the rubric we created to see how well it worked. How did we create the rubric? Well, the rubric came from a variety of different types of rubrics. So, for example, we have one—the Research Question for the rubric, and because of the outcome, the Outcome is “Can—you know, Our students can engage in the experimental process.” And so the Research Question that we asked in order to create the rubric was “How do students engage in the experimental process? How well do they engage?”

Can they engage in the experimental process?” And so then we came up with categories like “Can students conduct observations and make predictions?” “Can students design an experiment?” “Can they collect data?” “Can they organize results?” And so we tried to make them general enough that we think that in a lab course that those types of things will happen.

Now what’s going to happen is that we’re going to go through this semester. We’re going to go through the student work that we’ve collected and try to use these rubrics, and then we’re going to have to probably change the rubrics. We’re going to find that as we go along. So, I do think it’s possible. I think that when you use rubrics that are a little bit larger in scope like inquiry and analysis, you know, or some of the mathematical thinking type rubrics that we have been able to create them. Now we have to see how well they work. It is more difficult.

**Smith:** Senator—Laura [Secretary **Terlip**] [laughter around]

**Terlip:** As you’re collecting all that information, I just have some more logical kinds of questions. Are you going to try to, even though you don’t analyze it each year, are you going to collect in every Category every year?

**Heistad:** Well, that’s, you know, there will be some Categories that will be collecting. You know, maybe they’ll be finishing one cycle and decide to collect for the next cycle. The emphasis of the Assessment Plan is not on collecting, collecting, collecting. The emphasis is on Impact. Now, we’ll collect as much as we need to in order to have a good discussion about what we have, but I’m not in the position where I’m going to say that all LAC student work in this Category has to—I mean, I—there have been efforts like that in the past, and then you end up with closets and closets full of data that’s not being analyzed.

**Terlip:** Well, the reason I’m asking is I know we’ve tried to do that in our Department, and then we just randomly pick a few, so you’re not analyzing everything, but that has been helpful historically to see if we’ve got some trends \_\_\_\_\_ [voices overap]

**Heistad:** Yeah, no, that's exactly how we're going to do it, is it will be random, you know, random samples that would be collected and not from everyone and not all the time.

**Terlip:** All right. Second question, is there a plan to use any particular test items from the different classes as direct measurements? Or are you looking more at \_\_\_\_\_ [voices overlap]

**Heistad:** The faculty will have to decide that. The faculty will have to decide that.

**Terlip:** Ok, then my last question is when you look at discussing the findings to determine changes in stuff, is that just going to be the Coordinating Committee, or is it going to go back to the whole faculty, or how is that going to work?

**Heistad:** Yeah, so what will happen is we'll just have LAC faculty meetings for those faculty, you know, who are—who teach that course, and I think that—my experience has been that if you invite faculty, and you say, "Look, you're teaching this course. We're going to be talking about this Category," that they are likely to come, you know, so I don't know that I can force the faculty to come to the meetings where we'll discuss it, but I do think that as this process becomes institutionalized, more and more faculty will want to know what's happening across the Category and thus be more likely to participate in the Assessment. I guess we'll see.

**MacLin:** Jerry [Chair **Smith**], you have a left hand blind side. [laughter all around]

**Smith:** Well, to remedy that, Senator **MacLin**.

**MacLin:** Thank you. And you've sort of answered these, but I just wanted some clarification. So the Assessment Retreat would be at the Category level, not

**Heistad:** No, no, no. Assessment Retreat will be any faculty who teach in the Category or who have expertise in that area who volunteered to participate.

**MacLin:** But would it be at the Cat—evaluating the Category?

**Heistad:** Yes.

**MacLin:** Not an individual course.

**Heistad:** Absolutely right.

**MacLin:** So it will be Category 5, not Intro to Psych. Ok.

**Heistad:** Yeah, now with Category 5, just so you know, I have been talking with Richard **Featherstone**, and because of the new organization, we need, as a group, the faculty. We evidently have to talk about whether or not we're looking at first some type of Sub-category Assessment Plan within A, B, and C. But, yeah, we'll do the whole Category.

**MacLin:** Ok, and then the next thing is what kind of direction—maybe in the specific, take the example of the Sciences—what kind of direction or guidelines did you give individual instructors in terms of what kind and how much work to give you? Because I'm going to give you the best....[laughter around and several joking about only giving the best work and/or inundating her as a strategy]

**Heistad:** I think that we will be as specific as we can. That's going to be part of the learning process. Let me just give you an idea. So, for Category 4 we've done so much work now that I've actually started to create, along with the Liberal Arts Core, basically kind of a Faculty Assessment Handout or sheet or something that we'll put on the website, and what I will do in that is I will report the Assessment Findings. You know, it may or may not be Cat ID protected, but I will talk about what we collected, what the results were, and if there are sample assignments, sample syllabi, things that worked really well that people are excited about, we'll share them. So, part of it is going to be that—my hope is that faculty will actually get

together, talk about what they submitted, think, “Wow, I should have submitted that instead of this.” Or, “If I added this to this assignment, next time I’m not going to submit 15,000 pages, because I actually can improve my assignment.” And, you know, so we’re going to work with what faculty give us, and we’ll give faculty as specific instructions as we can. Probably the first thing the faculty will get in terms of what will be received will be the common rubric and say, “We’re looking for 4 examples that demonstrate your students’ proficiency in these areas.”

**MacLin:** And so I have 172 people in Intro. to Psych.

**Heistad:** Right.

**MacLin:** I assume you don’t want all 172 twelve-page term papers.

**Heistad:** So then what will happen is a list—a randomized list

**MacLin:** Unless you want to help me read and grade them.

**Heistad:** No, right. [laughing as turns at talk overlap] I’m not in that business. What we’ll do is we will create from those—the Coordinating Committee will decide how they want to do it, and it might be, “On your student list, we want the student work, you know, this work from students 1, 14, and 187.”

**MacLin:** Ok. Ok. And then following up on that is—I mean, I could be wrong, but—I may be the only Intro. to Psych professor that does have them do significant writing assignments because the classes are large, so many instructors may have 3 test scores per student, you know, per student, and it’s a single score. So, when you asked about items, so you get—they got an 82% on Quiz 2, what do you

**Heistad:** I think that, you know, one of the challenges will be that I have to assume that faculty are looking at—ok, first of all, if we rework the Goals and Outcomes that faculty have learning outcomes in mind that they are teaching and that they’re creating tests that respond to those outcomes, so

it could be that a faculty member could submit items whatever, whatever, whatever. I can see that happen. That's what we'll take, if that's what it is.

**MacLin:** Ok, yeah, thanks.

**Heistad:** Now, can I just say that it could be that in those discussions a faculty member might think, "Well, you know, maybe everyone else is having them do more writing, and I did this ABC test. Maybe I'll consider doing more writing in my class or a little more reading, whatever."

**Smith:** Other questions from the left? We'll take those first, [loud laughter all around and joking] before I go to the right wing. Senator **O'Kane?**

**O'Kane:** Just a real quick question. Is there any legal problem with you using the intellectual property of the students?

**Heistad:** No.

**O'Kane:** Don't you need their permission to have their artifacts?

**Heistad:** I don't—I—not—not in the case of assessment, not if it's for in-house anonymous assessment. So identifying marks—we're really—we're not interested in the course. We're not interested in the student. We're not interested in the instructor. We're not interested the course. We're interested in the Category. So, no, I—for that type of assessment, I don't think that you need any type of—now, if I were to go and publish something, then you're talking about IRB [Institutional Review Board permission].

**Smith:** Secretary **Terlip.**

**Terlip:** Yeah, I know this from my own past experience, there may be some challenges depending on the Category. So, for example, if you're looking at Communication Competence, if you want to have a recording, you can't protect the people's identity, and so that does—like that may apply in some other areas as well. It makes it really difficult.

**Smith:** Senator **Heston**.

**Heston:** I'm just curious about how this is being coordinated with the work that Donna **Vinton** is doing in our Center, or as the Director of Assessment, and the work that's being done to placate the Legislature regarding large section courses, large enrollment courses and the learning outcomes there, because it does feel like we've got multiple assessments going on for different purposes that are increasingly eating faculty time and energy without much necessary benefit to the faculty or to the students.

**Heistad:** Well, I think that the—this, you know, the large section size assessment that's going on is impacting the Liberal Arts Core. And when I first heard about that coming down, I thought, "Great. You know, right when we finally have a good assessment plan, we're going to be asked to do assessment that I've always found to be less effective." And so I thought, "Great, now I'm going to have to compete with what I've seen as not being as meaningful as what I'm getting ready to propose." And so all I can say is that what's being done for the Legislature is being done via paper. I had to do it for one of my classes. We answer a few questions. We send it to the Department Heads, and Department Heads go from there. It doesn't come through the Liberal Arts Core office, and I'm not asking that it come through my office in any way, shape, or form. So I believe that what I'm proposing is much more meaningful. In terms of coordination with the Office of Academic Assessment, maybe you remember that when we joined the Assessment Academy that our project was two-fold and that part of it was Liberal Arts Core that we needed. The other kind of area in which we admitted that we needed to do a lot of work on assessment was graduate education, and so the way that we've divided up the Assessment Academy project is that Donna has pretty much taken the lead on the Graduate Assessment Plan that needs to be put in place, and I've been working on the Undergraduate Assessment Plan. And then we come together for debriefings on kind of what's going on. So that's how that's working.

**Smith:** Ok, I—I want to get one in. [to another Senator] I'll get you in. Up until several years ago, the various Categories of the LAC were reviewed on

a rotational basis. These were Category Reviews which included a formal report and presentation to the [Faculty] Senate. Several years ago the Senate approved what I believe was a one-year moratorium on these reviews, but if I'm not mistaken that moratorium is now in its third year [light laughter around]. And so my question is

**Heistad:** Second year.

**Smith:** Second year?

**Heistad:** Well, yeah, second year.

**Smith:** It might be

**Heistad:** Well, last year was the year for the moratorium.

**Smith:** Whatever. Shouldn't we be having these reviews again? Are you intending this Assessment as an alternative to those. Those Reviews covered a lot more than just Outcomes Assessment, although that was a major part of it. Should we reinstitute/reinstate having the Category Reviews? Why or why not?

**Heistad:** Well, I think that unfortunately you say that Assessment was a major part of the Category Reviews? It wasn't. I mean, it

**Smith:** On paper it was.

**Heistad:** On paper it was, but it never happened. So, a lot of what was included in those Reviews was a lot of information from Institutional Research and a review of syllabi. I think that those are on—that's ongoing information that we need to have, that the [Faculty] Senate needs to have, that the Liberal Arts Core Committee needs to have. I don't think that that's necessarily—should be the burden of the faculty member who's in charge of the Category Review to go and collect all of that. I think that if you want to receive information about Assessment that's taking place in the Liberal Arts Core, what might be more meaningful to the Faculty Senate, and it's what I'm proposing, which is that I would come to the

Senate once a year with an Executive Summary of the Assessment Reports, ok, the, you know, to talk about the different Categories, what's going on in all of the different Categories, not just one Category every 10 years, but come and talk about what's going on in all of the different Categories. Talk about Curriculum Updates for the faculty. Talk about the data pertaining to class size, instructors, that type of work. I think that would be more meaningful than having those Reports that, frankly, you know, didn't necessarily say a lot about our student learning. It said a lot about kind of the structure.

**Smith:** Scott [Senator **Peters**]

**Peters:** Apologies if I missed this, but where do you stand in terms of having Coordinating Committees that are active and

**Heistad:** So, so far we have a very active Cornerstone Coordinating Committee. In a way that was kind of the place in which we started to pilot some of this on this—on a small scale. Then I created a Category 4 Coordinating Committee. That's been in existence now for about 2 years that we've been working with them. There is a Category 1D Coordinating Committee, so that's the Math folks, including Computer Science. Last semester I spent an enormous amount of time with the new Category 1D Coordinating Committee, which is formerly Personal Wellness, but as you all know we're piloting a new Dimensions of Well Being course, and so that Coordinating Committee has basically gone through the process of designing new Outcomes for that portion of the Category, as well as an Assessment Plan that's attached to that design. So, those are the areas that I've been working on most up until now. The Category 5 Coordinating Committee is—I think that—I don't know if you all know it yet, but I've been invited to the first meeting of the semester so that we can start talking about what's going to happen in Category 5. The Liberal Arts Core Committee wants to begin looking at the Outcomes for Capstone this semester. So it's our #1 Agenda Item. The result of that conversation will be a call for a Coordinating Committee that will then begin its work. So that kind of gives you an idea of where some of them are.

**Peters:** And then just very briefly, when a Coordinating Committee comes up with Goals and Outcomes, and it comes up with its Assessment Plan, that then goes to the LACC, and it has to be approved by the LACC before it gets put into action?

**Heistad:** Well, those, the Goals and the Outcomes first have to go to the faculty, to the Departments, to make sure that the faculty within the Departments, you know, don't have corrections that they want to add. One of the things that you have to realize—that with this plan is that these have to be considered living documents in a way, because as you go through this 4-Step Assessment, there will be changes to some of the Goals and Outcomes as we go. So I think that it's—it would be more important to approve updates and like the—you know, each time you begin a new cycle, that, yes, the Goals and Outcomes are changing, is that ok with the Liberal Arts Core? That's when it would be approved.

**Peters:** But it does, at some point

**Heistad:** Yes, oh, absolutely.

**Peters:** It has to be approved by LACC before it goes into effect.

**Heistad:** It has to be. Yeah.

**Smith:** Ok, I've had one more. I'm sorry. We're going to run out of time, and I had one more thing that was like a—it was originally a question, but it's really more of a comment, and it does broaden out. I'm hoping to get it on the record here.

Like many higher educational institutions, UNI faces enrollment challenges. Accordingly, we must consider various factors that add to or detract from our appeal to potential students, and the LAC is one of those factors. On the one hand, the LAC could be a draw to potential students, at least for those who are interested in graduating as well-educated people, if in fact we could demonstrate that our general education program delivered that outcome. I'm not sure that we can. On the other hand, the considerable length of our LAC—it's something like 45 credit hours long—is likely to be a

recruiting disadvantage with potential students, many of whom don't see the value of general education requirements and would rather spend their time on their course—their 120 hours taking a second major, multiple minors, whatever. So, I mean, the question I have for the LAC but for the faculty, we've got to be thinking about this. Can we justify the length of this program? Can we—is there a way of shortening? But we've got to be very careful with this program that it isn't hurting us in the market for potential students. And I would ask the LAC to be thinking very seriously about that, because right now I have no doubt that students when they look at this program of 45 hours, compare it to Iowa and Iowa State, they're seeing a lot less requirements there. We've got to be able to show that they get their money's worth here in terms of educational value, and that I think is a challenge for us. Chris [Senator **Edginton**].

**Edginton:** I have one other comment.

**Heistad:** Can I respond to Jerry [Chair **Smith**]?

**Smith:** Yeah, I'm sorry.

**Edginton:** I only have one other comment I'd like to get on the record because I don't know, you know, that we know about the number of credit hours they may have at Iowa and Iowa State, but, you know, the construction of the LAC is often very political and contentious, ok? I think it's wrong—I don't—you know, Deedee [**Heistad**] has done a wonderful job working with the School of HPELS in developing the Dimensions of Wellness Program. Has spent hours, you know, in reconstructing that Program. But I think that it's important for the Faculty Senate to hear the faculty voice in terms of the organization of the curriculum. So, my sense is that we should not only hear from Deedee, but we ought to hear from representatives from the faculty regarding the evolution of the LAC and the progress that we're making toward those ends that have been described here today. I think it's wrong to take the faculty voice out of that.

**Smith:** Ok. Back to Deedee.

**Heistad:** I think that, first of all I absolutely agree. I mean, I think that if the faculty want to reduce the number of hours in the Liberal Arts Core, then that's what we as a group can work on.

Getting back to, you know, the way that the students perceive the Liberal Arts Core, one of the things that's been surprising me is I've attended many of the Panther Op—every single Panther Open House, all of the Up Close Days, all of these things that we have now that, you know, students come to. I've been doing it since I became the Liberal Arts Core Director. When we have incoming students, they have no clue what a general education component is. When you talk to parents and students, when you ask them why they're coming to UNI, they might mention a program that they have some vague understanding of, that such-and-such is a good program. And let me just tell you that I think that I've heard from students at every single one of the programs that you all are in and everyone else is in is "Like the best program in the world!" and that's why they're coming here. I don't know where they get the information, but we've all had wonderful programs according to these students. They generally have no clue about either the length of the program or the length of the Liberal Arts Core. So I don't know if you really have students who are doing that type of research.

Now, I will say on the flip side that within the Liberal Arts Core, I have spent an enormous amount of time working on what we call our First Year Experience, ok? And I have realized that when I go to sell the Liberal Arts Core at Panther Peek Days during, you know, whatever, whenever students come to town, that what I'm selling is actually that here at UNI we have an amazing First Year Experience for students within the Liberal Arts Core, and that experience is becoming better and better, and I would be happy to come back and talk to you all about what's going on in the first year at UNI, like if you'd ever like to have me back.

**Smith:** Ok. Any other questions or

**Heston:** I have wanted to follow-up kind of on your point. There were a couple of committees that were looking at revisions to the LAC, adding a thinking course, doing some other things. Whatever happened to that work? Is it going anywhere? Is it still being worked on, or has it basically

been tabled because of, as Senator **Edginton** pointed out, the political nature of the LAC?

**Heistad:** I think that the bigger questions of, you know, “Let’s reduce the Liberal Arts Core,”—there was never a specific plan or consensus on that. There were—there was a lot of discussion on it, but there was never—well, there was consensus in that ev—a lot of faculty, when we surveyed them, said, “Yes, the Liberal Arts Core should be smaller.” And then everybody said, “But cut somebody else’s course.” [light laughter all around] So that’s kind of where that is.

But just to be clear, we have—we are going through a Curriculum Cycle, and you all are going to get some Curriculum Proposals that—including the Reorganization of Category 5, the addition of Cornerstone. Some specific Proposals are coming to Curriculum soon, the change to Personal Wellness, that, you know, are—were part of that, the most recent Review. So it didn’t totally die, but the big question, as I’ve researched where Universities have actually cut their general education requirement, it usually comes from a President or a Board of Regents that says, “This is it. In 2020 you can have a Liberal Arts Core that’s 12 hours long. Figure it out.” But it doesn’t come from the inside of faculty being able to agree to reduce their own core. So, that’s what I’ve seen in terms of reducing the Liberal Arts Core.

**Smith:** Thank you, Deedee. Any other questions? Again, thank you very much for your work on the Liberal Arts Core and for your presentation today.

ADJOURNMENT (5:06 p.m.)

**Smith:** That should about do it for today. Next meeting in 2 weeks, same time, same place. Move to adjourn by Senator **Edginton** [who indicated]. Seconded by [laughter all around and joking that Deedee can’t second a motion] Senator **Kirmani** [who indicated]. [Passed by acclamation.] Thank you all. Hope to see you in 2 weeks.

Submitted by,

Sherry Nuss  
Transcriptionist  
UNI Faculty Senate



Next meeting:  
Monday, January 27, 2014  
Oak Room, Maucker Union  
3:30 p.m.

Follows are 2 addenda to these Minutes.

LAC ASSESSMENT PLAN (Power Point)

Slide 1

**LAC Assessment Plan**





**Dr. Deirdre Bucher Heistad, Liberal Arts Core Director**

Slide 2

**Guiding principles and underlying assumptions...**


- ✓ **Primary motive for LAC assessment is to improve student learning**
- ✓ **At minimum, on-going direct assessment of student learning will be conducted using the Four Stage LAC Assessment Plan**
- ✓ **Assessment Reports will be 3-5 pages**



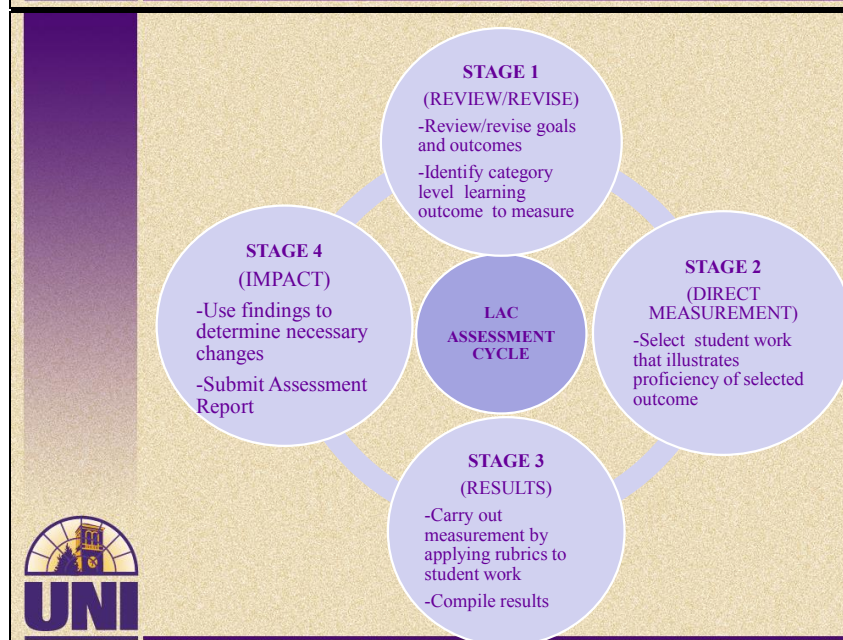
Slide 3

### Guiding principles and underlying assumptions (cont.)...


- ✓ Each category (or subcategory) will maintain a **Category Coordinating Committee** who will be responsible for overseeing assessment activities
- ✓ Faculty who teach in the LAC are expected to participate in assessment activities



Slide 4



Slide 5




**STAGE 1**  
REVIEW/REVISE  
GOALS

SELECT 1 GOAL TO  
MEASURE

**The process begins with the  
establishment of measureable student  
learning outcomes**

Slide 6




**Category 4: Natural Sciences**

**Previously:**

- Understanding the methods of science including observation, induction, deduction, and testing hypotheses.
- Understanding that experimental methods, data collection, organization, and analysis differ in different fields. However, there is a unity in the goal of observing and understanding nature.
- Understanding that science requires creativity in asking questions, making predictions, experimental design, development of theories, and critical analysis of data and hypotheses.

Slide 7




## Category 4: Natural Sciences

**Revised:**  
**Goal 2.** Apply scientific reasoning skills to investigate natural phenomena.

**Outcome 1.** Develop skills to generate and critique testable hypotheses related to natural phenomena/science.

**Outcome 2.** Engage in the experimental process by conducting observations, making predictions, collecting data and/or organizing results.

Slide 8



**STAGE 2**  
**(DIRECT MEASURE)**

Select student work that illustrates proficiency of selected outcome

- **Ideally, direct assessment is done using student work that is embedded in the course**

Examples: essay questions, papers, homework assignments, lab reports, portfolios, exam questions, etc.

Slide 9




**STAGE 3**  
(RESULTS)

Carry out measurement  
by applying rubrics to  
student work  
Compile results

- **Category Coordinating Committee will propose common rubric**
- **Assessment retreat will be organized to carry out task.**

Faculty will be offered compensation for the assessment retreat.

Slide 10



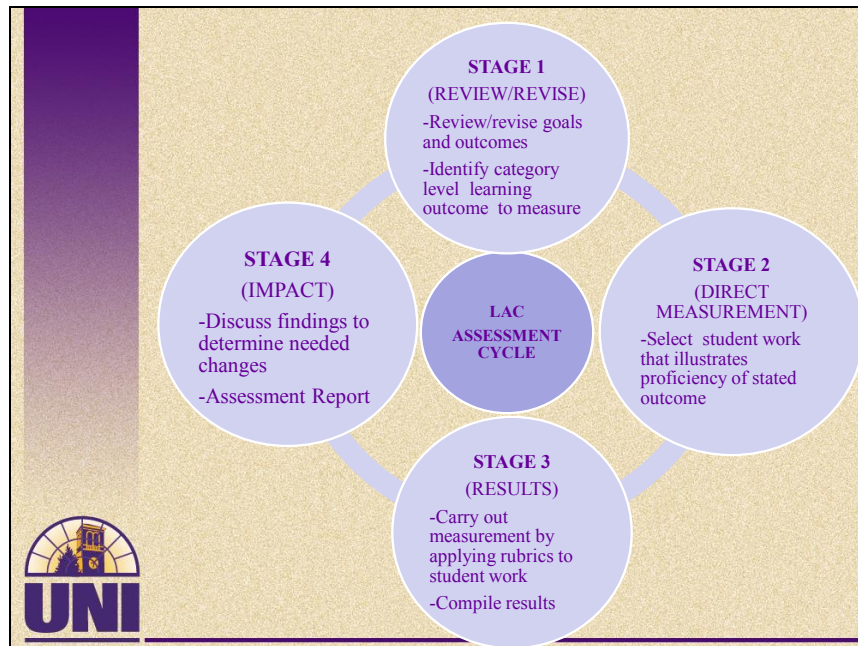
**STAGE 4**  
(IMPACT)

Discuss findings to  
determine needed  
changes  
Submit Assessment  
Report

***Defining Impact...***

- ☐ Refine goals and outcomes
- ☐ Refine Curriculum by implementing curriculum improvements
- ☐ Refine assessment tools

Slide 11



Slide 12

## Assessment Report

### Methods Section:

- Provide list of goals/outcomes
- Describe artifacts/student work collected
- Provide rubric used to assess work

### Results Section: (2 page maximum)

- Provide a visual that summarizes the results
- Provide a narrative of your findings

### Impact Section: (1 page maximum)

- Describe the collaboratively agreed upon changes, specific next steps, timetable for implementation of changes and re-assessment.

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**LAC ASSESSMENT PLAN** (handout)  
Guiding Principles and Underlying Assumptions

1. The university recognizes that the primary motive for LAC assessment is to improve student learning.
2. The assessment of student learning within the LAC should be meaningful to all stakeholders.
  - a. Both current and prospective students will be better positioned to take responsibility for their own learning if educational goals and objectives are clearly defined and measured.
  - b. Assessment provides faculty with a forum to discuss student learning.
  - c. The University of Northern Iowa is accredited by the Higher Learning Association of the North Central Association. A primary component of achieving accreditation is evidence of an active program of assessment of student learning within all academic programs.
3. The process of demonstrating student achievement within UNI's Liberal Arts Core begins with the establishment, measurement and use of results by faculty within each category (or sub-category) of the LAC.
4. LAC assessment shall be continuous. Each category (or subcategory) will maintain a Category Coordinating Committee who will be responsible for overseeing assessment activities and submitting annual assessment updates.the Assessment Report ([see Assessment Report Template and LAC Assessment Calendar](#))
5. Faculty who teach in the LAC are expected to participate in on-going assessment activities.
6. Assessment measures are to be clearly described.
7. The creation of common rubrics shall, when appropriate, be informed by the AAC&U Value Rubrics. ([see below, Using AAC&U VALUE Rubrics](#))
8. Assessment reports for each category (or sub-category) will be approximately 3-5 pages in length.
9. Direct assessment of student learning is the primary goal of this effort. Indirect assessment will be conducted via the Office of the LAC and therefore be optional for the Category Coordinating Committees. ([see below, "Four Step Direct Assessment Plan"](#))
10. Course-embedded assessment is an excellent example of a direct measure of student learning if the evaluation consists of the clear measurement of specific learning outcomes. To this end, ideally, neither the student nor the professor will

need to spend additional time taking, creating and/or implementing additional assessments.

### **Four Stage Assessment Cycle**

#### **Preliminary Work**

- Create learning goals and measurable outcomes
- Create an assessment grid
- Implement indirect assessment (SALG or student survey)
- Form a coordinating committee

#### **Assessment Cycle**

##### **Stage 1:** Review/revise the category level goals and outcomes

- Identify at least one meaningful category level learning outcome to assess each year

##### **Stage 2:** Direct measurement

- Select direct measurement to assess at least one learning outcome.

##### **Stage 3:** Results

- Carry out measurement (by applying rubrics to student work)
- Compile results

##### **Stage 4:** Impact

- Discuss findings to determine needed changes/improvements and implementation thereof
- Submit assessment report

#### **Summary and Review Phase**

- LACC Annual Report to Faculty Senate (data pertaining to enrollment, staffing, assessment, curriculum and an executive summary of the student learning improvement plans, including their impact on student learning)
- LAC Director Report to Academic Affairs Council
- LAC Program Review (every 7 years)
- Review the LAC Assessment Plan