

**Minutes of the University Faculty Senate
09 March 2020**

Senators in attendance: James Mattingly (Chair), John Burnight (Vice-Chair), Amy Petersen (Past Chair), Barbara Cutter (Chair of the Faculty), Imam Alam, Megan Balong, Francis Degrin, Gretchen Gould, Kenneth Hall, Thomas Hesse, Donna Hoffman, Charles Holcombe, William Koch, Amanda McCandless, Matthew Makarios, Kenneth Elgersma, Nicole Skaar, Ali Tabei (for Andrew Stollenwerk), Shahram Varzavand.

Guests in attendance: Becky Hawbaker (United Faculty President), Jim Wohlpart (Provost), Patrick Pease (Associate Provost), Jacob Levang (NISG President). Also, members of the General Education Revision Committee: Brenda Bass, John Fritch, Ryan McGeough, Doug Shaw, Regan Rowenhorst, Damond Jones.

Please note that a letter of support for an Emeritus request discussed during this meeting is appended to this transcript.

02:06 James Mattingly: Good afternoon. Let's go ahead and get started. It's a little after three thirty, just after, I don't know why I always do it, but I'll still make my call for press identification. Are there any press with us today? Inevitably no, and so we will move on to introduce our, our guests, Ryan, can we start with you?

02:37 Ryan McGeough: Sure. I'm Ryan McGeough from communication studies, here as a part of the GER Committee.

02:46 Damond Jones: Hi, I'm Damond Jones. I'm a senior psychology major and I'm here with the GER commission.

02:51 Regan Rowenhorst: I'm Regan Rowenhorst, I am a history major and doing my part in this committee as well.

02:56 Doug Shaw: I'm Doug Shaw. I'm a part of the mathematics department and the co-chair of the said committee.

03:01 Brenda Bass: I'm Brenda Bass and the social and behavioral science and a part of this committee

03:05 James Mattingly: Thank you. It's such a great surprise that you brought some student representatives today. Really happy to to see that; I'm sure the rest of the senators are, as well. OK, I'm sure we will have a few announcements today beginning with President Nook.

03:29 Mark Nook: I want to update you on what's going on with the Corona virus and the universities' response so that you have an opportunity to ask some questions. I'd say I got an event at the house at four o'clock so I'm going to be taking off as soon as we're done with this.

It's a gathering for what is known as UNI7 and I'll talk about that a little bit more later, but I want to cover this first.

Most of you have seen the announcements that have gone out recently about pulling students back from foreign countries as, as that country was listed as level three on the CDC, including China and South Korea, and Italy, Iran is on the list as well. And, it is our intention to continue to call students and faculty and staff back when the CDC moves the country to level three as precautionary. We were handling this until this morning with a task force that was pulled together, people had some stake in this, had some background and it had an understanding on how to manage large complicated projects. We have moved, however, to what is known as an incident command system, this is something that comes from NIMS, which is was really put together after the nine eleven incident and a way to handle large, coordinated emergencies, and this falls into that category. And so, I wanted to make you aware of the structure and that we have moved to an incident command system that is known as ICS, also you will probably hear ICS a lot. This is the system and structure you can see here is sort of outlined as the org-chart and the place you really want to look is right underneath ICS you'll see the unified command, we are using two people co-unified command with Jim Wohlpart and Michael Hager. Michael of course oversees a lot of our facilities and operations work, our budget, Jim the academic affairs site, and most of the travels involved, involves students, academic affairs and faculty in that area, so they are the two, in the best position that sort of lead this effort. The other key people that I want to point out on here is Joseph Razor, our safety officer, is one who is just steeped in NIMS training in particular in response to disasters and projects of this sorts, and is really the person that is sort of organizing the structure and pulling people together. Shelly O'Connell, who is the director of our campus health center, is serving as the liaison officer, and of course our informational officer would be Cassie Mathes, we then set up a structure that you can see here with a planning section chief, operation section chief, logistics section chief, finance administration section chief and then units underneath that. We are still working, we've identified the people for each of those, we are still working through and talking with them and I'm not sure we've got agreement from each of them yet that they're willing to serve in that role, that's why I haven't put any of the names on here. We do have most of these boxes filled out; in fact, two of the boxes, I think, are filled out by the people sitting next to me. Planning, right? And operations? Yeah. Okay so, we'll fill the boxes in for you as I'm confident that we have them all set. We have some overall support from the counsel's office, that's Tim McKenna and Kyle Fogt, our legal team, and in particular the faculty box down here is primarily our community health faculty that have expertise in this area as well, but others as needed. Just to point out what an incident management command system looks like, I did include a couple of pages off the department of homeland security which is the system where all the information on the names and things of that sort resides, so you can have a little bit of background on what we're putting together. We have not opened up a command center as such; the team will meet, especially the leads, the section chiefs on up, will meet daily, early in the morning, probably by phone to discuss where things are at, what

needs to be done. And the group will meet more regularly, the team will meet as needed moving forward. So, we're already in the incident command system. We've moved to this model from the task force, many other people that were, many of the people, everyone that was in the task force, has moved into a role on the ICS. Let me stop there and ask if there are any questions, I know that there should probably be a lot. Yes?

08:50 Francis Degrin: I just want to emphasize that, the reason I wasn't in the meeting this morning was I was at both hospitals, in pandemic preparedness for the hospitals. And so, one of the things that I keep thinking about - and I hope you take seriously - is [that] I don't think we are required yet to shut down the university. I think it's unlikely, but we do need to identify the 'at risk' people in the university and take strategic ways to protect them, be they students; which could be something as simple as giving them N95 Masks to go to class with. And making them sit a little separate to, you know, faculty and so forth. And so, if we do more of that, then we have some secretaries that are at very high risk, and the people are constantly coming to see them; so, they need to be protected. So, I'm just thinking about I would - that's really kind of what I think can help contribute to and I'd try to - hope we take that focus, so ...

09:41 President Nook: Yeah, you know what Francis is mentioning is actually a good point. Telling me this stuff is probably the wrong thing to do, to be quite honest. Right. Right. I'm glad you did, but what I really want to point out is what the ICS does is give us contact points. You can go to anybody on this list, they will get the information to the people, to get your questions to the people that can actually answer them. And we will develop a university-wide response, instead of having a person in one office responding one way and a person in another office responding another way, and having, you know, chaos in our reaction. But to have a set of reactions—one set of reactions—that are the university's process for handling our response to COVID19, we of course now have three cases in the state, not here in this county but still, there are three in this state. And we certainly expect that this thing isn't yet at its peak—around the world or even in the United States. There are some universities that have really changed their operations, some are no longer holding face to face classes around the United States. They've moved completely online, as much as they can. And there are others that have cancelled the tournament games and things of that sort that were to be held. They haven't cancelled tournament games; they told the crowds "Don't come. We are playing without an audience." And that is the Division III men's basketball Regional that's at Johns Hopkins. John Hopkins said, "You can't come to the game. The players will play. No one will watch them. Stay tuned on streaming video," right? So. There are some national meetings—educational meetings—that are starting to be cancelled. And we may see more of that. We are working closely with a AAC&U on the meeting that we have scheduled for the 19th to 21st around diversity and inclusion and equity in New Orleans, that we are taking a team of about 11 people to. So, we are watching that pretty carefully and seeing what they say and where they are going. Other questions?

12:02 Becky Hawbaker: This is Becky Hawbaker. So, you mentioned several faculties in public health and other areas where they have expertise. I'm also wondering— I have recognized that this is a rapidly-unfolding quickly-changing problem/issue and there's not a lot of opportunity for consultation when making decisions, but I'm curious about if there are other faculty that are involved in each of these strands, so that we're considering the implications and impact of decisions and so that you have—I don't know—ready advice and, have you thought about or — I know the Provost sent out this email but the rumor which I heard this morning and thought 'Oh my gosh!' I felt unprepared.

12: 49 Mark Nook: There's an instruction box here, right? Down the bottom; under the planning section. A lot of this is going to hit academic life more than anything else. And some of the faculty that we will be involving is, especially the faculty senate leadership because if we're going to be talking about classes or moving the curriculum around, the faculty senate needs to be a part of that, and it needs to be engaged in that, and part of the solution.

13:16 Becky Hawbaker: May... May I also say that your union should probably be included—working conditions...

13:24 Mark Nook: Yeah, I was going to say that. Yeah, there are working conditions as well. Of course, our focus is first and foremost on the students, in making sure we've got that right. We also have working conditions for the faculty that we know we need to take on. So, in the faculty there are several that are identified that will be part of the process. Sitting here right now I don't know where faculty plugged into these boxes but there's faculty on the task force and they are engaged, they are still in the ICS. But without putting names on here, I don't want to commit further than that either until everybody's been asked about their level of service.

14:00 Becky Hawbaker: Okay.

14:01 Mark Nook: Okay. Other questions?

14:08 Thomas Hesse: This is Tom Hesse. If we were to close a campus for a couple of weeks, what happens to the hourly wage employees?

14:15 Mark Nook: That's a question that this group needs to work through. Right. Yeah. We're sitting here early enough; that means the questions that you have are sort of—out there—that could come about, where this group needs to work through and address those. Alright? One of the things I hope you realize, we're early in this. Alright? This hasn't been going around that long especially to the extent that it was going to impact our campus in a major way. We're rolling this out, so you see how we're going to handle it. You're aware of the process now. Admittedly, it's a little sketchy yet, but it is much more defined than what I can give you right here in a few minutes. But the process will be followed so that you now know how to engage, you know how the decisions are going to be made and who's going to be involved in those. And you can interact with the group and may be approached by the members of the group for your

input depending on the positions that you have and the expertise that you have. And your colleagues. Francis?

15:26 Francis Degrin: You said we were early in the process. I'm actually not sure we're that early, because I think we're going to probably take a hit immediately after spring break after the students come back. So, I think we're okay on the process. But... you know. I don't think we're early.

15:42 President Nook: Yeah. I guess what I say, I think we're early, when I look at many other universities of our size and type are, we are, in front of them, as this thing kind of came up, we have responded, I think, at the appropriate times. We could have initiated this two weeks ago. At that point, you know, Italy was still a safe place to travel and South Korea was a safe place to travel and the only real hot spot was China and Iran. But, you know, so we put the task force together that time to see now it is the time to take this step. And a very formal line — we have a formal task force. We're now looking to what is the national standard for addressing issues like that and that's a NIMS based ICS model. Iowa just initiated their ICS. Iowa State is working out a similar process they don't call it ICS. It's ECO I think or EOC. All three have moved about the same time to this process. It's a little more complicated at Iowa and as you can imagine at the hospitals and clinics.

16:57 James Mattingly: Senator Gould, do you still have questions?

16:58 Gretchen Gould: So, will this be shared on the campus? At some point?

17:00 Mark Nook: It will. It will. There is a website being developed. There is already a Corona Virus website, this will become part of it. It may already be up there I'm not sure, it depends on sort of when the last boxes are filled.

17:18 James Mattingly: Are there any other last questions for the President?

17:24 Mark Nook: One last comment, tonight we are honoring the fiftieth anniversary of what is known as the UNI7... I'm saying "what is known as UNI7" for a couple of reasons, one it is not a name they chose; it was the name given to them by the media. It is a name that if you listen to when the group was back in 2015, they talked about as the so-called UNI7 with a little bit of derision in their voice, so it is a group of students that were more than seven, at least nine, that sat in the president's house on the evening/night of March 16th, 1970 until the next — into the next day. There were nine students sitting there overnight, there were other students, approximately thirty, that were waiting outside the next morning to join them. The group ultimately moved to the administration building. And there were more than 200 that were involved in a protest to disrupt a meeting that was to determine whether or not seven students that had been positively identified of the nine that sat in the house, would be permanently suspended. So, this was — it is a group much bigger than that. I know the invitations were sent out to the original nine, that were in the house. That group was brought back in 2015 as well, but this is the fiftieth anniversary. There would be a recognition tonight in the Maucker

Ballroom. They, at four o'clock I have a reception at the house with them, it's, I think, the first time they've returned to the house. So, we'll see how that goes. I'm actually looking forward to, I've talked with several of the members in the three years I've been here, but it'll be the first time that I'll be around the entire group. They each brought at least one plus one with them, whether it's a spouse or another family member or a friend, and they will be meeting the students and others tomorrow. There are three meetings that they have tomorrow including the meeting with the senior leadership team. The program starts at 6:30 and then it's scheduled to go till 8:30 in the Mauckerallroom. So, join us, please, and I know there have been posters and flyers out. So, join us if you can. Thank you. Thank you.

19: 48 James Mattingly: Thank you. OK. I'd. I'd like to add before I move on, that I especially appreciate that we're taking a moment to celebrate the fact that sometimes a little civil disobedience is exactly what is required.

20:02 Mark Nook: Sometimes, not even a little! Sometimes, a big civil disobedience is required! And, you know, one of the things that you may hear tonight, you know, I just spent quite a bit of time reviewing what happened at that time. Everybody hears and thinks that the UNI7 was, after an Afro-American house—a cultural center for African Americans. That was one of the four demands. And it was the only one that was hand-written on the page. It was number four. There were three other demands that seem to have been forgotten. And one of them was an increase in the diversity of our faculty. Another one was an increase in the diversity of our students. And the other was a change in the gen-ed curriculum to include racial issues and matters of race. So, it might be an especially appropriate time. And if you would think back to the period of time between 68 and 70, and what was going on politically at that time and what is going on politically today; it's probably very appropriate that we sit down and think about what happened 50 years ago. And some of the similarities with where we're at today in the country and our University, so it is extremely appropriate that we take some time to reflect and to celebrate our group of really creative students; seven of whom were suspended—some of which actually finished their degrees here. Some came back to finish their master's and get a master's degree and at least a couple worked for us; after that, for a long time. So, it is— it's going to be a unique celebration of what these people did and the foundations that they laid for other students, especially in the area of diversity and equity and inclusion, so it should be fun. I've got a kind of warped definition of fun; I guess interesting would be better. It will be interesting. It will be enjoyable as well, to hear their reflections. They won't be speaking tonight. They will simply be honored. But Reverend Abraham Funchess will be speaking tonight and kind of filling in the background and then each of them will be honored. Hope you can join us, thanks very much!

22:22 James Mattingly: Provost Wohlpart will be a little late today. He will have no comments. Faculty chair Cutter do you have anything to share today?

22:32 Barbara Cutter: Yes, I just wanted to give a short update on what the Program Vitality Committee has been up to. And that is a joint committee, as some of you have been here for a

little while would remember, of the senate and the provost's office and Patrick is the chair of this committee. And I'm on the committee as well. And so I just wanted to— I'll be sending out some emails to everyone at some point soon but I just wanted to give this senators a heads up that the committee has finished part of a set of metrics that we decided to have put on the UNI website about, you know, basically what is called Programme Vitality Metrics where you can look at each department and there are statistics like undergraduate enrollment of majors by department, departmental enrollment by majors, minors, class size, faculty scholarships by department, student credit hours taught, departmental space allocation, retention rates by department... all these kinds of things. And my understanding is that very few people have actually looked at this information and provided any feedback. And by very few, what are we talking about, under thirty or something.

24:06 Patrick Pease: This is Patrick Pease,, when we sent out the, initially we had a survey out and I think yes, it was thirty people responding to it and IR tracks traffic, not individual people but traffic overall but it doesn't get very much traffic and it's, I think, maybe you know, double-digit hits a month.

24:29 Barbara Cutter: So, the key is, there's this website. It's on Institutional Research called Programme Vitality Metrics and it is meant to be accessible to all faculty members and you can look at things by department, and the idea was, it's supposed to provide transparency of information that is useful to departments to look at quote "vitality," and so what I'm requesting that everybody do and encourage people in their department to do is look at these reports and provide feedback. If you go to the website there's a place where it says "click to provide feedback," so you don't have to have a separate thing. You just have to go, it's Institutional Research Program Vitality Metrics section. So, if you go to institutional research, it's very easy to find and so just think about it in terms of is this information useful to you? Is all of it useful to you? Is some of it useful to you? Do you think anything is missing? Are there other things you'd like to see here? Other types of information, kinds of information? So, it's just important that faculty are aware of this and provide feedback and you know... There is actually information that is useful and if there's stuff that's missing that can be added. So that's my plug for paying attention.

26:18 James Mattingly: Thank you Chair Cutter. Is there anything else today? Okay. I would just like to note for the record that we have one more guest that is has joined us. John Fritch is now with us with the General Education Revision Committee. Moving on with the announcements, United Faculty President Becky Hawbaker, do you any announcements to do?

26:42 Becky Hawbaker: Just a few short items. I just want to report that we continue work on a couple of recurring issues with Student Accessibility Services and how accommodations are delivered. And it has gotten a lot better but there's, we still have some things to even out there, I'd say. And also in my remarks, I think it was just the last meeting, when I talked about my concern about whether a CRT process that's focused on restorative justice, fighting bias can exist within a system that also has a punitive system under OCEM when they are dealing with

the same kinds of issues and we have, you know, how does that work? And so, we do have a meeting with CRT leadership on Friday that hopefully will lead to some good discussion about how to proceed with that. Third, it doesn't seem possible but we're going to be up for our recertification vote this coming Fall already and so our United Faculty Department liaisons are gearing up for some visits to ask you for commitment to vote. Yes, that would be coming up in October, all too quickly. And then finally, just another reminder that the United Faculty appreciation dinner is Friday April 17th and we are still seeking nominations for awards for faculty, administration, community members, or legislators who have supported you and I and our faculty this year. So please, please send those in. And we'll also be giving a special tribute to former UF President and Executive Director Chuck Quirk and some of his sons are coming back for the dinner, so we are really looking forward to that.

28:29 James Mattingly: Fantastic! Thank you, President Hawbaker. Northern Iowa Student Government president Jacob Levang, do you have any comments today?

28:39 Jacob Levang: Yeah! Not much to mention this week. I have officially been replaced. Her name is, the winning ticket is Elle Boeding and Rachal Greene. It was uncontested as I mentioned, but Elle will be taking my spot. She should join me two weeks from now. If not, two weeks from then but she said we'll work it out for sure before the end of the year. So I'm really excited to see the transition. She's going to do a really good job and you all will be lucky to have her in this room next year. Aside from that, the two main projects that our administration will be working on until the end, besides just supporting them in general, we've already touched on a little bit, but the suicide prevention educator --- working on funding for that. So, I believe the legislature is releasing their funding on the 15th; somebody correct me if I'm wrong. But then from there, they know their budget for the year and hopefully we can get put in an ask in, once that's there. We know it's a long shot for this year but that's at least to continue our conversation we want to have with the legislature about mental health on college campuses. So hopefully, this is the beginning of something; hopefully not too long term but something that we can really get some sustainable change done within the state. The final thing is, I think I have touched this before in the past, but consent based education training and orientation, so this is something that I have been working on for three years and I've gotten a 'no' for three years. It feels like a fairly straightforward thing to at least the students, but we ran into some complications with scheduling and fitting that into our orientation and how students might react to that type of training, and differences of opinion on that. But there is a task force put together, mostly comprising of students, well actually all comprised of students this Fall, who wrote, I think, a sixteen or somewhere between fifteen- or twenty-page draft on how that could fit in. And it was still rejected to this point. So we are continuing looking for different avenues to hopefully, if not get that in this summer's education, at least guarantee it for next year's; because we believe that is something that is very important, you know, to the lack of a sex education in our K-12 system in the state is very poor, and we recognize that we cannot

certainly expect students to come on to campus as freshmen and know all about it. And I think that's where we want to step in and use orientations, that platform because there is no other time to really give all the students the education.

31: 01 James Mattingly: Thank you very much for that. I will just encourage you to keep pushing on that. That's a pretty important thing to not drop the ball.

31:10 Jacob Levang: maybe I'll add another degree and come back for a year.

31:15 James Mattingly: Man, I almost wish we had let you go first, while our president was still in the room.

31:30 Jacob Levang: Yeah, he has an email on the desk, so I need a response back.

31:22 James Mattingly: I'll send him an email of the transcript to him with, with, with that portion highlighted. I assure you.

31:28 Jacob Levang: Thank you.

31:33 James Mattingly: I have no announcements or comments today, so we'll move on to the minutes. I sent you all the February 24 minutes on Friday, is there a motion to accept them? Moved by Senator Skaar. Is there a second? Senator Hoffman. Do the minutes require any discussion? Before we vote to approve them? OK. Then all in favor of approving the minutes as they are? Please say aye.

32:19 People: Aye

32:20 James Mattingly: Are there any opposed? Are there any abstaining? The motion has passed. The minutes are approved. The first item on the calendar is, is the Gloria Holmes Emeritus request, calendar item 1494, excuse me, okay, is there a motion to move that item to the docket? Senator Degrin. Second? By Senator Balong. Is there any discussion required on that before we vote? Then all in favor of docketing the calendar item 1494, the Gloria Holmes Emeritus request, please say aye?

33:23 People: Aye

33:24 James Mattingly: Are there any opposed? Are there any abstaining? And so, the motion is passed, that item will be on the docket. We have two docketed items today, the first one is an Emeritus request for Michael Waggoner, docket item 1371 in Educational Psychology Foundations and Leadership. I got it all out this time. Is there a motion to approve that Emeritus request? Moved by Senator Skaar, and second by Senator Koch. Who would like to say something on his behalf? Senator Skaar.

34:15 Nicole Skaar: we have only been merged departments for not even a year now, but I have been able to work with him on faculty searches and in other ways and it's been a pleasure to be around him. He still comes to our department meetings, which you know it's really like, "hey, you really don't need to be here but you're welcome". So he likes being part of that so I guess,

years ago he was our department head, it was sort of shared across a leadership and at a time and people speak highly about that time he was our a shared department head and which is not an easy thing to do, I can imagine. Having allegiances in one department and working in another department, and people speak highly of that as well. He will definitely be missed; he was one of the two faculty in the post-secondary affairs program and so he will be sorely missed.

35:19 James Mattingly: Thank you for that. Is there anyone else? Francis Degnin.

35:27 Francis Degnin: Doctor Waggoner was an influence far beyond the departments as well, in part through his editing of a journal and so forth. I found him especially through pre-tenure I find him incredibly supportive and helpful. And I just want to acknowledge that he was t a university force, not just a departmental force. For the good.

35:52 James Mattingly: is there anyone else? Then I will ask for a vote all in favor of approving the ameridis request for Michael Waggoner, please say aye.

36:05 Everyone: Aye.

36:06 James Mattingly: are there any opposed? And are there any abstaining? Okay, then the motion is passed. Okay, now we have the consultation of the General Education Revision Committee and the moment we have been waiting for today. There are a couple of spots up here that are, that you might want to come populate, especially if you plan to speak and give us an initial orientation to what it is we are looking at today.

37:19 James Mattingly: Then we can actually hear on the recorder what is it that you're saying.

37:34 Jim Wohlpart: Thank you so as you speak I would, as the Provost, like to remind you that we would like you to mention who you are, for the record. Thanks, for being with us today.

37:45 Brenda Bass: So, this is Brenda Bass. I just want to take a moment to recognize the dedication of the committee, we are not done yet, but this committee has been incredibly hardworking and comprised of faculty, students and staff, in addition to the group that you see over here. Senator Holcombe is a part of the committee too and they have been working for two years now and they've worked through countless hours of gathering best practices from around the country, gathering information from on-campus, they have met weekly, they have worked over summers. And they've spent countless hours going out to departments to meet face to face with the departments as well as other constituency groups. So I just want to recognize the dedication of the group, they have been incredibly collegial, but willing to talk about tough issues and willing to have robust and lively conversations about some very important issues for this campus and for the future of our students and the education that we provide. Just as a reminder, since the last time that we were here, we gave an update of what our fall had been in terms of gathering input and feedback from campus, the committee spent a lot of time thinking through that feedback and then proposed the next draft of the structure in order to meet the learning outcomes that had been previously approved by this body. And from

there the last step that you have seen publicly is we sent out the next draft of the model along with the survey and we have recently received that survey feedback. I believe that has been shared on the website along with the latest proposal from the committee, but from that I would like to turn it over to Doug to talk a little bit about the proposal and what has changed since the last time that you have seen it.

40:08 Doug Shaw: So, I am Doug Shaw, Faculty Co-Chair, and so we sent the proposal out and we got quite a lot of faculty feedback which was something we welcomed. Because the whole goal of this from the beginning was that this would be a product of the faculty, not just a few people. So, we wanted to make sure we got faculty feedback and we got it. So, what's different between this and the last thing we brought you. If you could scroll down to the multidisciplinary certificate, we removed one course from it, a three-course certificate, faculty felt, that it would be more manageable and easier to get three professors to get together and agree with something than four. And if you're imagining it being hard for four professors to agree with something, picture thirteen, which is what our committee was. Then, I'm looking up there, it says for the latest version we took the lab away from Creativity [cross-talk to find the correct part of the presentation]. There it is, OK. So we renamed Creativity "Human Expression," and it's still measuring the same SLOs but we took the lab away. And we broke "Human Condition" into "Human Condition: Domestic" and "Human Condition: Global. One thing that we've discussed is that one of the issues we brought last time is what to name the multidisciplinary certificate, and actually in response to some student feedback we decided that there are two different decisions to be made: one is what are we going to be calling the multidisciplinary certificate when we're talking and when we're putting it in the marketing and all, and then what should appear on the transcript. And that was a decision that faculty were not aware of the importance, and the students brought it to us that they care very much for what appears on the transcript than what it appears in the brochures, so these were the two decisions we have to make. And I think those are all the changes we made in response to faculty feedback.

42:36 James Mattingly: What did the students want the certificates to be called?

42:41 Damond Jones: Okay, so this Damond Jones. We had a couple of ideas from the students, we went and talked to the student government and got their input, and one idea for the certificate was "concentration," and they essentially overall wanted something more professional, they also had ideas such as "emphasis," but we thought that since we already kind of had emphasis, emphases in things, that would be confusing. For the certificate, those are a couple of things that we had.

43:18 James Mattingly: Thank you. What questions do people have?

43:23 William Koch: I was just thinking, what was the reason behind removing the lab for Human Expression?

43:33 Doug Shaw: so there were a lot of pros and cons, this was robustly discussed, there were practical issues that were brought out on our survey as to actually implementing the lab, and I

think most people, philosophically--not all, but most people philosophically liked the idea, but the practical one credit hour thing whether or not this is attached to a lab, ultimately the faculty were concerned about that. And we decided that this is in fact going to be ... we're not going to wait another 40 years to revise it, that we could have this out now, and at a later date if the faculty believe that a lab is missing we could put it in.

44:14 James Mattingly: President Hawbaker?

44:16 Becky Hawbaker: So when we talk about taking a course out of the certificate and taking out the lab, I understand how that would work in terms of the structure. But what does that mean in terms of the minimum number of credit hours in this new GER?

44:40 John Fritch: It would be 34.

44:41 Doug Shaw: 34.

44:43 Becky Hawbaker: So we started with 36? 37?

44:47 Francis Degrin: Started with 37.

44:48 Francis Degrin: The current is 45. So we do keep getting smaller.

44:55 Becky Hawbaker: I'm really troubled by that, because it's already a very big decrease. And I understand the rationale for why it makes sense to have a certificate that's different, but I'm very concerned about that.

45:13 Doug Shaw: Many people share your concerns and many people also wish it was shorter. So, but that's based, that said, there is no consensus by the faculty as to a certain number of hours. So ultimately the faculty voted earlier to go to an SLO model, and we believe that the SLO's are, this does the job of covering those SLO's. Yes?

45:41 Tom Hesse: Just quickly, how does 34 hours compare with our peer institutions? About the same, more or less?

45:48 Doug Shaw: I'm not sure.

45:49 Brenda Bass: When we looked, it's been a while ago, so you can define peers in a lot of different ways. But when we looked at like institutions it varied tremendously across. There were some that had much, much more, but there were some that had less. And so really, the range was extensive.

46:10 James Mattingly: Thank you, Brenda. The question was from Tom Hesse.

46:15 John Fritch: As I recall, we looked at those. One of the key differences is the requirement of the foreign language. So if you add six to ten hours on top of where we're at, that's one of the differences.

46:38 Francis Degrin: So are we still looking at if a person graduates from community college with an AA degree, they don't have to do any of this?

46:48 Doug Shaw: That is the case, and that is not, that's beyond the scope of this committee, it's articulation agreements.

46:56 Francis Degrin: Well, I mean there's parts of it that can be done different ways. I remember the rationale for that was given that it was to encourage people to come here instead of going someplace else. But it also strikes me that that, there's always unintended consequences. It might encourage people to stay in the community college longer as opposed to then coming here sooner. Because then they could finish that and skip the entire LAC.

47:22 Doug Shaw: I'm not disagreeing with you but I'm honestly not understanding it.

47:25 Francis Degrin: Okay. So in other words, if they come, my understanding from previous discussions is that if a student comes here, they've done coursework and most of the LAC at the community college but they haven't reached an AA degree, then they still have to do the last few courses here. Is that right?

47:45 Doug Shaw: Yes, to my knowledge.

47:46 Francis Degrin: Okay. But if they finish the AA degree they don't have to do any of the LAC. Or pretty much almost regardless of what they have on their transcript about what they did and didn't do, which doesn't necessarily mean they've done all the courses. And it also means since we are meant to be the liberal arts university for the state, it just is, I'm concerned about not having any of the LAC be done here at all. But I'm also thinking it can backfire because if I'm a student and I want to avoid the LAC and do as little as possible, then whereas I might have transferred to the university after a year in community college, I might now stay an extra year in the community college system instead of coming here, because by getting the AA by staying there two years, I now have the opportunity to entirely avoid the LAC.

48:36 Doug Shaw: That's true in the status quo, too, if you have an AA degree.

48:29 Francis Degrin: You still have to take capstone and HPELS, don't you?

48:43 Brenda Bass: No, just capstone.

48:43 Francis Degrin: Just capstone, okay.

48:45 Brenda Bass: Some people no. There's a lot of community colleges that have non-west courses.

48:51 Francis Degin: Right. So I'm saying there's one course at least, and I guess I'm concerned about not having, and like I'm saying, I'm concerned about the other side of that, encouraging people to stay in the community college system longer. So I'm just not sure that that, which, what the data would suggest about that.

49:03 Doug Shaw: Which I don't know either, because you can also argue it the other way, that if you have a shorter LAC then people will not be in the community college system as long to get out of it.

49:13 Francis Degin: Well, I'm not actually talking about the length of it at all here. I'm talking about whether you can be exempted from everything in it or not.

49:20 Doug Shaw: I think that's a good discussion to have, and I think again articulation agreements are outside of my, we don't have, this morning I went to the cardiologist and they gave me a chemical stress test, and I was thinking, don't give me the chemical, just let me think about articulation agreements. I've seen my heart go up to .85, whatever, so. Right, so I guess the articulation agreement issue wasn't really a big factor in our discussion. My personal feeling, not speaking as a member of the committee, is I would like everybody to have to do the multidisciplinary certificate, whether or not you have your AA. But that's not for me to decide.

50:01 Brenda Bass: This is Brenda Bass. I will point out that one of the members on the committee is a professional advisor here on campus, and so she's been very instrumental in sharing information about what the data says about our students that are coming here either as straight from high school or transferring. So she's kept an eye on what seemed reasonable, and within the parameters of what's been typical of our transfer students and what would be potentially problematic versus what would be helpful. But there's no definitive answer to the points that you're bringing up at this point.

50:46 James Mattingly: This is Chair Mattingly again. We are slowly working our way this spring toward a vote on this structure. We will vote by the end of this spring on this structure, this group. So that is at least the intention. So, it's good to ask questions.

51:20 Tom Hesse: did the committee discuss the possibility that certificates might hurt enrollment in of minors? You know, say, we offer some sort of an interdisciplinary certificate in social work, and a student just does that, and it appears in the transcript, instead of actually minoring in social work, or something like that.

51:37 Brenda Bass: this is Brenda Bass. The discussions among the committee and the feedback that we have gotten from faculty, is rather than being more disciplinary-specific, which many minors are, not all of them, there are some that are interdisciplinary minors as well on campus,

but, so some examples that have been discussed in the committee is you can have a certificate that surrounds the topic of water. You can have a certificate around world hunger. You can have a certificate around poverty. You can have a variety of big issues that can be studied from a variety of lenses, not meant to take the place of a minor or any other formal certificates. And any of these would go through the normal curricular processes so there will be consultations along the way, to make sure that they weren't encroaching upon already existing programming.

52:39 Ryan McGeough: This is Ryan McGeough. The other thing that we don't necessarily have data on to answer that question directly, but I would be hard pressed to imagine that more people look at that certificate and take it in lieu of a minor or a certificate, than all of the students who having this extra h twelve hours freed up in their studies don't end up taking extra certificates.. So my guess is it would be a net benefit to these more secondary things that students may or may not try to get that certificate before they graduate. Those twelve extra hours are probably going to open up more possibilities than they close.

53:18 James Mattingly: Barbara Cutter?

53:20 Barbara Cutter: So I have some questions about the human condition, specifically the first thing, and I did notice this on the survey, I mean the human condition, I don't think that actually is really a clear like name for an SLO. I mean, it's not entirely clear to me. I don't think it will be clear to students. And if you go back to the original SLO, it starts out with students will explore a range of identities, communities, cultures and conceptions of the human condition within the United States and the world, and then you have the analyze works, ideas, works, institutions as diverse conceptions, right? So the different parts of that are part of the outcome. And so it seems originally you did have a human identity category, and I guess it was the human condition. It seems to me that something like human cultures would make more sense than condition, would be more understandable. But also then that brings up the issue of well, what about human identity? And that one disappeared. And I was, I also agree that I see the need to cut the core down, but 37 seemed like a big enough cut. And so when three hours got taken out of the certificate, it seems like maybe you could put the human identity back in there in tier 2, because I don't think the SLO's are all covered when you start to unpack that particular SLO. Right? There's a fair amount of details in there.

55:09 Doug Shaw: So just to make sure as we're taking notes, which SLO specifically are you thinking would not be adequately covered?

55:15 Barbara Cutter: Seven. I guess it's new 7, right? The numbers have changed. Human condition. Well, they call it human condition on the SLO, but it's B, it's the outcome B and outcome 5. Right? But if you look at the top, right, that's actually part of the outcome, really.

55:43 Doug Shaw: I see.

55:55 Becky Hawbaker: Becky Hawbaker. So related to that human condition one, I understand why we have a separate category for global versus domestic. So first of all, domestic, can't we think of a better term? It just sounds like, yeah.

56:13 Doug Shaw: What's your better term? Because this was not, I had a thesaurus.

56:21 Becky Hawbaker: I understand why it's separate, but the separation is, it feels extremely artificial. Right? So I mean as the coronavirus is currently showing us, those divisions are really arbitrary. And how do you study big issues like poverty or race or inequity and not consider it from both lenses? Like you can't understand them. And so I, rather than having two arbitrarily separate categories, couldn't you have like one that just requires more study in it or...

56:53 Doug Shaw: That was kind of our original thing, and then this was in response to what the faculty thought of that idea.

57:00 Ryan McGeough: This is Ryan McGeough. The thought process to some extent was as students go through their general education, we're doing them a disservice if they are never forced to study anything outside of the United States. That said, in as far as we want to make diversity an important component of this, the idea of studying sort of power structures and things within the country, we thought that a course on China, it doesn't really get to the spirit of the diversity work that the faculty told us they'd like done. And so that was kind of the rationale for the split. It was to ensure that they got both, I don't want to say non-Western, but non-U.S., maybe non-Western, sort of international element to this as well as looking at power, privilege, elements, things related to diversity within the country, which was why we did what we did.

57:54 James Mattingly: This is Chairman Mattingly. This is another place that I would just like to ask if the students have any thoughts about this at all? Maybe not, but if you do I'd like to give you the opportunity to speak up.

58:05 Regan Rowenhorst: What, to that comment?

58:06 James Mattingly: Yes, and especially to the split between domestic and global human condition courses or topics.

58:13 Regan Rowenhorst: At least how I see it, and I might be biased in this sense, but I think that like the necessary of that separation is important just because there are different, like just because they intertwine doesn't mean that it's important not to learn about both individually. And so I think it's important to learn about like right now in like modern China, it's good to know like everything that's going on within modern China and everything that has influenced that today that could potentially affect like the United States. But I think it's important to also keep that division as well, if that makes sense.

58:47 James Mattingly: so, you may be concerned that if we didn't specify that we have to take a course that deals with life outside the US, the human condition outside the US, that that may get lost?

58:59 Regan Rowenhorst: yes, which is why I think there was that separation of global and domestic.

59:05 Becky Hawbaker: I don't disagree with that either. Maybe it's just the language. Because global includes the United States, domestic sounds far too parochial, like it's domestic and foreign I don't like that. I don't like "America, and everybody else." It could be local-state, nation. Now we are back where we started.

59:39 Francis Degin: so it strikes me, we will be voting on this in a few weeks. And it strikes me that one of the major issues that is in contention is that to also shrink it this much further down. We have already made a suggestion about how we could expand it a little bit more. Partly in the interest of keeping it moving, is it possible for the committee to bring us both this size version and then that replacing it at the credit- with one other course, three more credits so it's only nine credits in reduction?? Bring us both versions to vote on? Would that be reasonable?

1:00:18: James Mattingly: It seems to me a reasonable request.

1:00:24: Doug Shaw: The mathematician in me is asking if you mean ranked voting now or ...

1:00:31 Senator Degin: well the thing about it is, if there are enough people that object to the reduction in size, it could be voted down and then we have got to go more back to the drawing board. But if there is an option of voting of two then the other might be voted in and then we can just continue.

1:00:46 Doug Shaw: so, if you'd be ranking three choices, you'd be ranking a larger one and a smaller one and no?

1:00:48: Francis Degin: Right.

1:00:51 Brenda Bass: can I clarify, I just want to make sure that I am understanding (this is Brenda). So what you're asking Senator Degin is for the committee to bring forward two options, one being, essentially over a pretty close version of what you see right now, but then another version that adds three credits back in?

1:01:16 James Mattingly: what do people around the table think?

1:01:20 Jacob Levang: I raised my hand before you said, but I can give that opinion as well. I am just curious if the committee looked at, I think about my own major and I'm obviously very siloed in that fact but to add another major is usually twelve to fifteen credits which is about from the LAC right now. Which I think a large part of the reason we are taking away from the LAC is to encourage students to add more minors and majors to specialize in what they really

want to do once they get out of college. Have you looked at the average minor and major? Is it somewhere around three or four classes? Is it maybe why we want to look towards maybe three versus four? You know, because if you give someone three and they say well, I'll just take three fun classes instead of picking another one in my major because I don't want to take a fourth class? Or if they're taking four classes away, oh, well I'll just pick up a major. I mean, you thought about that at all?

1:02:11 Brenda Bass: this is Brenda, I don't know if we have discussed it in great detail or in exactly those terms. The average minor on this campus tends to be 15 to 18 credits, there are certificates that are closer to the twelve to fifteen range. In terms of adding another major outside of business where you've got that common core, there are some other majors where there would be some similarities to that. But the average major on this campus, I think, is between the thirty-five to forty credit range. There are certainly ones which are much longer because of accreditation requirements, licensing requirements. I don't know that there are much shorter than, some are between, I think I have seen one at 33. I know that doesn't give you a direct answer.

1:03:04 Jacob Levang: That's just where I'm siloed. The business college is a little different than the rest of them. But I think just looking at those possibilities of how that might work within other colleges.

1:03:14 John Fritch: this is John Fritch, one of the ways I have thought about it is to start with thirty-four or thirty-seven or whatever, add your major on top of that. What does that leave left for space? And then many places it is certainly enough for a minor in most places, and in many majors it's enough to double major at that point.

1:03:35 James Mattingly: Senator Hoffman?

1:03:37 Donna Hoffman: I would address your question about how do you want to come to us, and I think it gets pretty complicated did if ask the committee to say here's option 1,2, and 3, because I am not exactly sure how we are going to vote on that. And I think it gets quite messy. But another issue related, because I also agree that I would rather see this be a thirty-seven-hour core than a thirty-four-hour core. But the other issue is name, I know Brenda assessed or addressed this in her email that said you're still thinking about a name. But you know, I am on record as really, really caring very deeply that this should not be called general education. I quite passionately think that as a liberal arts university we ought to call it that. I understand the political implications of that, but I also think we are an institution of education and we can educate people about what that means. Having said that, I am open to it being called something that doesn't include liberal. But that's another issue here, is that well, if we are also going to have a name brought to us, are you giving us choices on names? Or are you

going to give us a name? Is that it's going to be attached to a thirty-four core or thirty-seven core? And then you see the problem we come to in terms of how the senate deals with it in terms of voting onto something and I think that's something the body needs to discuss and decide.

1:04:52 James Mattingly: Are you advocating for naming it separate, naming it as a separate vote?

1:04:55 Donna Hoffman: Not necessarily. I just think that the senate and your committee need to decide how we move forward. It probably should be done now rather than later, so that we're not spending a lot of time talking about procedural issues when we should be talking about the core of what we should be doing in terms of the substance.

1:05:19 Damond Jones: Well this is Damond Jones, and that was one of the things we took to the students, to think about what they wanted the name to be overall. I know one of our concerns as a committee was the fact that you have first generation students coming in and they already don't get help from their parents because their parents aren't as knowledgeable about college things. So having a name such as like liberal arts core is confusing. So one of the options that the students brought up was just keeping it common core. That's what high schools use. And so it's kind of like a continuation and it's something that's familiar. And it makes them feel more comfortable with like, I feel it would help them understand it easier.

1:06:04 Donna Hoffman: I would just note that common core is also a politically charged phrase. You have a lot of things that, you know, we might think oh, well, it should be this, but again it needs some due deliberation. If you're trying to get away from the politics of this, which I think is just not going to happen, common core has its baggage as well as liberal arts.

1:06:25 James Mattingly: No matter what name we come up with, people who don't like universities won't like it.

1:06:30 Donna Hoffman: which again is why I think as an institute of higher learning we have a job to do in educating the people about the very core of what we do and what we value.

1:06:43 Brenda Bass: So I just reassure you that we have just started deliberating on, we have been gathering information from other places, etcetera and did ask for the feedback from students, but we plan to bring options back for consideration. And trust me, Senator Hoffman, we are giving due deliberation to a variety of options.

1:07:05 Doug Shaw: Including liberal arts Core.

1:07:10 Chair Cutter: I just wanted to second Senator Hoffman's point because I think it's so important, in this era of higher education it's really easy to shy away from things because they are politicized, but I think that we would be making a big mistake if we move away from using

certain terms because other people have politicized them. We will end up fighting and running away from our own beliefs. And that I think is a big mistake in this climate

1:07:54 James Mattingly: it would be a shame to capitulate to a loud minority, absolutely. Senator Degnin?

1:08:01 Francis Degnin: Yes, I agree, that may be another big discussion about the name, and I would just make the comment that the substance of what's going to be in it is the more important debate to have first, because we can always adjust the name later and be moving forward with the substance. And that's part of my suggestion of the two options, so that if we didn't want the one option we can take the other option. And you can make the recommendation, as well, as to which option you think is best. But then if we had to, we could have discussion of the name next year. If we had time we could have them this year, but if we're moving forward with the substance of it, the discussion of the actual name could wait if we needed to.

1:008:42 Doug Shaw: That's a good point. If you ask the committee to give you two options, you will have to decide how the voting is going to go. And it's too bad Dr. Campbell isn't here, because this was his research. But I will tell you the short version is whatever you decide to do, to vote over which of the two options or nothing, it will be unfair. That's Arrow's impossibility theorem. So that is a decision you'll have to make if you want us to come up with two options. But believe me, you'll probably want to make that decision before you see the options and have that, because that'll be a real discussion for the Senate to have.

1:09:18 Francis Degnin: What I would suggest would be the first option we vote on is the option that you guys recommend. And then only if that's rejected do we go to the second option.

1:09:31 James Mattingly: The committee has a charge to bring us a recommendation. I think, it is my opinion, this is Chair Mattingly, that I think we should allow them to do that.

1:09:41 Francis Degnin: And my thinking is just, my concern is just that with the shorter option, if there aren't enough votes to carry that forward...

1:09:48 Doug Shaw: No, I totally understand. Doug Shaw. I totally understand what you're saying, but for example, what you posed, if you prefer the second option but you really want at least one of them to pass, now on the first go-around you're really stuck. You're in a paradox because you don't want to vote for the first option because you prefer the second, but you're afraid the second won't pass and we get nothing. So that's the problem with...

1:10:10 Francis Degnin: So there's no perfect solution.

1:10:11 Doug Shaw: Yeah.

1:10:12 James Mattingly: Where is Rex when we need him? Ryan's channeling him.

1:10:16 Ryan McGeough: Yeah. So we've been working on this every Friday afternoon for the last few years, and we have collected a tremendous amount of data on this. And there are places where we've had to make judgments based on kind of muddy data, right? And so this hours question is one of those places. If you look through the survey results, some people want it longer, some people want it shorter. There's a lot of like kind of pithy comments about how many professors it takes to screw in a lightbulb. But I think the goal really is to put something forward that the faculty and students feel good about, and ultimately this is the body that's then tasked with voting as representatives of the faculty. And as I'm listening to you all, I've heard a bunch of people say you want it slightly longer. I have yet to hear the defenders that we do find in the survey data say that they want it shorter. I think at this point, the difference of one class one way or the other, we can navigate that either direction. Is there a way of formally or informally gathering data from the folks in this room? If there was a strong preference one way or the other, I don't understand why we would propose two models if everybody knows which model they want. And so I'd be, in some ways 34 or 37, I think we can have a perfectly good general education either number. If everybody in this room is committed to something, if we could just have that, take it back to the group, you know, we'll make the dinner you want.

1:11:50 John Burnight: Yeah, so the committee is charged with determining the structures and the outcomes, right? So the number of credits is already voted on, and it's voted as 36. And so this is a change to the charge, isn't it? The number of credits, overall number of credits, it was voted. The Senate voted for a 36-credit gen ed core or liberal arts core or whatever you want to call it. So that's already in the records. So this would be a change.

1:12:21 James Mattingly: It would be a change indeed.

1:12:31 James Mattingly: Is there a strong consensus from the group that the group prefers?

1:12:35 Doug Shaw: Well, if it's already, if the committee's charge is a 36-hour core then this is moot.

1:12:42 John Burnight: The number 36...

1:12:40 Doug Shaw: I don't remember the number being in the actual charge. Do we check? We should check this.

1:12:49 James Mattingly: December of 2017, it has to be...

1:12:53 Ryan McGeough: A quick clarification there.

1:12:54 Jim Wohlpart: Could you pull that up?

1:12:57 Ryan McGeough: The old model wasn't 36 either. It was 37.

1:13:00 Becky Hawbaker: 45.

1:13:01 Ryan McGeough: Yeah, but with the science lab we get to one hour, so we're going to be a little bit off one way or the other.

1:13:10 John Burnight: But the reduction was from 45 to 36 credits in the original.

1:13:12 Ryan McGeough: Yes.

1:13:14 James Mattingly: The original document.

1:13:28 Gretchen Gould: When do you guys think it was?

1:13:30 James Mattingly: I think it's December 2017. It was a meeting down in 287.

1:13:37 Becky Hawbaker: Wow. Look at that encyclopedic...

1:13:42 James Mattingly: I could be wrong.

1:13:57 Gretchen Gould: That was the only December meeting in 2017.

1:14:04 Brenda Bass: So to clarify, Vice-Chair Burnight, are you talking about the vote on the original charge?

1:14:10 John Burnight: Yes.

1:14:13 James Mattingly: It was sometime in that timeframe. It could have been November or January. 1:14:18 Barbara Cutter: it's November thirteenth, 2017 on the provost's website. I see it.

1:14:35: James Mattingly: There it is.

1:14:45: Doug Shaw: Okay. So it's within 36 credit hours. Okay. So I kind of wished it was moot but it's not, because 34 is less than or equal to 36.

1:15:02 Brenda Bass: so this is Brenda Bass and so I will reiterate something that Ryan said though just a few moments ago, if this body feels strongly about the thirty six mark, I think Ryan very eloquently said that the committee can work with that, we can navigate that, we just need a very clear direction of what you'd like us to bring back when we are bringing the final proposal for the vote.

1:15:39 James Mattingly: Yes, we would all agree to that although I would add one caveat which is that I would hope that if we were coming to a conclusion that we would prefer thirty

seven versus thirty four that we would have more than a feeling for justification. That we would be able to articulate a reasoning for that.

1:15:58 Megan Balong: I just have a clarification for myself.

1:16:00 James Mattingly: Megan Balong, yes.

1:16:01 Megan Balong: Megan Balong, sorry. I'm reading this and I'm trying to make sure that I am interpreting the program within 36 credit hours. That would mean the 37 would not meet the original charge but the 34 would meet the original charge, am I understanding that correctly?

1:16:20 Doug Shaw: Doug Shaw here. Yeah, I'm looking at the number 36, so we're not allowed to give you 37

1:16:24 Megan Balong: Right. Okay, I just wanted to make sure.

1:16:29 Doug Shaw: Are you, do you have the parliamentary procedure to do a straw poll or to let us know what people are thinking?

1:16:26 James Mattingly: They're senators, they can say anything they want. Francis?

1:16:42 Francis Degin: I move that we have a straw poll show of hands as to which way the senators are leaning.

1:16:49 James Mattingly: And it's okay to abstain as well. Okay. How do we do this, mathematician? Do we have to choose one of those to vote?

1:17:08 Doug Shaw: Well, I guess your choices are 36, 34 or either.

1:17:11 Ryan McGeough: You want to make the pivot to the 36? That's creating a whole new problem.

1:17:15 Doug Shaw: Well, can't do 37. It's not in, our charge mandates that it has to be 36 or less. We are not allowed to give you a 37 option.1:17: 25: Francis Degin: I know, but we could change that if we want to.

1:17:39 James Mattingly: This is the group that gave you the charge, so if there was something...

1:17:33 Doug Shaw: If you want to change the committee's charge at this date, I'm going to, I mean...

1:17:42 Tom Hesse: If I may help the committee a little bit, the 34 credit number has been vetted over the course of two years. So, we are kind of changing things at the last minute.

1:17:50 James Mattingly: The 37 you mean?

1:17:51 Tom Hesse: 34. The current.

1:17:56 James Mattingly: The 34 is the new one.

1:17:59 Barbara Cutter: This is brand new.

1:18:04 James Mattingly: So, I am going to make a managerial decision here and ask for an informal vote for a thirty-seven-hour curriculum. And you can say opposed, you can abstain, and you can vote in favor, so all those who would prefer a thirty-seven-hour curriculum? Please raise your hand. How many is this, then? So, ten of us would prefer that. And how many of us are there here today? So let's just go through it. All those that oppose a 37-hour curriculum, please raise your hand. Tentatively three, okay. And so some of us are abstaining. I abstained.

1:19:09 James Mattingly: Ten versus two. Three, four? Versus three or four.

1:19:19 Jacob Levang: I have a question for Damond and Regan. What do you think students feel about a thirty-four versus a thirty-seven?

1:19:27 Damond Jones: So this is Damond Jones. We were actually just kind of having this discussion. I think as students we kind of don't really fully understand the importance of a 34 or 37. I think to us it's just classes that we have to take, in the nicest way possible. So I do think, I was thinking with the smaller number of required credits, so if we went 34, like someone was saying earlier, would kind of like allow us to branch out and do things that we might, you know, like add minors and certificates and things like that. So I don't really see ...

1:20:08 Regan Rowenhorst: This is Regan Rowenhorst. My thing with it is I think the committee has done a really, because I jumped in a bit late, but I think the committee has done a great job of creating a structure that's based on these outcomes, and creating classes that give students these outcomes because it's supposed to be more outcome based. And I think that's the focus of it, and I think focusing on credits kind of waters down the point of what these outcomes are supposed to be. And I understand like having a high 40 credit hours and going all the way down is scary and I understand how like looking at that with classes and faculty, it's not [inaudible], but I think the whole point of this was to like do change and collaboration and like challenging the students so it's not just classes we have to take. Because that is how Damond and I feel right now, because of it's like 45 credits and it's hard to get out. But now that it's going to be 34, I see like this is an outcome that I'm going to be getting out of it. This is what I can see. I

think that adds more value base to that class. I guess we're just a little confused what three extra hours is the point of if we're going to be outcome based. Respectfully said.

1:21:14 James Mattingly: Thank you. Amanda McCandless?

1:21:17 Amanda McCandless: Hi. I just wanted to speak since I was in the minority about why, besides just being contentious. So I have three degrees in clarinet performance, and there are not many jobs for clarinet performance, and I somehow managed to thread the needle and I have a job where I actually get to use my education. And there's not a day that goes by in my job that I don't wish I had some secondary areas of knowledge. Like I would love to know more about marketing. Because believe it or not, it's part of my job when I try to recruit students. I would love to know more about graphic design. That would have helped me design flyers and things like that. I love the flexibility of a 34-credit hour general education, liberal arts structure because when I look at my music students, those who are going into performance, education, whatever, I know they need more than, they need some flexibility and they need to be branching out just because of the world we live in right now. It would be great if every single person that walked out with a degree like mine could immediately and pretty easily find a job. Not so much.

But it would be really great if you, for example, wanted to be an artist or wanted to be a musician, to have those extra skills and to have the flexibility at the university. I can sell that. When I'm trying to recruit students, I can say to them, you're going to come here and you're going to study clarinet. And then I can look at the parents and say, yeah, they're going to study clarinet. However, they're also going to have the flexibility to look at a lot of other really great areas that they can combine to build some sort of a career for themselves. So that's why I voted that I think the lower numbers, at least from my point of view, is kind of a really great thing. Because again, the flexibility of it.

1:23:05 Damond Jones: Damond Jones. I think when I look back, for myself, or many students that I talk to because I do a lot of, I do like I was an RA last year and did some orientation, so I get to talk to a lot of like first year, second years. And a lot of students don't really know what they want to do until like sophomore or junior year. And so at that time it's kind of like, well, if you're in a path but you want to do something that's like kind of related or something that's like completely different, it's kind of hard for you to stop what you're doing and go somewhere else. Because I switched my major from biology to psychology and those are two different things, so a lot didn't carry over. So then you do keep students here longer but then students get upset by that. So being able to kind of keep the number small allows them to kind of like branch out earlier and figure things out.

1:23:53 James Mattingly: Thank you for that. Provost Wohlpart?

1:23:56 Jim Wohlpart: Yes, this is the Provost recognizing the danger of weighing in on curriculum as provost because I have no vote, and I recognize that. What I would encourage you all to remember is that the faculty leaders selected the group of faculty on this committee and you approved them. And they have spent two years doing research, going to conferences, listening to this campus community about what they want, faculty and students. Two years, every Friday afternoon. I would encourage you to listen to the work that they have done, with the wisdom that they have gained, and to not do that, who's going to ever want to serve on a committee like this again? To now override them. So from my perspective, it really doesn't matter if it's 34 or 37, it doesn't matter what the outcomes are. What matters is that a group of folks have come together and been very thoughtful about their work, and listened to this campus community in ways that you all have not. It's not been your charge or your responsibility, but they have done that.

1:24:59 James Mattingly: I'll come right to you, Francis. I have a question too, and I think you've mentioned this before but I can't recall. What is your research telling you is generally the norm in terms of the size of the general education program in hours?

1:25:15 John Fritch: This is John Fritch. I think it varies widely. 45 is near the top end. I think the shortest one you will see, well, some have none and in some places it varies by college. So if you go to Iowa State and major in engineering, I think it might be like 16, 20, something like that. I'd have to go back and look, but it's really short. The typical size is probably 30 to 39, I would say, most common, and some places though that does include a foreign language.

1:25:51 James Mattingly: Okay, thank you, John. Francis?

1:25:53 Francis Degnin: So again, thinking about data again, and this is part of, I think, well, first of all, I absolutely agree that if you look and you say it's not going to be coherent, it doesn't really add anything to add one more course, you can come back to it with that. But I think Barbara has already raised an issue where it might make sense to put another course in, and you can look at that and see if it makes sense. But I'm thinking data here in terms of what comes afterward and so forth. So back when President Koob was here, and we might still do this, and you might be able to address this, one of the things they were doing is in surveys of students when they graduated, the surveys pretty much said we wish exactly what you're saying here, that there were less liberal arts courses core so we could take more courses in our majors or minors or things like that. But then there was the five-year surveys, and the five-year surveys actually completely reversed. This is what Koob would say. The five-year surveys said the students, when they got five years out, they said we wish we'd had more liberal arts core because that's actually what turned out to be the most useful and effective. I don't know if we're asking the same questions anymore, but that's what the data said back then. Do we still ask those questions? And has it changed?

1:27:04 Jim Wohlpart: This is the Provost. I don't think we ask those questions anymore, but there's absolutely no question, based on employer survey and feedback nationally, that it is true that what happens in the general education program, the liberal arts, is the foundation for lifelong learning. No question about that.

1:27:17 Francis Degnin: And that's part of the reason that some of us, I think, have resistance to keep shrinking it.

1:27:30 Jim Wohlpart: So if I could finish. The point I think that is most important is to have an intentional program that has been thought through in terms of what do you want the students to learn and are they going to progress in the ways that you want them to progress to learn that. And I think the committee has taken that charge very seriously and put together a very intentional, developmental, comprehensive program that meets those needs. I think the students, when they get done with a 34-hour program that looks like this five years out will say that this meant a lot to them, far more than our current program of 45 hours. Because I think that was their charge and that's the work they've done.

1:27:56 Doug Shaw: I'm very proud that we're double hitting outcomes that we had in the previous one from column A, one from column B model, which really wasn't outcomes based. And I think these outcomes are being hit, some of them pretty damn hard.

1:28:08 James Mattingly: President Hawbaker?

1:28:10 Becky Hawbaker: Yeah. I just wanted to express profound respect for the work of the committee and to say that the concern about hours is more about the great respect for the structure that you did create and the outcomes that you did identify, because there is a very real limit to how much you can accomplish in a course. And when, in the last month, four hours was just dumped out, I am sure you're hitting some outcomes very hard, but there are others that I think, we're going to do all of those with the same intensity in three shorter hours? I just, please understand that my motivation is not for forcing you to take another course or closing opportunities for other learning, but try to find a middle course between not losing this really critical grounding in the liberal arts that will pay great dividends into their future, and also freeing up some hours for some other things. And so I just want us to not swing too far the other way, that's all.

1:29:12 Doug Shaw: We had to go with what the faculty said.

1:29:16 Becky Hawbaker: What some faculty said in the last survey.

1:29:19 Doug Shaw: Yes. That's what we, as I said, this was muddy data. We did what we could. The numbers, going from 34 to 36 just in terms of how long a class is, if you want another course you're going to have to change our charter, if you want to go to 37. I'm just trying to think just the mathematics of the number 36, with a science lab I'm trying to think of the

combinatorics of it. This is Doug Shaw, if the word combinatorics didn't already reveal that. I don't think it would be good to try to add a 2-hour course. That might be a nightmare. So if you want to change our charge to a 37, you will have to change our charge. Because right now the charge is less than or equal to 36.

1:30:07 James Mattingly: I think we could, we would probably change your charge if you, if you believe we should have a 37-hour general education program. Bill Koch?

1:30:19 William Koch: Well, the multidisciplinary certificate at first was four classes?

1:30:24 Doug Shaw: Yes.

1:30:24 William Koch: Which is three hours of class.

1:30:26 Doug Shaw: And the faculty did not like that.

1:30:28 William Koch: And so it was reduced to three, so nine hours, but then why would just three hours be disposed of just because it wasn't part of the multidisciplinary ...

1:30:38 Doug Shaw: It wasn't that it was disposed of, it was we were looking at what outcomes were hit and what needed to be hit. And the committee felt that we had achieved what we were supposed to achieve.

1:30:57 Ryan McGeough: This is Ryan McGeough. To that question, if you'd like to see behind the curtain a little bit. Initially what it really was, the logistics of coordinating four faculty members for the certificate seemed daunting and the feedback too suggested that the people, before we even begun doing the work, the faculty recognized that that was going to be difficult to get the commitments, that people could commit to teaching these uncertain rotations on that, and so we voted to shorten the certificate by one class. And then we had other class sort of floating out there and we had this discussion about well, where it would make sense to put it? Would we like to put it in tier one? We didn't know if we wanted to require more things in the first year. That becomes dicey for music majors and for other folks that have a really tightly packed first year. And then it became, well, do we put it back in the second tier? And we didn't necessarily have outcomes justifying that we do so. And so we kind of just pulled it out and were like, well, what would we do with another course? And people had different suggestions, but nothing coalesced around one of them, and so we said well, if we are knocking everything within the thirty four--that's what we brought forward. Again, if you would all like something different then we can vote again, and we will do something different.

1:32:13 Doug Shaw: Our original goal, and we talked to you about this two years ago, we wanted something different and coherent that would free professors to teach the things they're passionate about as opposed to the things that, Oh god, I got to teach this thing. And when we came here, we thought we did it.

1:32:36 Jacob Levang: Just to piggyback out there real quick, you made a comment about teachers teaching in their passion, well, I think students want to learn about things they're passionate about as well. And when you have both those things going, you have a much better classroom experience than a classroom of let's say 150 students, there's no attendance policy and 50 students show up. Right? I think I've been in those classes, I don't know if you two have been.

1:32:54 Doug Shaw: That's why we take attendance.

1:32:55 Jacob Levang: Yeah. So I think if it's going to 34 or 37, whatever, if it's going to 512, just as long as every course in there, it has intentionality and if you can explain to students why are they taking this, I think that's fine. If you're are going to add another course to this because going down 11 credits is too scary, just adding another course to be less scary, I think you're doing it for the wrong reasons. And if you can find a course or find a reason to put three more credits in there, that's a lot easier to sell to students than just saying let's just have 37 because it feels less scary. And so I think that's kind of where I would encourage everyone to look at that.

1:33:39 James Mattingly: Thank you, Jacob. Excuse me. I just noticed that it's past 5:00. Can I have a motion to give us ten more minutes to finish our conversation? By Senator Elgersma. Second by Senator Varzavand. Okay. All in favor, please say aye?

1:34:07 Group: Aye.

1:34:07 James Mattingly: Any opposed or abstaining? Okay. We have a few more minutes. I'd like to, this is all good conversation. We are going to come back to this, but we do need to spend a couple of minutes talking about issues of transition. What happens once we've approved a structure? Brenda Bass, would you like to kick off that conversation?

1:38:49 Brenda Bass: We want to know what to take back to the rest of the committee.

1:38:52 James Mattingly: In other words, is 34 hours fine or do we need 37? And as I see it, the real question is whether we're going to require them to put a fourth course in the multidisciplinary certificate.

1:39:06 Doug Shaw: No. Or please no. I think we decided whether we should add a sixth course to the second tier. I don't think they're going to tell us to do another course of multidisciplinary.

1:39:20 John Fritch: One of the other reasons we talked about, the committee talked about staying at five is that is what had--the second tier and first tier had been pretty well vetted, is what the conversation was, and so when they struck, this is John Fritch, what that sixth one became, I think Brenda or Ryan mentioned, was all over the place within the committee, within the feedback from campus. I've had biologists say how can, you know, it's got to be a biology

class, obviously, if you add one. One of the conversations that happened in the committee was even does it need to be a category class? What if it became a high impact practice requirement? That you need to have a class that, you know, and then we started to go, what are high impact practices? And it went off that way. So I think that's, so I think, Doug, it could be. That you now go back to your original proposal, it could be add a class, it could be do whatever.

1:40:31 James Mattingly: But it sounds like if we are going to require a 37-hour general education, at least a fair proportion of these folks thought that it should be in the second group. Donna Hoffman?

1:40:40 Donna Hoffman: So as the provost was mentioning, you guys have had this for years, literally, and personally I would like you to consider adding a class but not just a class for a class sake, I think as probably everybody around this table would agree. But is there a class, Barbara in particular mentioned potentially the issue of the human condition and in particular the identity piece of that. I would be in favor of not giving you a specific new charge in that sense but saying here's our concerns. This appears it might be a hole. Is this something the committee could consider to bring back to us? Or you might say no, we really can't find a class that would cover that deficiency that some of us see, or yes we can and here's how it is. I am perfectly happy to give you guys, since you've been dealing with this, that freedom and that flexibility to consider the concerns that we have, but then to come back to us and say well, this is how we think it will or won't work.

1:41:38 Doug Shaw: Right now we don't have the freedom to propose to you 37 hours.

1:41:42 James Mattingly: Let me just say that if you propose 37 hours to us, I am pretty sure that this group would accept that, if you had a justification for it.

1:41:53 Tom Hesse: I'm not sure all of us would.

1:41:55 James Mattingly: But a majority might, and that's all that's needed.

1:42:00 Tom Hesse: You're correct, you're correct.

1:42:03 James Mattingly: Francis?

1:42:03 Francis Degnin: Again, I'll also tell you that if there's really no reasonable justification, then most of us don't even want the 37 and we can go back to 34. But another thought is, it doesn't sound like the problem is much as finding a justification for another class, the problem is that the justifications are all over the place. And that there are multiple other proposals. That seems to be the actual problem, that's the difficulty. And another way of looking at it would be, it would still be maybe tier 2, but would be to create and say like one of these three different goals, and in ways to try to say well, we do have several really strongly competing items. The

next one would be something that would fit into, you choose one of these three, as opposed to those, and that also gives the students more flexibility to focus on what they want.

1:42:48 James Mattingly: I've heard that the committee members so far tell us that they have vetted all of those three levels and they've and come up with the 34-hour general education program, and they may be hard pressed to find a justification for adding another 3-hour course to it.

1:43:19 Francis Degrin: I heard something slightly different from that.

1:43:23 James Mattingly: President Hawbaker?

1:43:23 Becky Hawbaker: I thought that the decision was about the logistics of getting four people together for the certificate, not, I mean I don't know, did your discussion include, you know, can we teach with reasonable depth all of these learning outcomes with three fewer hours? I mean, that's my concern. Is there anything that's been left on the cutting floor that needs to be salvaged?

1:43:52 Doug Shaw: Our discussion was, did encompass that, and we came to the conclusion which, if you want to override us and change our charter you can, and then we'll serve you the dinner you asked for, which is my new favorite phrase, by the way. Our conclusion was that we did what we wanted to do in 34 hours.

1:44:12 James Mattingly: I do remember seeing some comments in the survey material that some faculty, I don't remember what proportion, but it was more than one, that said, "Really? A 9-hour certificate?" I'm concerned about what that means for the status of certificates across campus if that sets a precedent.

1:44:35 Doug Shaw: And that was absolutely an issue with the word 'certificate'. It's one of the reasons that we're not, that we don't think multidisciplinary certificate is the way to go, because we already have a reserved word certificate that means something else.

1:44:45 James Mattingly: Right. Okay, good point. Other comments or questions for the committee? Or for one another?

1:45:02 Doug Shaw: I'm not feeling a direction as to what we are supposed to do on Friday.

1:45:06 James Mattingly: And I know we need to give you some. Francis?

1:45:12 Francis Degrin: And I hear it, I mean I think I hear something fairly clear, and that is take a look, take a look at, for example, Barbara's comments and so forth, and say, "Is there a coherent way to bring this to 37? And if so, do so. If not, come back to us with 34 and tell us why it didn't work at 37. I think that's really what we're asking you to do now.

1:45:38 Doug Shaw: So you're saying you want us to try to add a course?

1:45:39 Francis Degrin: Look and see if it's coherent in terms of comments that maybe other people have made, that you've seen what Barbara's made, see if you can add the course in a coherent way, and if it's not then still come back to us with this. Just make a good effort, a good faith effort. That's what I hear kind of what we're saying. Does that make sense?

1:45:58 James Mattingly: Maybe, Doug, a way to think about it is, the Senate is asking you really? Are you really sure we can do that in 37 hours?

1:46:12 Brenda Bass: Yeah, we can take that back to the committee. Thank you for your time and your feedback.

1:46:24 James Mattingly: Are there other comments or questions for the committee? Alright. Then there's only one last thing to do. Is there a motion to adjourn? A motion by Senator Skaar, second by Senator Gould and we are adjourned. Thank you everybody.

Please note that a letter of support for an Emeritus request discussed during this meeting is appended to this transcript.

February 19, 2020

Dr. James Mattingly
Chair, Faculty Senate
University of Northern Iowa

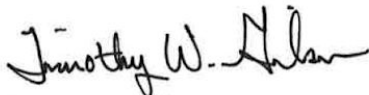
Please find the following information being provided at your request and on behalf of Dr. Michael Waggoner's request for emeritus status at the University of Northern Iowa.

Dr. Michael Waggoner joined the University of Northern Iowa in 1988 and gained full professor status in 1994 after serving in numerous faculty and administrative roles. Waggoner served as Department Head of Educational Leadership & Postsecondary Education for a number of years, as well as the Graduate coordinator for the Postsecondary Education: Student Affairs program. Dr. Waggoner has been a prolific scholar with countless published articles, chapters and several books. His research in the area of religion and education propelled him to national recognition and he has served as the Editor of *Religion & Education* since 2000. His record of work was recognized by the University of Northern Iowa when he was awarded the James F. Lubker Faculty Research Award in 2017.

Dr. Waggoner's service record includes countless presentations and committee leadership across the campus and college, and his record of exemplary teaching, as noted through student assessments and department head and PAC evaluations, speaks for itself. He has been a trusted and valuable member of the departments in which he has been assigned.

Feel free to contact me if you need additional information in support of Dr. Waggoner's emeritus professor request.

Respectfully,



Timothy W. Gilson
Asst Department Head & Associate Professor
Educational Psychology, Foundations & Leadership Studies