

**Minutes of the University Faculty Senate  
10 February 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, Danielle Cowley, Francis Degnin, Gretchen Gould, Kenneth Hall, Thomas Hesse, Donna Hoffman, Charles Holcombe, Syed Kirmani, William Koch, Amanda McCandless, Matthew Makarios, Kenneth Elgersma, Nicole Skaar, Andrew Stollenwerk, Shahram Varzavand, Leigh Zeitz.

**Guests in attendance:** Becky Hawbaker (United Faculty President), Jim Wohlpart (Provost), John Vallentine (Associate Provost), Patrick Pease (Associate Provost), Jacob Levang (NISG President), Matthew Bunker (Department of Marketing), Bill Henninger (Interdisciplinary Task Force), Dale Cyphert (Interdisciplinary Task Force), David Grant (Interdisciplinary Task Force).

*Please note that the only agenda item before the transcript begins is a call for press identification, which was obscured in the recording.*

*Note also that a letter of support for a request for Emeritus status that was discussed during this meeting, and included in this transcript, is appended.*

[0:01:27]

**James Mattingly:** And there are none. We do have a few guests, though. I'll have them identify themselves, beginning with Matthew.

[0:01:37]

**Matt Bunker:** My name is Matt Bunker, I'm the head of Marketing Department. I'm just here because it's not on docket yet but it's just to be discussed is the name change of the Department of Marketing to the Department of Marketing and Entrepreneurship. There will be questions about that in a few weeks. I'm here.

[0:01:52]

**James Mattingly:** Thank you for coming. And next?

[0:01:57]

**David Grant:** David Grant, Languages and Literatures. We're here for the interdisciplinary task force. Bill Henninger will arrive, I hear, but he's a little delayed, so we'll just wait for him.

[0:02:07]

**James Mattingly:** Thank you. And one more, I think. Maybe?

[0:02:10]

**Dale Cyphert:** Oh, Dale Cyphert, Department of Management, with him.

[0:02:13]

**James Mattingly:** Thank you. And with me.

[0:02:15]

**Dale Cyphert:** And with you.

[0:02:17]

**James Mattingly:** Thank you. OK, courtesy announcements, it looks like President Nook is not going to be with us today. Do you have any comments, Provost Wohlpart?

[0:02:25]

**Provost Wohlpart:** Sure, just to give you all an update. I think an email went out this morning about the College of Ed dean search, the candidate who is flying here from Dayton got snowed out. And so we are working to schedule that for next week. It should be the same schedule one week on. I know that that is causing a lot of challenges for all of us, but I talked with him at 8:00 in the morning and he said maybe I should just start driving. I said you'd be driving through a really bad snowstorm, so there's no telling you'd get here. So I'm glad he decided not to do that. Hopefully one week. Dean of the Rod Library, I still have some work that I've been doing to talk to several folks who are involved in the search, and hope to start wrapping that up by the end of this week or next week.

So, two other things real quickly. You all know that we have this remarkable group of students on our campus, student ambassadors, the ethnic student promoters, international student promoters. We used to do training, professional development for all of those groups together years ago. We've started doing that again, which is a really, really good thing. So I got to meet with them on Sunday. They gave us three hours of their time on Sunday to do professional development leadership training. It was just a really, really remarkable group. So if you ever interact with any of our ambassadors, please do let them know how much you appreciate what they do. And they don't get paid for this work and it's really, really important work that they do. I told them, I said you know, for a provost to stand up in front of an 18-year-old who's trying to decide on a college is not very meaningful, but to have somebody who's 18, 19, or 20 years old who goes here to say, this is why this place is special, is good.

And then, third and final, I wanted to let you all know that I've been talking with the President for about two years about doing a campus-wide evaluation of my role. I think he will be doing that for several of his direct reports. I do hope that that would roll out here in the next several weeks, potentially. It'll be a 360 evaluation. My understanding is that they are using an instrument through Qualtrics called 360 Evaluation, something like that. I don't know much about it. It is an executive level evaluation instrument. And I believe that they are working on finalizing that instrument. I've asked that it go to all faculty, all staff, everybody in academic affairs, and then other divisions, as well.

I also understand thanks to Faculty Chair Cutter, she said that provosts go through a five-year review as well, which I didn't know anything about. It was awesome to get the historical documentation and read that this weekend. So, obviously, we need to try and align these things

as much as we possibly can, so that we're not doing multiple surveys. So, if you have questions about that, you can ask the President, don't ask me. He's not here.

[0:05:10]

**James Mattingly:** Thank you, thank you, Provost Wohlpart. Faculty Chair Cutter, do you have any comments today?

[0:05:17]

**Barbara Cutter:** Yes, I do. One is just a reminder that today is the final day for changes to be suggested to the faculty roster, and we're going to send out the final roster, spring roster this week. And, to remind you again, that all term and term renewable and some adjuncts are now voting faculty and it will make that clear on the roster. And, but also to remember that adjunct faculty usually don't have service requirements--I've learned never to say never, but you know, very frequently do not have service requirements in their contracts, which means they should be invited to attend department meetings, but they should not be expected to do things like that if there's not a service requirement in their contracts. So, that's just something to be aware of.

And also, as you just heard, it's time for the Senate-mandated five-year review of the Provost, and that is initiated by the Faculty Chair which is why I am speaking about it. And we have a process that we've been using, actually, with some minor variations since 1976. And so I've been getting information on the specifics of how that's been done in the last few reviews and I was intending to docket an authorization process for the next meeting, so we could talk about it the meeting after that. So that we can, we don't need to reauthorize it. It happens regardless, but that just gives us an opportunity to discuss any updates or revisions, and obviously, I and the committee would be talking to the President so as to coordinate this if there's going to be a presidential review going on at the same time. So more on that later in the semester.

[0:07:30]

**James Mattingly:** OK, anything else? I'm sorry.

[0:07:33]

**Barbara Cutter:** That's it for me.

[0:07:34]

**James Mattingly:** OK. Alright. United Faculty President Hawbaker, do you have any comments today?

[0:07:40]

**Becky Hawbaker:** I just have a few diversity related comments. One is just a reminder that this is Black History Month. There are a lot of really interesting events going on this year, and there's I think much better publicity about them. I encourage us all to do those. Also, I just wanted to recognize the proactivity of our Provost who has responded to some of the concerns about diversity, having seen an early draft of the, of a response, a diversity response that is very comprehensive and I think is really moving in the right direction.

Then third, so a couple of meetings ago, we had a presentation here on the Senate from the Climate Response Team (CRT) and I made comments at that time about how happy I was to see a restorative justice framework and lots of good, tough conversations. And because of a recent incident, I feel I need to maybe insert a little note of caution, that I think that it is important for us to think through a little bit better about how this new process works with our Office of Compliance and Equity Management (CEM), that restorative justice is very good, those conversations needs to take place, but there are times when if an issue has to do anything with harassment and discrimination, it has to be reported to OCEM. And there are, you know, due process and procedural safeguards in place on that side of the house. But I don't, I'm not as sure that those are completely in place on the CRT side. And so I just want to insert a note of caution for faculty who are participating in either of those sides of the process, and that your United Faculty representative would be happy to assist you with either of those.

Then, finally, just a save the date for our faculty appreciation dinner which will be Friday, April 17<sup>th</sup>, and we'll be seeking nominations to recognize faculty administrators, legislators and others who have worked to support faculty at UNI. That's all.

[0:09:50]

**James Mattingly:** OK. Thank you. Northern Iowa student government president, Jacob Levang, do you have any comments today?

[0:09:58]

**Jacob Levang:** Yes, I have a few. So thank you faculty leadership for helping us get emails out to all faculty. NISG elections officially started today, so just be aware of that. Some of your students are probably running, but a shout out to Dr. Hesse, supposedly he pulled up our website in his class and showed us off, and that--I had a kid say hey, I saw your face in my class yesterday, and I was like, oh yep, yep. So thank you for that. So when ever you have time, that can really help encourage some people to get involved, but election packets are due the end of the week for everyone who's interesting in running.

Aside from that, oh, I want to thank the Provost for helping me send an email to all faculty regarding mental health ally trainings. So I hope most of you received that. Within 24 hours, we filled up everything single slot for that training for the rest of this semester. So I think that is an awesome, that's amazing, on behalf of the faculty, that quickly we were able to just fill up all those slots and it really shows a dedication to helping our students. So I appreciate all of those who signed up. And if you are still interested, they will be putting more slots up for this semester and then hopefully next fall we'll also have times as well. So, keep an eye out for that if you weren't able to get signed up.

Other than that, though, not much going on. We are continuing to work with the President on the diversity inclusion and equity framework in trying to get some groups more in front of that

and getting more student feedback input on that. So we're still working through that process, but we're liking the direction we're heading right now.

[0:11:35]

**James Mattingly:** Good. Thank you, President Levang. I will just note that Vice Chair Burnight will be soon sending out a call for nominations. That hasn't gone out yet, right? OK, good. He will soon be sending out a call for nominations for university committees. And so that kicks off our spring election season. So that's coming very, very soon. And I believe former Chair Amy Petersen may also have an announcement.

[0:12:10]

**Amy Petersen:** Sure. I just wanted to share again that I will be working on putting together a committee to examine representation within our UNI Faculty Senate as a result of giving our contingent faculty the right to vote. As you know, we currently figure representation based on a percentage of people within each college, and so we now need to reconfigure how we do that because we have more people who are eligible to vote. And so I'm looking to form a committee that would have representation from all of you; meaning, I would like to have at least one senator from each college here within this room be part of the committee. And then I'm also working with college senate chairs to identify an individual within each college senate to be a part of the committee, so approximately 8 to 10 people to take a look at that issue so that we can brainstorm some possible ideas and ways that we might think of reconfiguring. One goal in addition to just needing to do this is the desire to increase communication between our UNI Faculty Senate and our College Senates. And so I'm hoping that we explore some ideas that would help us do that in terms of representation. So, this is my plea to all of you, if you'd be interested or willing, please let me know. I anticipate that we will meet probably just before spring break and perhaps just after spring break to kind of gather some ideas, and then I'll be working to seek input, feedback from across campus. We can finalize and narrow these ideas, anticipating then that at the fall faculty meeting we'll put forward our final idea for a vote so that we can put this in place and update our constitution and things.

[0:14:20]

**James Mattingly:** Fantastic. Thank you.

[0:14:23]

**Jim Wohlpart:** May I add something?

[0:14:24]

**James Mattingly:** Please.

[0:14:24]

**Jim Wohlpart:** This is Provost Wohlpart. Thank you for doing that work. I will say that from my perspective strong and clear faculty governance is one of the most important things you all should be thinking about. And I am thinking in particular about two aspects. One is the relationship between Faculty Senate and College Senates, which right now there's not much relationship, but that relationship could be really strong and powerful and empower the college senates to own what's happening in the colleges. And then also strong communication between you all as representatives of the faculty in your units, back out to the Senates and back in to you all as you're engaged with really important issues. So I hope you will take this seriously and some of you will step up to the plate and join that committee. Strong faculty governance is something that we need desperately in very challenging times.

[0:15:19]

**James Mattingly:** Thank you for your support. I couldn't agree with you more. OK. The first item on the agenda is the minutes for approval. Is there a motion to accept the minutes from January 27<sup>th</sup>? Moved by Donna Hoffman, second by Francis Degnin. Is there any discussion required? Are there any changes that you need me to make to the minutes? Then, I will ask for a vote. All those in favor of accepting the minutes, as I distributed them last Friday, please say aye.

[0:16:02]

**The group:** Aye.

[0:16:04]

**James Mattingly:** Are there any opposed? And are there any that need to abstain? Andrew Stollenwerk is abstaining. OK. So the motion has passed and the minutes from January 27<sup>th</sup> are accepted. We have three calendar items. I'd like to put the two emeritus requests on a consent agenda and to have, hold just one vote to put them on the calendar, unless there is opposition. And is there a motion to docket the calendar items 1487 and 1489 emeritus requests for Rebecca Burkhardt in the Music Department and Robert Martin in the History Department? Moved by Senator Skaar, second by Senator Koch. Do they require any conversation? Does anyone have any questions about those? Then I will ask all those in favor of docketing those two items, please say aye.

[0:17:15]

**The group:** Aye.

[0:17:16]

**James Mattingly:** Are there any opposed? And are there any abstentions? The vote is passed unanimously. Those items will be on the docket for next time. There is one other item on the calendar, calendar item 1488. That's the consultation to change the name of the Department of Marketing to the Department of Marketing and Entrepreneurship. Is there a motion to move

that to the docket? By Senator Alam. Is there a second? By Senator Varzavand. Thank you. Does that require any conversation at this point? Does anyone have any questions for our guest? OK. Then I will ask for a vote to docket that item. All in favor of docketing item 1488, please say aye.

[0:18:23]

**The group:** Aye.

[0:18:24]

**James Mattingly:** Are there any opposed? And are there any abstaining? That item will also be docketed for the next meeting. OK. Thank you, Matthew. The first item on the docket this week is docket item 1364, an emeritus request for Joel Haack. Is there a motion to approve that item? By Senator Kirmani, second by Senator Balong. Balong, excuse me. Any conversation? Is there someone that would like to speak about Dr. Haack? Please, Senator Kirmani.

[0:19:18]

**Senator Sayed Kirmani:** Joel joined UNI as head of the Department of Mathematics and Computer Science in 1991. The Computer Science Department was separated after a couple of years and Joel was department head for the whole of 90s, before he became Acting Dean and later the Dean of the College of Natural Sciences. And Joel, I would say he was a very successful head of the department. The Math Department made a lot of progress under his leadership. In his first term, he was instrumental in revising the mathematics curriculum and introducing some new programs and he hired a lot of new faculty also. And there had to be a transition in the sense that some, a number of the old faculty had retired and Joel managed that very well. He was a very popular department head, very noncontroversial, he had a good management style. He was never confrontational. His approach was persuasive rather than prescriptive. And even if he differed with faculty members he always treated them with great respect. He was... that was his hallmark. He was, I think he was well-liked. Then, he became the Dean and I guess he was a successful Dean. I don't know about deans. I keep away from them.

[0:21:08]

**James Mattingly:** You stay away from them, that's funny.

[0:21:12]

**Senator Sayed Kirmani:** But anyway, he was the Dean of College of Science for about ten years, I would say. And then, this College of Arts and Sciences was formed. He became another dean. And he was perfect for that, because Joel is not just a mathematician; he has a lot of interests. Very serious interests in mathematics and music, mathematics and art. And in fact, he has written articles on that. So, he is a very versatile person, very interested in all aspects of mathematics; research, pedagogy, cultural aspects and all. So, he did a great job for the Math Department and we will miss him. And he is currently back in the department and I think last semester he taught the elementary statistics class, a rather big section. And I suppose he, from

what I have heard, he did a great job. He enjoys teaching, he is a great teacher. So Joel will be missed, definitely. I think he distinguished himself at UNI in a number of ways. So I will definitely support this emeritus thing for him.

[0:22:30]

**James Mattingly:** OK. Thank you Senator Kirmani. Senator Degnin?

[0:22:37]

**Senator Francis Degnin:** I'll keep this really short, but from the other side of the department from Chairs, as our dean, he did a very, very fine job. I worked with him in CHAS Senate, and also just seeing what he was doing, what was coming down. He's been a pillar of this university and I much appreciate it.

[0:22:55]

**James Mattingly:** Thank you. Chair Cutter?

[0:22:58]

**Barbara Cutter:** So I'm not in Joel's college, but I did report to Joel for a couple of years in 2012-2013 when I was the Interim Director of Women's and Gender Studies and he was a Dean. And as those of you who were here at that time will remember, this was a very trying time for UNI, especially for those of us who were involved in programs that were threatened with elimination, such as Women's and Gender Studies. And I just wanted to say that Joel was incredibly supportive of the Women's and Gender Studies Program during that time, and I'm convinced that his support is one of the reasons that we still have the Women's and Gender Studies Program today. And as everyone else who's talked has mentioned, faculty have great respect for Joel, and this is an example of why. As dean, he always tried to do the right thing even when it wasn't an easy thing to do. And in addition, I'm not sure how he found the time, but over the years, Joel has been very actively involved in a number of community organizations, including our local Audubon Society; which I know he's done a great deal for over the years. So Joel, and I'm speaking directly to you now, since I know you read the senate minutes, I and I'm sure everyone else who knows you is very sorry to see you retire from the university, but I'm glad you'll have more time to spend outside with the birds.

**James Mattingly (Chair):** Thank you, Chair Cutter. President Levang?

[0:24:33]

**Jacob Levang:** I had the opportunity to have Dr. Haack my first semester on campus, so, long, long time ago. But the one thing I do remember about being in a class of 70 students was how much it felt like he cared about his students, and I know every interaction he had with students was very intentional, and that's something I've received feedback from very many other students. Introductory Statistics is not a class that, particularly, excites the brain for most of us,



no offense, to most, but it was still something where he definitely engaged it and that his Star Trek jokes and different ties will be missed.

[0:25:15].

**James Mattingly:** That's great, thank you. Thank you, Jacob. Is there anyone else? Yes.

[0:25:19.4]

**Megan Balaon:** OK, so we really need to probably stop.

[0:25:21.2]

**James Mattingly:** That's fine.

[0:25:21.7]

**Megan Balong:** This is Megan Balong, I'll just be very short. I actually had Dr. Haack as a student. I was a student before he came so I had him in one of his very first years of teaching, and I will tell you that in my mind he has been an exceptional teacher for the past thirty years of which I've, thirty-ish years that I've been able to know him. And so I got to have him as a student in Math History class. I remember it as one of my favorite classes all time at UNI as a student. And then I also got to have the pleasure because he is so welcoming to, he took me on and let me learn about teaching from him also by serving in one of his classrooms. So yeah, I could speak a long time. And I got to have him as an administrator for multiple years. So he's amazing.

[0:26:13]

**James Mattingly:** Thank you, Senator Balong. Associate Provost Vallentine?

[0:26:18]

**John Vallentine:** Thank you. I'm going to keep things rolling. I served under Joel as Dean and he was an exceptional dean, and as a mathematician, he loved music, which was ... you can imagine being in the School of Music I loved that aspect. And actually, what was great, the email responses were incredible because of his ability as a pianist. Very, very, very responsive. Many folks don't know Joel's actually a fine singer, as well, and toured with the Glee Club and has really showed folks around the campus, I think, that you can be outside your discipline and support others around the university. But ditto to everyone said around this table. It's a great reflection of Joel's career here. Thank you.

[0:27:03]

**James Mattingly:** Thank you.

[0:27:05]

**Senator Sayed Kirmani:** I may add that Joel was Senate Chair for a couple of years in 90s.

[0:27:13]

**James Mattingly:** Thank you, Senator Kirmani. Is there anyone else that would like to... I think we might have checked everyone off. Not quite, I realize.

[0:27:25]

**Becky Hawbaker:** I think everyone could probably say...

[0:27:26.2]

**James Mattingly:** Something.

[0:27:27.0]

**Becky Hawbaker:** Something more.

**James Mattingly:** I suspect. OK, well, thank you very much. Well then, if there are no more comments I'll ask for a vote. All in favor of extending, of approving Dr. Haack's emeritus request, please say aye.

[0:27:45]

**Group:** Aye.

[0:27:47]

**James Mattingly:** Are there any opposed? If so, you probably shouldn't speak. And are there any abstaining? OK, then the vote has passed. The last item on the agenda today is docketed item 1365, Report of the Interdisciplinary Task Force. We have the Task Force with us. Well first, let's go ahead and, this is just a consultation, so we don't really have anything to vote on at this point. Would you like to, would the Task Force like to tell us about your experience? Explain... (background comment) Yeah, please do. We'll move around and give you space. Please, come on up and sit. Do you want to sit or do you want to stand? It's up to you.

[0:28:48]

**Bill Henninger:** So about a year ago, I was approached to chair the Interdisciplinary Task Force. I don't know why I was picked but I agreed, like I do many things in life. So I'm not going to insult y'all's intelligence by reading everything that's on here. I'm just going to walk you a little bit through this process that we went through to come up with these results. And if you have any questions, you can certainly ask. I really should point out, a big thanks to Dale. Dale did a lot of the heavy lifting on the writing on this, and everyone on the committee pitched in, so this is about the whole committee. So if there's something you don't like, it was the whole committee and not just me. If you turn to page, what page are we at here? Where are the list of the members? Is it at the end? Alright.

[0:29:49]

**James Mattingly:** Page 8, I think

[0:29:49.4]

**Bill Henninger:** Page 8?

[0:29:50.1]

**James Mattingly:** I believe so. What are you looking for?

[0:29:52.2]

**Bill Henninger:** The list of membership. There we go, Task Force members. If you start on page 8, you have a list of members, not voting and what they represent. So we came together, came up with a list, between Amy, Elizabeth Sudden and Alisha Rossberg. Asked people to be on the Task Force, they agreed, the Task Force got together, we looked at the charge given to us and came up with a list. Everything that we came up with can be found in the appendices. But we came up with a list of all the interdisciplinary programs. We stuck solely to academic interdisciplinary programs as we defined them. Then part of the charge was for us to assess what was going on at the university as far as interdisciplinary programs, so we came up with a questionnaire, both quantitative and qualitative, so you can see that we have the quantitative results and then a summary of the qualitative results. And in the back there is more information in the appendices on that.

After that, the second part of our charge was to come up with conclusions from that and then recommendations. So some of the Task Force members went out and looked at best practices for interdisciplinary programs, administering them, and also how they should be run. And then we looked at our peer institutions to see if there is anything they are doing, as well. If you go to page 7 you can see that, sorry, page 5, you can see our conclusions. It talks about the current structures, the needs we identified and then the challenges for UNI specifically in our structure. And then if you go to page 7, we have recommendations based on those. And with that, we will take questions. Yes?

[0:31:58]

**Francis Degrin:** So on Page 2, which is actually page 1, you define a program, and I just want to raise a little flag there, because program, there's been a lot of negotiation between administration and faculty and so forth about specifically what the program meant, because it was very, very important during the troubles. And so I just become nervous about starting to proliferate definitions of "program," different definitions. I just would look for another word there perhaps.

[0:32:30]

**Bill Henninger:** Thank you.

[0:32:31]

**Francis Degrin:** Also, I'm curious, did you contact the chairs, the Curriculum Chairs of all the different interdisciplinary...

[0:32:38]

**Bill Henninger:** So the questionnaire, we sent the email out to anyone who was identified as either being a coordinator, or teaching a class or having some type of administrative responsibility in that. And we did that through ISBR.

[0:32:54]

**Francis Degrin:** OK. Because the ethics minor, for example, is multidisciplinary.

[0:32:58]

**Bill Henninger:** Right.

[0:33:00]

**James Mattingly:** But it's not, but it's all housed in one department. And so did they, because I don't remember getting an email on that, I might have missed it. I mean, would that fit your, as interdisciplinary or not?

[0:33:09]

**Bill Henninger:** Do we have a list of the, there is a list of all the programs.

[0:33:15]

**Dale Cyphert:** In the appendix. Yeah, the way we pulled them up was through SIS and the criteria we were using, mostly because we had to come up with a criteria, was that they had to be in two different academic departments.

[0:33:28.4]

**Francis Degrin:** OK, that's why. I thought maybe it was something like that. Even though it's intentionally multidisciplinary, there's like five or six, it's actually maybe ten different departments that have courses that apply to it. It really housed in just one department.

[0:33:40.9]

**Dale Cyphert:** I don't know if we ever caught that.

[0:33:44]

**David Grant:** Right. This is David Grant. One of the things that we did have a lot of discussion about is the nature of counting. Are we looking at interdisciplinary, transdisciplinary, cross-disciplinary, I mean a lot of these definitional things are really at basics. So if they're in

one particular department, it may not be known all across the campus and that may not be seen or visible as this. So we knew that there wasn't going to be a perfect fit. Like Dale said, I think we pulled it up through a system that we do have. So if there are faults, I mean I think that's something that we might want to look at, is how do these things get coded? How do these things get recognized? We did have folks from both student services side, as well as academic side. So there's lots of input and this is, again, as Dale said, we had to go on something. So I think your comments are well founded, and yeah, this is part of, hopefully, we can get it out with some of the recommendations we have.

[0:34:43]

**Thomas Hesse:** Francis' question was, it's answered by Appendix B, it's the Ethics Minor. It's not on there.

[0:34:53]

**David Grant:** Yeah, that would be a problem in our methodology.

[0:34:56]

**Francis Degnin:** I was going to say, it might have been just we were housing only one department so, but it still it was maybe multiple departments that were, that contributed courses for it.

[0:35:00]

**Dale Cyphert:** Yeah, because there should... what we were looking for were, and it may be that your courses are offered as electives rather than required. Because I think it would have pulled it up if there were multiple department headings within the required minor; and that might be. I don't really know, because we did that through the system, but...

[0:35:22]

**Francis Degnin:** Yeah, and there are some that are in the required group, but there is always a grouping of that requirement to where they can choose between them, so.

[0:35:30]

**Dale Cyphert:** Right.

[0:35:33]

**Donna Hoffman:** So this is Donna Hoffman. So political communication is one that's not on here but it is, I would judge it interdisciplinary, but it wasn't on your list. My question is, was that, because I'm looking at your Appendix A, was that a multidisciplinary? Did you make a fine grained distinction in terms of some of these programs that we might consider to be interdisciplinary, might be multidisciplinary so those weren't included? It was unclear to me because that was one that was left off.

[0:35:57]

**Bill Henninger:** Yeah, it was basically that it has to be two separate departments or taught within multiple courses, or multiple different departments or across department.

[0:36:06]

**Donna Hoffman:** But that is.

[0:36:10]

**Bill Henninger:** That one is? I would have to go back and look exactly how they, when we asked them for the list of programs when we sent out the questionnaire to them, why they didn't make that?

[0:36:22]

**Dale Cyphert:** To be honest, that was part of our initial problem, is that we didn't have any way of really identifying all the interdisciplinary programs on campus. And so we were trying to use the catalogue descriptions as our best guess, but we knew of programs within departments that could certainly be considered interdisciplinary because of the nature of the programs. But they wouldn't get caught in this just because of the way we defined it. But that, if you read through, that is one of the issues is that we don't have a good consistent definition of what even constitutes interdisciplinary work.

[0:36:53]

**Bill Henninger:** That was one of the big takeaways, was that what actually is interdisciplinary? And also, if you want to contact a coordinator, what we found with the questionnaires was even within those programs, if you ask who's the coordinator, you might get two or three different answers. So, gerontology is an example, because I know that one pretty well. Elaine is the person who coordinates it. But, even within people who taught in that gave several different answers who coordinates it. So, one of the big takeaways was there's not a real good centralization of knowledge for that.

[0:37:30]

**James Mattingly:** Senator Skaar.

[0:37:32]

**Senator Nicole Skaar:** Yeah, I can think of one also not on here. So clearly, the ed studies minor is also interdisciplinary. So can you, moving forward from that, can just let us know, like in brief, what is the one thing, based on the fact that we have this definitional problem, and knowing how to code these things, or whatever, that you guys suggested that would help that?

[0:37:55]

**Bill Henninger:** Do you want to take it? Or do you want me to?

[0:37:58]

**David Grant:** A lot of the things, you know, a possible suggestion, I'm not saying it's the answer, but one possible suggestion that in the best practices literature, is that there is generally a place where these things could sort of be, where students will know and go or even ourselves as faculty could go, we know, in this office they kind of handle it. It doesn't have to be the biggest place. Some of the literature even is like, are there bulletin boards? Right? So, it doesn't have to be like an entire office or another layer of bureaucracy. It could just simply be, here is where the information comes out, and faculty of this program could disseminate their programmatic materials that way.

[0:38:38]

**Nicole Skaar:** And we have a website.

[0:38:38]

**David Grant:** Yeah. Well, websites, you know, sometimes you have to know what you're looking for. Whereas if there is, it's kind of like looking, a regular book versus an e-reader. You have to know with an e-reader exactly what search term to put in. Whereas if you're leafing through a book, you can come upon by happenstance.

[0:38:55]

**Dale Cyphert:** If you'll look through the detail, I did draft this so I'm pretty good at finding what I want. In the conclusions, our first conclusion is that interdisciplinary programs are variously structured and there are no consistent policies or procedures. And if you look down to the end of that section, with so little consistency across UNI's interdisciplinary programs, we cannot draw any definitive conclusions about current structures. That was kind of our first conclusion. As far as needs identified, we said beyond the general need for consistent university policies to support and define and all the other stuff, we also said that the mechanisms need to be codified in some way. Any way would be a step toward, because we really just don't even have those definitions. And we, as far as our recommendations, recommended that those, actually we split that into three ongoing things. The policies and task force having to do with university policies, faculty handbook and those kinds of things; the general education core conversation; and the academic master plan and strategic plan conversations. All three of those we recommended they explicitly include interdisciplinary programs, intending that those definitions happen in some way, and presumably consistent across all three. But just a thought.

[0:40:22]

**Bill Henninger:** One of the things that came up was that if you do not have a coordinator that is willing to go to bat for your program, so a lot of times a program will get started and then a coordinator will be promoted, they'll leave the university and there is that kind of vacuum of

who's going to take the mantle. Those programs start to dissipate or they don't have somebody there, they lose some of the funding or whatever it is that keeps them going. And they stay on books, but they're very hard to continue that kind of charge forward. So a centralized area that looked at all of the different interdisciplinary programs could at least help manage that a little bit.

[0:41:00]

**Dale Cyphert:** And we were not talking about an administrative unit at all. We're talking about, well, if you look through the best practices, we found many universities basically just put something on their website that identifies all the interdisciplinary programs. So then you too could have said hey, wait, you forgot me. You know? Because that is part of what we just didn't have any good list anywhere.

[0:41:25]

**Leigh Zeitz:** This is Dr. Zeitz, Senator Zeitz. And there is a website and it says Majors Interdisciplinary Studies. Are you going to be using your list to update this? Because yours looks longer.

[0:41:38]

**Dale Cyphert:** Yes, our list is longer.

[0:41:40.7]

**Bill Henninger:** So we started, we did look at that list, and then we got some people who were like, what about this one? So we did our best to also look through the course catalogue and, I mean, we could certainly send them our list, their recommendations. But, these were the ones that we found that kind of fell into our definition.

[0:42:00]

**Provost Jim Wohlpart:** So, this is the Provost, if I may, just offer our perspective. I think that one of the things that needs to happen is a step backwards to really define what we mean by interdisciplinary, multidisciplinary, and cross-disciplinary. Some of the programs that I've heard mentioned where you have it coordinated out of one department and it selects courses from other departments are very often called multidisciplinary, not interdisciplinary. Very often interdisciplinary is where two disciplines intersect in a class and offer different mental frameworks for thinking about issues. And that's generally, on many campuses, how interdisciplinary is defined. We haven't had those clear definitions, and the first place we should start is trying to define those things and then think about what those different buckets mean to us on this campus. So a fantastic conversation, one that desperately needs to happen on this campus. And we need to think about the role of those programs going forward.



[0:42:50]

**James Mattingly:** Senator Kirmani?

[0:42:53]

**Senator Sayed Kirmani:** Some of the interdisciplinary work is going on in a kind of informal way. For example, I reported here that the computer science program, it's a requirement, it's not written in the catalogue, but we virtually force the students that you have to have certain courses in the business school. You have to have macroeconomics, microeconomics, corporate finance, trans-Pacific investments and courses like that. And all the students do. Now, they are not listed as required courses in our program; partly because of the, otherwise the program will look too long. But the students do that. And in fact, I ask the students for double major if they have time, and our top students do that. Together with actuary science, they would have a major in finance or economics. And the Department of Economics has courses which require math courses also. And we have both of them together and in fact they collaborate even when they're scheduling classes so that there's no clash and all that. So that would not be officially called an interdisciplinary program, but it is very much so. And it has to be, because an actuary should know the math side and the business side, otherwise they are not complete. So there are a lot of programs I think which are like this, that realize that just one aspect is not sufficient. It would be unfair to students to give them just one aspect of the thing.

[0:44:32]

**Bill Henninger:** And you're right, and that was exactly, and it speaks to Provost Wohlpart's point, too, is how do different frameworks come together? I mean it's one thing, it looks maybe on paper curriculum-wise that here's some from philosophy and here's some from mathematics, but is that really philosophy of mathematics? Is that the program or is it just a curricular thing? I like that you're saying there needs to be more conversation and programming, intentional, and I think that would very much be what we would see is needed as well. So maybe you could help us out, too, on fleshing this out.

[0:45:08]

**James Mattingly:** President Hawbaker, did you have a question?

[0:45:10]

**Becky Hawbaker:** I did. It was in regard to the recommendations' proposed next steps, on page 7. So the first recommendation is about explicit policies in the faculty evaluation system. And I just want to make sure that I understand what you mean by that and whether you had very specific recommendations for language? I mean, is it the idea of, if you are serving two different departments or colleges but only one is evaluating your performance, that that's not...

[0:45:42]

**Dale Cyphert:** That's sort of thing we didn't get to.

[0:45:44]

**Bill Henninger:** Yeah, so, we didn't go too deep into that because we felt like maybe that would be treading outside of what our charge was. But if you do teach in an interdisciplinary program, and you are in a specific academic unit, is there a release for that? Like sometimes there's no real strong recommendation for that. So it may put faculty in a position where they're unsure what their role is.

[0:46:10]

**Dale Cyphert:** We've found a lot of inconsistencies across departments and across programs. And not just with faculty assignment and release times and that sort of thing, but also with advising expectations and responsibilities across different departments. There was just so much inconsistency that we just recommended that that be taken into account as part of those conversations.

[0:46:30]

**Becky Hawbaker:** So not just the evaluation part, but also the workload part.

[0:46:34.2]

**Dale Cyphert:** Mm hm.

[0:46:34.6]

**Becky Hawbaker:** Right? OK. Am I wrong, but we don't have consistent standards across the university for coordination, releases for regular programs, right?

[0:46:55]

**Provost Jim Wohlpart:** This is Provost Wohlpart. I'm not sure that I would say we do not, but that's because every program is different in what is required and every program is different. So I do think that, I hope we have worked towards some consistency even if it's not regular across all programs.

[0:46:30]

**Becky Hawbaker:** Yeah, but I mean, is there like, like we haven't defined out like some kind of trigger point where the workload would, it's enough that it should be a release of some kind.

[0:47:17.8]

**Provost Jim Wohlpart:** A course release or something, yeah.

[0:47:21.4]

**Becky Hawbaker:** OK, thank you.

[0:47:24]

**James Mattingly:** Are there other questions for the committee? Please, President Hawbaker.

[0:47:35]

**Becky Hawbaker:** So this is a question for the committee, but also maybe for Patrick. So the idea that of developing curriculum for new interdisciplinary programs, that there's not a lot of institutional support for that, how well do you think the Academic Positioning Initiative could assist with that?

[0:47:55]

**Bill Henninger:** Well, I think it would be great for someone to form a working group and start to look at this. I mean, that is the whole point of the academic positioning, and when we were putting this together, one of my thoughts was that if somebody is going to put together a group and I believe that it is even suggested in here, yeah, right there, that this would be a good road map to start. So some of this was us putting down some of the groundwork for people to be able to say what could we suggest? What could be put into place?

[0:48:30]

**Provost Jim Wohlpart:** This is provost Wohlpart. I'll try and answer that and I want to reflect back the comment that you made, which I think is an instrumental one. Through something like academic positioning, I think we need to first define what we mean by these terms, what counts in these terms, why they're important. And if they're important, how we will recognize and value faculty work in these things. A multidisciplinary program does not necessarily require you to take your mental model, your disciplinary framework, and operate with somebody else. That's a real challenge in a classroom, that's a lot of work to do that in a program in a course work. If we value that, which our employers do, then we need to find ways to reward that. I think that this is a great opportunity for us to have that conversation. A multidisciplinary program where you just pick up a couple of courses from other disciplines and they happen to count in yours, does not require that same work. It actually makes very interesting classes to have some students from different majors in your classes. That's fine, but you're still teaching from your disciplinary framework. So, discerning what we mean by those things and how those things operate would be really important. And then if we value it as a campus, we need to make certain that we value the faculty work that goes into it. Because it is an increased workload to have two faculty teach together in a class, not tag team, but actually create a course together.

[0:49:55]

**Patrick Pease:** This is Patrick Pease. I can add that certainly one of the goals of academic positioning is to have working groups that are tackling issues that maybe aren't specific to a curriculum, but are common problems that a lot of programs face. This is a great example of one. And really to dig into the structural challenges and structural impediments that have

prevented success, so that then those, the advances from that group can then ripple through all the other groups that are maybe doing other kinds of curricular work. And so we get one group really solving problems for multiple groups. I can say this is actually already in. This group already submitted it, and so they're being polite here, but they've already put clarity in that one, so.

[0:50:49]

**James Mattingly:** Given that, that's a really fantastic segue to where I was going next, which is given the recommendation number four, it is at least my opinion this group has done what we asked them to do as a Senate. I would like to float the possibility that at this point we would release them from their work and discharge the committee.

[0:51:20]

**Francis Degnin:** Do you need a motion?

[0:51:22]

**James Mattingly:** I would.

[0:51:21.5]

**Becky Hawbaker:** Wait, wait, because you are a working group, right? So it's not like this work is ... right?

[0:51:26.4]

**Jim Wohlpart:** Well, they submitted it for approval.

[0:51:27.6]

**Becky Hawbaker:** Oh, OK. Very good.

[0:51:29.7]

**Francis Degnin:** I'll move it.

[0:51:30.4]

**James Mattingly:** Really more because they've actually finished what we've asked them to do.

[0:51:33.5]

Dale Cyphert: Yeah, and it's different people.

[0:51:35.0]

Francis Degnin: And with our thanks, too.

[0:51:36.5]

**James Mattingly:** Yes, with our thanks, certainly.

[0:51:38.4 ]

**Bill Henninger:** And thank you for making the motion.

[0:51:42.1]

**James Mattingly:** So moved by Degnin, seconded by Zeitz. Does that require any further discussion before we vote? All in favor for discharging the ad hoc Interdisciplinary Committee, please say aye.

[0:52:00]

**Group:** Aye.

[0:52:02]

**James Mattingly:** Are there any opposed? Are there any abstaining? The vote is passed. Thank you. I think there's only one item of business left today. Is there a motion to adjourn? By Senator Skaar, seconded by Senator Kirmani and we are adjourned. Thank you.

*Note that a letter of support for a request for Emeritus status that was discussed during this meeting, and included in this transcript, is exhibited on the following pages.*

January 10, 2020

Memo: The Faculty Senate

Re: Statement of support for Dr. Joel Haack's application for faculty emeritus status

On behalf of the Department of Mathematics, I wish to submit this statement in support of Dr. Joel Haack's request for faculty emeritus status. Dr. Haack will retire on June 30, 2020, ending 29 years of service to UNI.

After a 12-year stint on the faculty of the Department of Mathematics at Oklahoma State University, Dr. Haack came to UNI in August 1991 as head of the Department of Mathematics and Computer Science. For Dr. Haack this marked the start of a career trajectory at UNI that had many twists and turns. As had been planned, the department he had been hired to lead split into the two separate departments of Mathematics and Computer Science in 1992. In the ensuing 26 years, Dr. Haack served UNI in various capacities. He was head of the Department of Mathematics from 1992-2000, then interim dean of the College of Natural Science (CNS) from 2000-2001, then returned to the faculty from July 2001- December 2004, then went back again to serve as interim dean of CNS from January 2005- June 2006 and, following a national search, he became dean of CNS and served from July 2006 – July 2011. Dr. Haack also served as dean of the College of Humanities and Fine Arts (CHFA) from January 2010 – June 2011 when a decision to merge CNS and CHFA was made. From July 2011- December 2014, he served as the inaugural dean of the College of Humanities, Arts and Sciences. He was given release time from January 2015 – December 2015, after which he returned to the faculty on phased retirement in January 2016.

As I hinted at above, in his time at UNI, Dr. Haack found himself at the center of two seismic changes in the units under him. The first was the splitting of the department he had been hired to lead into the separate departments of Mathematics and Computer Science. He assisted in the process, which took all of his first year at UNI to complete. The second was the merger of CNS and CHFA. The latter was an especially challenging process. Thanks to hard work of the committees and workgroup that formed to work on the merger, Dr. Haack's leadership skills, steady hand, cool-headed manner, patience, willingness to consult and listen to all stakeholders, the merger was implemented with minimal difficulties.

In an article in the 2015-16 edition of the Department of Mathematics newsletter, the Wright Message, Dr. Haack identified three big initiatives the department implemented under his leadership in the 1992-2000 period. These initiatives set a new direction for the department whose impact is still being felt to this day. The first was the adoption of a reformed calculus textbook which incorporated the use of graphing calculators as an essential part of the content delivery. The initiative catapulted the department to the forefront of a nationwide movement to focus Calculus education on understanding rather than on mechanical applications of formulas. The second was an overdue review of the undergraduate curriculum, which resulted in the creation of a mathematics common core consisting of Calculus I, Calculus II, Calculus III and

Linear Algebra, which all majors in the department are required to take. This initiative made the department curriculum more current and brought it into alignment with national trends. The third initiative was the creation of a mathematics master's program for Middle Grades Teachers with the goal of providing much needed professional development to Iowa teachers. Last, but not least, Dr. Haack noted that the department was successful in hiring its first choice in 11 straight faculty searches in the same eight-year period. Though he will soon be retiring, his legacy will live on for years to come.

While Dr. Haack spend most of his tenure at UNI as an administrator, he has had a long and abiding passion for teaching. With academic training in both mathematics and statistics, he is fluent in both disciplines. His mathematics, mathematics history, and statistics courses have been some of the most popular courses in the department every time he has taught them. Also, as an illustration of his commitment to teaching, in Fall 2019 Dr. Haack volunteered to teach two large sections of the Introduction to Statistical Methods course, which were too large to meet in Wright Hall and had to be moved to the Curris Business Building to accommodate the size. This is all the more remarkable given that Fall 2019 was Dr. Haack's last semester of teaching. If this is not total commitment, I don't know what is.

Beyond the classroom and his administrative duties, Dr. Haack has served the profession in various capacities. He has served on some very important communities of the Mathematical Association of America (MAA), including as a member of the Board of Governors for the MAA, chair of the Science Policy Committee, and chair of the Audit Committee. He is a renaissance man, a true patron of music and the arts and he has traveled the world over, and above all, he has found ways to bring all of his life experiences to his classes.

Those of us who have known Dr. Haack have marveled at his ability to connect with his students and at his enduring commitment to them beyond graduation. He stays in touch with many former students and can be counted on to share with other faculty members where these graduates are now and how their professional careers are going. It is the rare faculty member who gets this invested in the lives of his or her students. Dr. Haack set the bar high for all of us.

I wish Dr. Haack the best as he embarks on the next chapter his life in retirement. I strongly support his request and urge the senate to grant him faculty emeritus status.

Sincerely,



Douglas Mupasiri, Ph.D.  
Head and Professor