

Minutes of the University Faculty Senate 23 September 2019

Senators in attendance were: James Mattingly (Chair), John Burnight (Vice-Chair), Amy Petersen (Former Chair), Gretchen Gould (Secretary), Barbara Cutter (Chair of the Faculty), Imam Alam, Megan Balong, Danielle Cowley, Francis Degnin, Kenneth Hall, Thomas Hesse, Donna Hoffman, Charles Holcombe, Syed Kirmani, William Koch, Amanda McCandless, Qingli Meng, Mark Sherrard, Tony Gabriele (for Nicole Skaar), Andrew Stollenwerk, Shahram Varzavand, and Leigh Zeitz.

Guests in attendance were: Mark Nook (President), Jim Wohlpart (Provost), John Vallentine (Associate Provost), Patrick Pease (Associate Provost), Becky Hawbaker (United Faculty President), Jacob Levang (Student Government President), Steve O'Kane, Doug Shaw, Ryan McGeough, Chris Martin, Laura Terlip.

Note to reader: Please note that Emeritus letters referenced in the transcript are included as an appendix, in alphabetical order according to the last name of the Emeritus petitioner.

[00:01:00] James Mattingly: I'll go ahead and get started. I'll call the meeting to order. Are there any press with us today? I don't hear any and I don't see any, so I'll assume that none are here. I'd like to go around the room and have our guests introduce themselves to us, starting with Laura Terlip in the back.

[00:01:22] Laura Terlip: I'm Laura Terlip. I'm in the department of Communication Studies.

[00:01:26] James Mattingly: Okay. And you're here today about the name change proposal?

[00:01:29] Laura Terlip: I'm Chair of the Curriculum Committee.

[00:01:33] James Mattingly: Okay, great. Thank you. And Chris Martin, I understand, is also --

[00:01:38] Laura Terlip: Is going to be in attendance as well, yeah.

[00:01:40] James Mattingly: Okay, good. I'll move down to Ryan.

[00:01:44] Ryan McGeough: I'm Ryan McGeough, also in communications studies. I'm here with the GenEd Revision Committee.

[00:01:50] James Mattingly: Thank you, Ryan.

[00:01:51] Steve O'Kane: I'm Steve O'Kane from Biology. I'm here with the same committee.

[00:01:55] Doug Shaw: And I'm Doug Shaw with Mathematics with that committee.

[00:02:00] James Mattingly: Do we have any other guests with us today? Last time, we just about missed one. I think that's it. Syed is --?

[00:02:08] Ryan McGeough: He's a senator.

[00:02:09] James Mattingly: We need to move Syed in. Thank you. Okay, and now courtesy announcements beginning with President Nook.

[00:02:25] Mark Nook: Thank you. First of all, I'm not going to be able to stay for the whole meeting, so as soon as I finish my remarks, I'm going to have to take off to take care of a couple of other things. So, my apologies to the senate on that. Just wanted to update you really briefly on what happened at the board of regents. I know I mentioned it, but it was approved. We requested \$4 million in additional funding, so we'd be at 103.7 million in state appropriate, up from 99.7 this year.

We also asked for funding for the ITC, the Industrial Technology Center funded that just short of \$40 million, 39.71. That was also approved. Now, these are approvals by the board, which means they are requests then to the governor and to the legislature, and we'll see what happens with that. There are a few other items that are in there: our economic development, some of our special services as well. And again, those were approved for funding at the level we request, which was level funding for all of those.

So, overall a very successful board of regents meeting in that regard. I'll be happy to take questions on that or other things that you might have for me. I like to leave as much time for you to ask me questions if there's anything else.

[00:03:48] James Mattingly: Are there any questions for President Nook?

[00:03:53] Mark Nook: If not, thank you. I appreciate the time. Yeah, thank you.

[00:04:00] James Mattingly: Provost Wohlpert, do you have any announcements to make?

[00:04:01] Jim Wohlpert: Just very quickly, I am working on updating all of the work that we have done over the last four years on the academic master plan, and we'll send something out to campus soon just to see where we are. Most of the things on the academic master plan have been achieved, but there are a couple of holes. That's pretty typical with that kind of a strategic plan. So, look for that hopefully in the next several weeks.

[00:04:25] James Mattingly: Great, thank you. Faculty Chair Cutter?

[00:04:30] Barbara Cutter: Thank you. So, just a reminder that the Fall Faculty Meeting is next Monday, the 30th at 3:30, and also I've gotten a number of questions from people about absentee voting, so I'm thinking it's possible that maybe some of you will get those questions as well. And so, I want to explain why we can't actually have absentee voting at this event, because the faculty constitution says that to amend the constitution, there have to be two-thirds of the members, voting members present and voting.

So, it's very explicit in the constitution that you have to be present, and also our faculty constitution is governed by Robert's Rules of Order, so I looked up Robert's Rules, and discovered that, under Robert's Rules, absentee voting is not allowed unless it's explicitly authorized by your constitution or bylaws. So, since it's not explicitly in there, there's no way we can do it under the current constitution. The constitution would actually have to be amended.

So, that's possible to do, but it's not possible to do before next week's vote. And the theory behind having to explicitly authorize absentee voting is that parliamentary procedure, in general, discourages absentee voting because it potentially compromises the nature of a deliberative assembly. You can't deliberate if you're not there.

That being said, there are reasons that people can want to make exceptions. For example, important votes that everyone can't attend, especially with bodies that have membership far field. But, in any case, this is something that could be brought up in the future if the faculty wishes to do this. But, for now, for this upcoming election, there's just no wiggle room. There's no way that, within our constitution, we could have absentee votes, proxy votes, anything like that. So, I just wanted to clarify, this is not some individual decision that I am making. This is in the bounds of our constitution. So, thank you. Any questions?

[00:06:55] James Mattingly: Thank you for that announcement. And it's a big vote a week from today, so it'll be pretty important that we get to -- it will be very important that we have as many faculty there as we can. Thank you. United Faculty President, Hawbaker.

[00:07:13] Becky Hawbaker: Yeah, so I just strongly encourage everyone to come to the Fall Faculty Meeting next week. I don't know if Barbara mentioned it, but we do need to have a core and present to take the vote, and I think -- what did we calculate that to be? It's 75 people or --

[00:07:31] Barbara Cutter: 15%, so -- yeah, I think that's --

[00:07:35] Becky Hawbaker: Doug Shaw, help us, math.

[00:07:40] James Mattingly: That sounds about right, 15% of the voting faculty.

[00:07:43] Barbara Cutter: That would be approximately right, but I will double-check on the exact number.

[00:07:47] James Mattingly: Okay.

[00:07:49] Becky Hawbaker: Also, both United Faculty and AAUP are on record as being in favor of expanding voting rights to contingent faculty. So, I encourage you to vote yes. That is all.

[00:08:01] James Mattingly: Thank you. Okay, now it's time for my announcements, but I have yielded my time to the General Education Revision Committee. They wanted to be on the agenda today, and we didn't have any room for them on the agenda today, we thought. So, instead I will give the GenEd Revision Committee my time today.

[00:08:25] Doug Shaw: Thank you for squeezing us in and yielding your time to us. We just wanted to give people an update.

[00:08:33] Doug Shaw: So, our story so far, our faculty senate created this committee in collaboration with the provost, and we have been at almost every faculty senate meeting since then. Our charge is to revise the general education requirement to be learning outcomes-based and accessible.

This charge came from the higher-ed committee. We created a mission statement. This was voted on by this body and approved. We have created 12 outcomes that were voted on by this body and approved. The statements of these things should be within your minutes, and that is John here. You will be getting a one-pager with the 12 outcomes and the mission statement as well.

In the Spring Meeting, the Committee brought three different structural proposals. Based on feedback, meetings over the summer, we went to a national conference on this sort of thing, analysis of resources, we started to develop a proposal. We're developing this structure with the faculty input in mind.

So, now we have a draft. There are still details we're discussing. But, we thought that rather than filling in the details ourselves and bringing it out for feedback, we would like the feedback first, and then we can fuss with the details based on that feedback. So, we thought this is actually a very good time to get faculty input so we're all doing it together. We really don't want to run amuck and roam. We just want to do this in consultation with the faculty.

We would like to give people time to look at the structure before we ask for the feedback so we're just not throwing it out on people. So, you'll be expecting an email from us with this and an explanation very soon. Our feedback gathering should start October 7th, and there'll be three meetings or two: October 7th, October 9th, this is the proposal, and then maybe October 8th, there is a conflict with the educational college, something they're doing. So, we're not sure whether we're going to hold that on the 8th or not. We're still discussing that with education. And that's the update. I'll take your questions at this time.

[00:10:57] James Mattingly: Chair Cutter?

[00:10:58] Barbara Cutter: Thanks. So, in this explanation, I was wondering if you were going to address issues such as will one be able to double-count classes in the GenEd program in the major, if there's any level of class, just those kinds of details, like 2,000, 3,000, 4,000?

[00:11:20] Doug Shaw: I think the goal is actually to get your feedback on those things. But, I'll make sure that we address it somehow.

[00:11:28] James Mattingly: This is Jim Mattingly speaking again. My understanding is that the General Ed Revisioning Committee will have a document for us soon that includes explanations of these items, and then also includes a reminder of the descriptions for the 12 learning outcomes as well.

[00:11:46] Doug Shaw: Yes.

[00:11:46] James Mattingly: And as soon as I get that, I will post it to the senate website for all of your consumption. Senator Degnin, I believe you --

[00:11:55] Francis Degnin: I was going to ask for the same thing you're asking, but I'm going to add one more thing, and that is it's not 100% clear just from looking at this how many credits this is either. Have you settled on that or is it still a question?

[00:12:06] Ryan McGeough: This should be 37.

[00:12:08] Francis Degrin: 37? So, each one of these represents a single course is what you're saying? Okay.

[00:12:14] Doug Shaw: I'm not going to say that because we would ideally like outcomes. The idea is that the outcomes would be double, and in some cases, triple hit. So, each course should address at least one outcome, but at least two outcomes. So, that's what you can see here. So, for example, what we're calling creativity, that should address outcome 6, 9, and 10.

[00:12:35] Francis Degrin: And now I'm a little confused because most of our courses are three credits.

[00:12:40] Doug Shaw: I'm not talking about credits. I'm talking about it's an outcomes-based problem. So, a three-credit course will hit more than one outcome. It's not like you're going to take a course in writing and then you're done with writing for your UNI career. So, that's why I get really iffy about saying one course per outcome.

[00:13:01] Francis Degrin: No, I know. That's what I'm trying to figure out. You said 37 credits. And how do we get 37 when we got three-credit courses.

[00:13:08] Ryan McGeough: Scientific reasoning, comes with a lab.

[00:13:11] Francis Degrin: Okay, perfect, thank you.

[00:13:13] James Mattingly: That's Ryan McGeough. Senator Holcombe, you had a question?

[00:13:16] Charles Holcombe: I was just going to clarify that each box is a class. Is that correct?

[00:13:22] Doug Shaw: Yes.

[00:13:27] James Mattingly: Senator Zeitz, do you still have a question?

[00:13:29] Leigh Zeitz: Yes, I do. Now, since they're going to -- I mean, basically, as they go through and they identify which classes they want to do, I'm assuming they'll have a choice, are they going to have the SLOs attached to them in the catalog or something like that? Because, they're going to be cherry-picking and they have to make sure they get the 1, 2, 4, 6, or 7.

[00:13:49] Steve O'Kane: Could I address that? There's kind of two ways to --

[00:13:53] Steve O'Kane: Kind of two ways to look at it. One of them, I suspect, is what you're thinking is that each student has to have a checklist. We're going to check off all the learning outcomes as we go. That's not the way we're envisioning it. The way we're envisioning it is if a course fits into, let's say, creativity, it will address 6, 9, and 10. So, students are not going to be thinking, "I need 6, 9, and 10." They're going to be thinking, "I need a course in creativity."

[00:14:29] Leigh Zeitz: But, when you're saying that the -- now, when we talk about the certificates, that's actually been identified. These are the four classes that you have to take for the certificate?

[00:14:38] Steve O'Kane: Absolutely, no. The certificates are unidentified. In fact, until recently, they were called what, guys?

[00:14:48] Ryan McGeough: Certificate with clever name.

[00:14:50] Steve O'Kane: Something with a clever name. Those courses are not identified.

[00:14:55] Jim Wohlpart: This is Provost Wohlpart. They will be identified. They will be identified. The certificates, the multi-disciplinary [00:15:01] certificate will be created by faculty around a theme or a topic: leadership, sustainability, diversity. And they will populate those four courses, meeting all of those learning outcomes.

[00:15:14] Leigh Zeitz: Alright, okay. So, that will be on the onus of the student?

[00:15:18] Jim Wohlpart: That will not be on-as Steve said, every course that applies to be in the bucket of creativity will agree to teach SLO 6, 9, and 10. Everyone under human identity will agree to teach 3 and 6 and assess it. So, we'll be listed on the syllabus, 3 and 6 will be listed on the syllabus, and they will agree to teach it and assess it.

[00:15:40] James Mattingly: I'm going to take one more question today, but I just want to clarify that today is not a presentation describing the general education structure proposal. That will happen at our next senate meeting. Ana Kogl will be here to do that, and you will have an explanation document before that time so you can develop questions.

[00:16:05] Jim Wohlpart: This is our story so far.

[00:16:07] James Mattingly: Yes, this is really intended today just to let you know that this is coming, to give you a preview, and to give you an understanding of what they'll be doing for the rest of the semester outside of the senate as well. Tom Hesse has been trying to ask a question.

[00:16:22] Thomas Hesse: I've mentioned in the past be sure to bring up the issue of transfer of credits and whether certain outcomes or certain certificate requirements have to be satisfied at UNI. I mean, it seems a little weird that we'd give a certificate to someone who took classes somewhere else.

[00:16:43] Steve O'Kane: I'd have you note, Tom, the note to the right of that lower box.

[00:16:54] Thomas Hesse: That doesn't say it has to be from UNI though.

[00:17:01] Jim Wohlpart: So, this is Provost Wohlpart. One of the things that I think we need to do differently here at UNI is to move away from looking at exact course equivalencies when you do transfers and think about learning outcomes and buckets. And if we can say that a student comes in from Iowa State Community College, and they've met a certain set of learning outcomes that their GenEd is met. That's one of the ways that we should be thinking about GenEd differently as opposed to one-to-one correspondences and equivalencies.

Because, you're right, if a student took four courses that happened to be in a certificate at our program and not linked in their program, we don't want to say they got a certificate from UNI. That's exactly what I mean.

[00:17:41] Doug Shaw: But, this is the type of thing we need to discuss as we're taking this out to faculty.

[00:17:45] James Mattingly: Doug Shaw, yes. Okay, thank you.

[00:17:50] Doug Shaw: And again, thank you for letting us speak to you today.

[00:17:59] James Mattingly: Okay, so the first minutes that we've approved for this group, and I have to say I don't know about you, but I think we were unanimous in thinking that these were a little better than, perhaps, we might have suspected, that yes and Senator Burnight says, "Than we feared," and I think that's true. So, I'll entertain a motion to approve the minutes. Barbara Cutter?

[00:18:32] Barbara Cutter: I'm not voting them for -- oh wait, does somebody have to --

[00:18:34] James Mattingly: You can move. No, you can.

[00:18:36] Barbara Cutter: I'll move, yeah.

[00:18:37] James Mattingly: Okay. Barbara Cutter moves, seconded by Senator Degnin. Debate?

[00:18:44] Barbara Cutter: I just -- since I don't vote, I just thought I'd mention that my opening remarks are a little bit garbled. I don't know exactly what I said, but I do know that I said that I was chair of the faculty rather than I'm just here for the faculty, and it seems like not everyone on campus is entirely sure what that means, to an extent. So, it is a little bit garbled.

[00:19:16] James Mattingly: Yes, it is.

[00:19:17] Barbara Cutter: I know, in this section, I was pointing out that I was the chair of the faculty, and not everyone knows what the duties of that position are, and I was explaining it. Not a big deal, but just thought I'd mention that.

[00:19:32] James Mattingly: Yes, thank you. And when you're reading through these, please, if you see things like that, you should just let me know and I'll go in and change them. I also already recognized that one thing that's really missing and is incredibly important is page numbers. So, have page numbers, explanation, exclamation mark, so that you can say, "Hey, on page number such and such, you need to change this, and I'll do that." Senator Koch, did you have something?

[00:20:04] William Koch: Well, I just read over the parts I had spoken, and I didn't think I was this incoherent. It just seems like, "I said that?" It just appeared to me, for those gaps that UNI University as STE leadership, I hope I didn't say that out loud. So, I was thinking there was an issue there too with reliable transcription. I mean, did you read over your comments and did you think they were coherent?

[00:20:35] James Mattingly: They were, yes, close enough. I think so. And as I mentioned to the senate leadership when we were going through these, in accounting we have -- I'm not an accountant, but I've studied some accounting. In accounting, there is a materiality rule, and certainly, when I was going through here and reading these things, I didn't think there was anything material that was wrong with them. But, if we're wrong, we're wrong, and we need to --

[00:21:07] Francis Degnin: I thought my comments were reasonably transcribed. But, it occurs to me that having this being done automatically that perhaps we need to put a little disclaimer at the head because computers do do -- you make mistakes.

[00:21:19] James Mattingly: I think this is actually a person that's transcribing this, but it's a person that's not here and transcribing from an audio recording. Senator Zeitz?

[00:21:32] Leigh Zeitz: I was just going to ask if it was all voice recognition. I would have said, "Yay, that's pretty impressive."

[00:21:38] James Mattingly: No, my understanding is that there's an actual person.

[00:21:41] Leigh Zeitz: So, they're recording it and then transcribing it?

[00:21:43] James Mattingly: That's right, yeah. The difference being that the person who was actually doing the transcribing in the past, Kathy Sunstedt, was actually attending the meeting, and so she could make notes about things that she might have had trouble with while she was transcribing. Our transcriptionist now doesn't have that luxury. The person didn't attend the meeting, and doesn't know our idiosyncrasies in speech, which we all have, evidently, from reading these transcripts.

Okay, alright. Well, thank you for your comments. Is there any other debate on the minutes, and are there any material items that someone saw in your own comments that I need to change? Because, for Chair Cutter, I will certainly change that to read that she was the chair of the faculty, that she is the chair of the faculty, and not just here for the faculty. Other changes to make? I actually brought them. I'm ready to mark them up.

[00:22:56] John Burnight: Call the question.

[00:22:58] James Mattingly: Okay, then all those in favor of approving the minutes as they were with those changes, say aye.

[00:23:06] All: Aye.

[00:23:07] James Mattingly: Opposed? Abstaining? Okay, the vote passes. The minutes are approved. Okay, onto the calendar items. There are two calendar items for today. Item 1469 are the curriculum changes for the College of Business Administration both for graduate and undergraduate changes. Is there a motion to approve them or to move them to the docket? Excuse me.

[00:23:46] John Burnight: Moved, Burnight.

[00:23:48] Leigh Zeitz: Seconded.

[00:23:49] James Mattingly: Seconded by Senator Zeitz. Is there any conversation that's required, any debate required? The motion is to move them to the docket, not to actually approve them today. Is there enough information here, do we think, to make that determination? Okay. Then, hearing no need for debate, I'll call the question. In favor of moving 1469, the CBA curriculum changes to the docket, say "Aye".

[00:24:37] All: Aye.

[00:24:38] James Mattingly: Opposed? Same sign? And abstaining? Okay, that is moved to the docket. The second item on the calendar, the consultation with the GenEd Revision Committee that we were just talking about earlier. I recognize that there is very little information attached to that at this point. In fact, only what we saw on this screen. It is a consultation, and there will be more information. We won't be voting on anything for this item. Is there a motion to go ahead and put the item on the docket for the next meeting? Senator Koch?

[00:25:28] John Burnight: Seconded.

[00:25:28] James Mattingly: And Senator Burnight has seconded. Is there any other discussion needed on this side, and before we put it on the docket, other than the fact that there needs to be more information attached? Okay, then I'll call the question for that too. All in favor of docketing that item, say "Aye".

[00:25:58] All: Aye.

[00:25:59] James Mattingly: Opposed? Same sign? Any abstaining? Okay, then item 1470, the consultation with the GenEd Revision Committee is on the docket for next time. Okay, onto docket items, items that we actually need to make a decision about today, I would call first to move the curriculum items to the top of the docket. That is actually something that our bylaws

call for. Actually, what it calls for is for the annual curriculum package, automatically, to go to the top of the docket. But, we're not doing an annual curriculum package anymore. We're doing them as they come, for the most part. That's my understanding. Is that correct?

[00:26:54] Patrick Pease: Yeah, this is Patrick Pease. We have done it both ways in recent years. Bringing them all in at one time becomes cumbersome. It's a huge package for everybody to read. And so, we thought we would go back to something that was done a few years ago and try out rolling them out college by college. Well, the first one is our actual program, things that have to go to the board of regents, and then we start college by college after that, and make the packages a little bit more manageable for people to look at and comment on.

[00:27:24] James Mattingly: Okay, so then I will call for a motion to move these items, docket items 1346 and '47, which are the graduate and undergraduate program changes to the top of the docket.

[00:27:38] John Burnight: Move, Burnight.

[00:27:40] James Mattingly: Is there a second? Okay, Senator Degnin second. Is there any discussion required about that? Okay, then I'll call for the vote. All in favor of moving those items to the top of the docket, say "Aye".

[00:27:57] All: Aye.

[00:27:58] James Mattingly: Any opposed? Same sign? And abstaining? Okay, they are moved to the top of the docket and will begin there. So, item 13, can we bundle these and talk about them and take one vote?

[00:28:20] Thomas Hesse: I would oppose that.

[00:28:21] James Mattingly: Okay. Then, we'll leave them as is. Let's begin with item 1346, the graduate program changes. I'll take a motion to accept those changes, and then we'll have debate, of course.

[00:28:44] John Burnight: Moved, Burnight.

[00:28:46] James Mattingly: Moved by Senator Burnight. Is there a second? By Charles Holcombe, Senator Holcombe, thank you. What debate is required here? There are two program changes, correct? Major in community health and recreation name change?

[00:29:07] Thomas Hesse: Yes, there's a -- technically, there's a name change and determination of another program. Conceptually, what's happening is the department is merging two programs into one. They've identified there's a lot of curricular overlap and career path overlap between the two, and they didn't see the need to have both programs. So, the resolution for how we merge two programs in one was to terminate one and change the name of the other. There were some minor edits within that name change as well, I believe.

[00:29:45] James Mattingly: Is there any further discussion required? Then, I will call the question to approve the undergraduate -- or excuse me, the graduate name change and the terminated program. All in favor, say "Aye".

[00:30:11] All: Aye.

[00:30:12] James Mattingly: Opposed? Same sign? Are there any abstaining? The motion is passed, and the graduate program changes on item 1346 are approved. The next item, 1347, are the undergraduate program changes. And there, that is also a name change in a program termination.

[00:30:42] Patrick Pease: Yeah, so if I can speak about this for just a --

[00:30:44] James Mattingly: Thank you. This is Patrick Pease.

[00:30:46] Patrick Pease: It's my understanding we're only talking about items 2 and 3, correct?

[00:30:49] James Mattingly: That's correct. Item 1 was sent back to the UCC.

[00:30:54] Patrick Pease: So, item 2, the program name change, this is something -- all these are in health recreation community services. So, there's a program name change from leisure, youth, and human services to recreation tourism and nonprofit leadership. This really reflected a survey of the disciplines and similar programs that the department did, and it's tied with some of their APR reports, and they just thought that the name change would better reflect what they did and better reflect to students what the program was actually about. So, there wasn't a lot of curricular change in here other than the name change. It's really to reflect what they were actually already doing in the programs in the department.

[00:31:47] James Mattingly: This is Chair Mattingly, and it seemed that -- it was interesting to me that one of the classes, it says here, undertook a research study to explore student perceptions of the major.

[00:32:00] Patrick Pease: I don't have a lot of details on what they did internally to come to that, but they seem to have done a lot of their own research, and as coupled with they have an advisory board they talk to about this, they survey practitioners in the field, they surveyed other faculty, they looked at other institutions, and they talked to their current students. So, it seemed to be a fairly comprehensive review of a name to get to this change.

[00:32:31] James Mattingly: Okay, thank you. Are there any other comments, any questions about this change?

[00:32:43] Thomas Hesse: Well, I guess I'm curious about the second change, not the first one. If Patrick could say some words about that.

[00:32:50] Patrick Pease: Yeah, so the second one is the drop of the humanities major. This is an interdisciplinary major. The Department of Philosophy and World Religions is the primary department that oversees it, and they have decided not to continue it. They've been allowed two deferrals on the APR before this to give them time to think about what they want to do with it. And on this third pass, they decided to no longer support the program. It has two students in it. One student's about to graduate, so it leaves one student. They have a teach-out plan for that one student, but otherwise, they just didn't see the demand for it that it needed.

[00:33:42] James Mattingly: Did Senator Koch have a question?

[00:33:44] William Koch: Yeah, it's about the first one. I'm just curious, the names are so different from the old one to the new one. It's kind of interesting to think about the content that went into going from leisure youth and human services, which is fine with me, to recreation tourism and not profit leadership. I was just wondering how long had it been the former name of leisure youth and human services. Do you have any knowledge of that?

[00:34:18] Patrick Pease: I don't know that.

[00:34:22] James Mattingly: Senator Hesse, you had another question?

[00:34:24] Thomas Hesse: Yeah, I agree with the need to eliminate the humanities major. I think that is the correct decision. What I'm a little concerned about is the lack of discussion at the UCC meeting regarding that. I looked at the minutes, and it was part of a consent agenda where you vote on like 40 things at once and there was absolutely no discussion about eliminating an entire major.

And I found that especially concerning since UNI is looking at expanding its interdisciplinary offerings. You know, we got that email from the Interdisciplinary Task Force last week, and we're looking at interdisciplinary certificates, and here we have an interdisciplinary major and we're eliminating it, which I think is the correct decision, but they just seem to be kind of opposite of each other. So, I wish there was more discussion about that prior to this.

[00:35:12] James Mattingly: You know that's -- actually, when I was reading over this, that's one of the things that I thought of too is the connection between this and the interdisciplinary group. But, what came to my mind is how this expresses to me, how it justifies to me that we need that interdisciplinary group so that we find better ways to manage interdisciplinary programs. Something like this needs to be a program here, but certainly, as you say, not in its current form.

[00:35:43] Thomas Hesse: Yeah, in its current form, it doesn't work. It's bounced from department to department, and that's not good.

[00:35:49] James Mattingly: So, the question, I think -- really, the question that remains is how are we going to handle interdisciplinary programs on campus? And that needs to be answered. We have a similar situation in the college of business with an entrepreneurship program. We need to have an entrepreneurship program, and it's going to have to be interdisciplinary because no one department or classes need to fill that program. But, there's just not a good way to handle it, so we need our interdisciplinary team to really get busy. And they are. So, that's good. Thank you for bringing that to our attention. Senator Degrin?

[00:36:33] Francis Degrin: The discussion makes me think -- I mean, again, two majors is not very many majors. But, the discussion just makes me wonder about kind of a formal thing. Would it be better to just eliminate it and then create something new from scratch, or would it be better, paper-wise, to leave it on the books for a couple more years and let the interdisciplinary team look at how to reform it so they already have a major to work with and just change it. And I'm not sure what the process is if the process would be easier going the second way.

[00:37:05] Patrick Pease: Can I speak for just a moment?

[00:37:07] James Mattingly: Please.

[00:37:08] Patrick Pease: If they keep it on the books, the department has to write an academic program review and go through an entire cycle bringing external reviewer to evaluate the program from one student. So, that's part of the consideration we have to make there. Even though this is carved out of existing programs, it would be incorrect to say that there's no cost to this program because the cost is going to be faculty time in doing assessment and doing active program review, which is mandated by both our accrediting agency and the board of regents. So, they can't really get through that. So, part of the question of what you're asking is it worth the faculty's time to do those things in order to keep it on the books until some other decision can be made.

[00:37:52] Francis Degrin: Now that, I'd say no to.

[00:37:55] James Mattingly: Thank you, Senator Degnin. Senator Cowley?

[00:37:58] Danielle Cowley: My question goes back to the leisure youth and human services. And maybe this is in the minutes and it just isn't clear to me. So, the program name change is being changed to -- so, in the actual paragraph, it says "health recreation community services", which matches the initials there. But, then after, it says "recreation tour and nonprofit leadership". Which is the actual name of the program?

[00:38:29] Patrick Pease: The program name is "recreation tourism and nonprofit leadership". Health recreation and community services is the department that owns that, that is making that name change. HRCS is the department.

[00:38:41] Danielle Cowley: And so before they matched, the program and the department were the same, but now they're not?

[00:38:51] Patrick Pease: It's not quite a match. It was leisure youth and human services.

[00:38:59] Danielle Cowley: Okay.

[00:39:03] Patrick Pease: Somebody else had a question, I believe.

[00:39:08] Jim Wohlpart: This is the provost. They did change the name of the department, and now they're changing the name of the major.

[00:39:14] Danielle Cowley: Okay.

[00:39:14] Jim Wohlpart: And it's all following suit because this is the nomenclature that makes sense in the discipline for both the name of the program and the department.

[00:39:24] Patrick Pease: This is Patrick Pease. I'm sorry, I didn't quite understand your question at first. They changed the department name last year, and they wanted to make this change last year, but they weren't able to get all the paperwork done in time. So, the process got split by two curricular cycles kind of unintentionally. So, this was meant to all be taken care of: the department name change, the program name change, but it just got split up.

[00:39:45] Danielle Cowley: Thanks.

[00:39:49] James Mattingly: Senator Hesse?

[00:39:49] Thomas Hesse: We're getting into areas I'm not as familiar with, but regarding the humanities major, is it possible to keep it on the books, but just suspend enrollment in it for like five years?

[00:40:00] Patrick Pease: You can suspend enrollment, but it has to be approved by the board of regents. You can't suspend enrollment on your own.

[00:40:10] Jim Wohlpart: This is Jim Wohlpart speaking again, and please remember that that's actually what's happened for the last two years: an APR was due two years ago. They asked for a deferral so they could spend time rethinking it, and then another deferral to spend time rethinking it, and they asked for a third year, and the answer was no.

[00:40:27] Thomas Hesse: I just want to be clear on what the options are.

[00:40:34] James Mattingly: It's a good debate, thank you. Other questions or comments before we vote on item 1347? And I'll call the question. All those in favor of accepting the undergraduate program changes on item 1347, say "Aye".

[00:41:09] All: Aye.

[00:41:10] James Mattingly: All opposed? Same sign? And abstaining? Okay, the change is passed. Okay, the next item is item 1336 on policy 3.06, the class attendance and make-up

policy. My understanding is that, as I recall, this item came from the EPC, the Educational Policies Commission, and originally, it came to the Educational Policies Commission from the senate after the undergraduate student group came to us last spring after the horrible winter we had. Is there a motion to accept the policy change that was proposed?

[00:42:14] Leigh Zeitz: So moved.

[00:42:16] James Mattingly: Thank you, Senator Zeitz. Moved by Senator Zeitz. Is there a second?

[00:42:21] Donna Hoffman: Second.

[00:42:22] James Mattingly: By Senator Hoffman. Thank you, Senator Hoffman. Senator Hesse?

[00:42:27] Thomas Hesse: Can you just clarify that the senate does not have the final say on this policy? It says "university policy", so we can only offer recommendations or a thumbs up or thumbs down. We don't have the final say. Just to clarify for anyone who doesn't know.

[00:42:39] James Mattingly: Thank you, that's right. So, we're not making policy here today. We are recommending a policy change. And the change we're recommending is simply that it's the highlighted line there that absences on the day the provost has declared a severe weather day policy would be excused per policy by professors, and it refers to policy 4.07, which I should have given you all a copy of right away, and I did that earlier today, but it's probably too late. Do you want to bring up item 4.07?

So, the story really is here that I think we're not giving them much. We're affirming policy 4.07, which already says that professors must count student absences if the provost has called a weather, a snow day. So, my understanding is that policy 3.06 now just affirms policy 4.07. Senator Degnin?

[00:44:03] Francis Degnin: I don't think it's controversial at all, but actually I was chair that wrote the original policy on the committee at the time. This is absolutely in the same spirit of that proposal.

[00:44:19] James Mattingly: Senator Hesse?

[00:44:20] Thomas Hesse: Well, I think it is a little controversial. One issue is the issue of verification. Say the provost declares a severe weather day, and therefore faculty have to excuse absences from students. But, I have no way of verifying whether my student lives in Waterloo or lives in the dorms and are claiming they can't come to class with like funerals and things like that. It's much easier to get verification. But, with this, I don't know.

[00:44:47] Jim Wohlpart: So, this is the provost. On those days, classes are canceled. The other days we're speaking about, the classes are canceled. There are no classes. Those are the days that we're talking about.

[00:44:58] James Mattingly: Well, all we would need to confirm is that the provost has canceled classes. And if we know the provost has canceled classes, then we have to excuse our students from being there. If the provost has not canceled classes, we don't have to excuse our students.

[00:45:16] Thomas Hesse: Okay, I totally misread it then. Scratch that.

[00:45:20] James Mattingly: Well, you may not have misread the students' proposal.

[00:45:24] Thomas Hesse: Maybe that's what I'm going off of is the original proposal.

[00:45:27] James Mattingly: And what they proposed is not what the EPC has put forward. What they proposed, which Provost Wohlpart reminded me before this meeting, was that if they think the weather is bad, they are -- they're excused from class. And I think the EPC very clearly said, in showing us in their proposal, that that's not okay. Thank you. Senator Cowley?

[00:45:57] Danielle Cowley: I can speak to that too. I'm going to provide some context from our student government. So, I'm the new chair of the EPC, but was a member during this discussion, and yes, this was we wanted to affirm the student government's concerns over, especially given last year's inclement weather. And so, this was a bit of a compromise, I guess you could say, to affirm their stance to have it written in policy, but also to make sure that faculty still have

autonomy and are able to make those more particular choices about their courses and absences as well.

[00:46:41] James Mattingly: So, this policy, it doesn't prevent a faculty member from excusing a student if the student tells the faculty member that it was unsafe for them to come to class.

[00:46:52] Danielle Cowley: Right, absolutely.

[00:46:53] James Mattingly: It just does not force them to do that?

[00:46:55] Danielle Cowley: Yes.

[00:47:00] James Mattingly: Senator Cutter?

[00:47:01] Barbara Cutter: I just wanted to say that I think there's a reason that people are confused about this. I mean, there is an inherent logical issue here that absences, on a day, the purpose is to clear the severe weather day policy. It doesn't entirely make sense. It implies that faculty could decide to hold classes anyway even though classes were canceled. Because, if the class doesn't meet, how can there be absences. I mean, I don't want to make a big deal out of this, but it is --

[00:47:32] Jim Wohlpart: So, this is Provost Wohlpart, and let me say that it did get very confusing last winter, and it was my fourth winter. You would think, in your fourth winter, you would get it right. There were lots of mistakes made, I was told. So, we changed our language, at the behest of faculty, to say that on-campus classes were canceled, and faculty who were meeting online, who had online classes, could decide to continue those classes. But, that was up to the faculty to decide that. So, that was a slight nuance and change.

In the past, when the provost canceled classes, all classes were canceled, and we heard from faculty who were teaching online, "I don't want my class canceled. People can sit at home if they want to." Now, the feedback from the student is, "Well, I actually don't have good connectivity, I don't have a computer at home, I have to go to the library, I have to go to

campus to actually do my online course." So, that was the other further feedback we received. So, this is not a clean and easy issue to deal with.

[00:48:38] James Mattingly: Senator Cowley, do you still have something to --?

[00:48:41] Danielle Cowley: That was the context that I was going to share as well.

[00:48:44] James Mattingly: Okay, Senator Degnin?

[00:48:46] Francis Degnin: What's the liability if those classes aren't canceled? I mean, because I actually have the same thing in my syllabus about if you're far away and it's too dangerous, you make your own judgment. And that's probably to protect liability. And I guess what's the liability if a student says, "I've got to come to class no matter what," and then gets in an auto accident, and is injured. Is the university or the professor liable?

[00:49:10] Jim Wohlpart: So, this is the Provost again. Our other policy does state "It is your decision whether you come to class or not on those days." That's true for staff, faculty, and students.

[00:49:19] Francis Degnin: Okay, so even if it wasn't in my syllabus, that would cover me?

[00:49:23] Jim Wohlpart: Yes.

[00:49:23] Francis Degnin: Okay, thank you.

[00:49:31] James Mattingly: Are there any other questions or comments on this item? So, the proposal is to add --

[00:49:41] Jacob Levang: I feel like I might have a comment. It would be from the student perspective.

[00:49:45] James Mattingly: Thank you. This is Jacob Levang.

[00:49:47] Jacob Levang: Yes. So, an issue we continually hear, and I know there's differences in opinion between the faculty and the students, but lots of students travel from Waterloo maybe 40 minutes -- oh sorry, that's my Siri. They travel from a far ways away, and they have to make decisions whether they're going to get a good grade in their class or whether they're going to risk their safety.

Now, we have very, very many amazing faculty on this campus who are totally understanding and say, "Hey, don't come today. Your safety is more important." But, some people still say, "You need to come to class. Class is your number 1 priority. You're a student." But, I would just ask of the faculty to be a little bit more, moving forward, considerate of, potentially, a policy change in terms of where we think of some kind of language of if the weather is so bad that they have natural weather services, the weather is so bad that they do not drive in your area. What does that look like for attendance? Because, the last thing that we want is a student risking their life for their education, because we should never have to ask that.

[00:50:56] James Mattingly: Understood. Thank you for your comment. Senator Degrin.

[00:51:00] Francis Degrin: Can I just add onto that too? If we already have a policy at a higher level that says that a student has to use discretion, "I'm coming in," doesn't that also imply that if it's not safe to come in, they shouldn't be penalized?

[00:51:18] James Mattingly: I think what that policy says, and it is attached, is that faculty, students, everyone should use their own discretion in whether they come in or not. But, I don't think that necessarily forces a faculty member to excuse a particular student on any given day. And I think that's the intent of the EPC's policy change. Senator Kirmani. Thank you.

[00:51:56] Syed Kirmani: Yeah, I have noticed that the handicapped students have a particular problem. I have a couple of students who are wheelchaired that live very close to campus, but they cannot make it. So, those students need more consideration.

[00:52:18] James Mattingly: And faculty should give them more consideration on an individual basis.

[00:52:27] Jacob Levang: I want to comment. I'm going to echo --

[00:52:30] James Mattingly: Jacob Levang.

[00:52:31] Jacob Levang: Sorry, yes.

[00:52:32] James Mattingly: That's okay.

[00:52:33] Jacob Levang: I'm going to echo what he said. With that policy, students are very aware that it is under their own discretion whether to come or not. But, we have seen, time and time again there are instances where students just don't come, and then they lose 10% of their grade, or they lose a very, very large portion. Or some classes, if you miss five classes, and let's say you miss four doing other things in your life, and you're planning to have that fixed, but then it snows, and you're out of luck. You fail the class automatically.

And these are the situations, I think, we cannot put students in because an extra semester here means extra thousands of dollars, that means starting your life behind, that means probably not getting into grad school because of one class. So, these are just things I think we should consider. When we have a policy like that, how are we enforcing it, or what are we doing about it? Because, if we just have the policy there, it doesn't really state much. It just tells students, "Hey, you make your own choices. You're an adult." That's pretty much what it's saying.

And as for the accessibility thing, I know we're doing an accessibility tour in the student government this year to try and figure out those snow routes, so that would be an easier access for students in wheelchairs. And then clearing a path first thing in the morning, and then there'd be a designated route for students to take. So, that's coming in the next few months, so I hope you all hold that issue.

[00:53:50] James Mattingly: Thank you. Tony Gabriele?

[00:53:54] Tony Gabriele: Yeah, I didn't see a card, so I apologize. I'm just wondering if there is a process that exists for students to appeal a decision that a faculty member makes about, let's say, a weather-related non-cancellation. So, if the student couldn't come, decides not to come, it's unsafe, and it actually is potentially hurting them in some way, there's some mechanism by which they could appeal this, and we could actually have some data on how often this actually occurs so that it may -- if this occurs frequently enough, it might be something that would warrant further discussion and policy change. So, I'm just wondering, is there any mechanism by which a student could appeal to another group?

[00:54:54] James Mattingly: This is Chair Mattingly. There's a student academic appeals board that's a senate committee, and students can appeal to that body when they think they've been treated unfairly by a professor. Senator Cowley.

[00:55:18] Danielle Cowley: I just wanted to add in response to all of this really good discussion that the EPC, one thing we talked about when we met, what student government to discuss this is that what makes sense for policy and what makes sense for information-sharing, and which avenue do we go down to hopefully shift a bit of a culture, if that's needed, if that's what the data shows us so that faculty have this information at the front of their minds when this weather starts, and perhaps then what the data tells us, what is happening would eventually warrant revisiting policy. But, that's how we looked at this is what is information sharing and what is policy?

[00:56:14] James Mattingly: Senator Degnin?

[00:56:15] Francis Degnin: And just to share some of the insights when we were writing the policy. In general, we felt that for things that students did not have control over, they shouldn't have to be responsible for. At the same time, we also recognize that so much stuff could stack up that they really couldn't finish the course. So, that's the other thing that we put in there very explicitly was that, in some cases, it may still make more sense even if it's reasonable they missed all those classes. If they just can't master the material with what remains, they may have to retake the course. But, generally kind of our thinking is if it's not in your control, then you shouldn't be held responsible.

[00:57:01] James Mattingly: Okay.

[00:57:03] Francis Degrin: Or should I say "penalized" would be a better word?

[00:57:08] James Mattingly: Thank you, Senator Degrin. Senator Zeitz.

[00:57:10] Leigh Zeitz: So, what is the process for the appeal?

[00:57:14] James Mattingly: I can't say that I know that.

[00:57:16] Leigh Zeitz: Because, you're talking about getting data as to how many people appeal because they don't think that their professors were fair to them. But, if the president of the faculty senate doesn't know how to appeal, I don't think students will have any idea. And I know of one professor who's not here anymore, but he had a student who went in the hospital, and he still made her write a three-page paper about the things that they covered that day.

So, I mean, things like that, it's 100th of 1%, that sort of thing, but I'm just saying that if we do want to check to find out if people are being fair about this, and we have an appeal process, then it needs to be marketed and shared with the students to see if that's the proper way to go about it.

[00:58:07] James Mattingly: Student Government President Levang, do you still have something to say?

[00:58:10] Jacob Levang: Yeah, I was actually sat on the board myself. I know you oversaw the board, right? So, in my time, about a year on the board, we saw one case, and I just know what they tried to do is they tried to get them to resolve the issue before it has to go to the appeals board. The appeals board is the last call. So, basically it has to go through the professor, then it has to go through the dean. If it doesn't go through the dean, nothing gets settled, then it goes onto the appeals board. And then we would make a decision from there.

But, I do think you're extremely right in the fact that it's not marketed, students do not know that's an option to go that far. But, I think, a lot of times, the cases do get solved prior. But, it just depends on the situation.

[00:58:51] Patrick Pease: This is Patrick Pease. I'll add just one step, the department heads have an opportunity to resolve conflicts as well. So, there's several phases, so not very many of them -- very few of the processes that start actually make it all the way to the board. They almost always get resolved somewhere before that point.

[00:59:13] James Mattingly: Senator Zeitz.

[00:59:13] Leigh Zeitz: This is Leigh Zeitz. So, perhaps what should be done is if, indeed, we want to get data on the absentee issue, then perhaps, this needs to be taken to the department heads, as well as the deans, to keep track of something like that. Because, you're right, it is an issue. If I'm living in Altoona and I'm going to school here, and you didn't cancel school, but if the DOT says that I shouldn't be driving, then I shouldn't have to come to school.

And it's not just being an adult making a decision. It's someone being sensible, and it's an excuse. You've got the whole state who's giving you the letter of excuse because the DOT said you shouldn't be driving. It's a tricky issue, there's no doubt about it.

[01:00:08] James Mattingly: It is a tricky issue. Any other debate required, questions, comments? I'm going to call the vote then. All in favor of accepting the EPC's proposed changes to policy 3.06, which would become a recommendation to the policy review committee, please say "Aye".

[01:00:44] All: Aye.

[01:00:45] James Mattingly: All opposed? Abstaining? The motion has passed. Okay, the next item is 1337, a name change consultation with the Department of Communication Studies, as they're currently called. Our guest, Chris Martin, did make it to the room. Chris, would you like to come down and sit in our guest chair so the microphone can actually hear you?

[01:01:28] Chris Martin: Sit here?

[01:01:28] James Mattingly: Yes, please, thank you. This is Chris Martin, the current interim head of the Department of Communication Studies. So, I guess -- well, first let me just take a motion to -- we're not voting actually. This is a consultation. So, the question is in regards to the proposed name change from the Department of Communication Studies to the Department of Communication and Media.

[01:01:57] Chris Martin: That's right.

[01:01:57] James Mattingly: Is that correct? Can you give us a little background on the proposed change?

[01:02:03] Chris Martin: There are a couple reasons for the name change. One is truth in advertising. So, we have about 500 undergraduate students in the most recent census, and the majority of the students in communication studies actually study something more media-related. So, we have six undergraduate majors. Three of them, digital media, interactive digital studies, and public relations combined to be more than half of the students in the department. And while those are all communication-oriented things, those are also media-oriented things.

So, truth in advertising, the second part of that is that we wanted students outside of the university, as we're concerned about enrollment, to recognize that this is a place where they can do media at UNI. It isn't completely apparent, being called communication studies.

In fact, at other institutions, communication studies is often a place where you study communication theoretically, but you don't do stuff like interactive digital studies, or make movies, or do broadcast journalism, or things like that. So, I think that will be helpful, externally, as the students actually look at what's being offered at UNI that there's this department that does media. So, I think that will help us as well.

Thirdly, and this is something that I just got done talking to another department head, so Lauren Nelson in communication science of disorders thought that this was actually a really good thing too. That's the department that we're most often confused with. So, by being

communication media, it's more clear that we're not doing anything that has to do with audiology, or speech, or hearing. And as it says, it was a unanimous vote last spring by the department, so all the faculty felt that this was a good thing in kind of positioning ourselves for the future.

[01:03:49] James Mattingly: And it's clear that you've done all the consultations with the other regions, institutions as well.

[01:03:57] Chris Martin: That's right, yeah. Laura Terlip, our associate, has done a really good job at making sure that's been done.

[01:04:05] James Mattingly: Okay. It seems to me that there's -- I know quite a few of the faculty in the department, and it seems to me that there's a truth in advertising when recruiting faculty that's involved too, because faculty seem to very strongly identify with the different branches of the department.

[01:04:23] Chris Martin: That's right. And at other regents' institutions there tend to be a split between two departments. There tend to be communication studies, and then usually a school of journalism and mass communication. And at UNI, we tend to do all those things in one department that sometimes people are surprised to learn. But, I think a different name actually communicates a little bit more that we're doing a lot of things extensively all while still trying to keep the name relatively short and not having like 10 or 12 words in the title.

[01:04:51] James Mattingly: Okay, good. Thank you. What information, what do you need from us? What can we do to help?

[01:05:02] Chris Martin: I think this was just mainly a consultation. Again, I understand you're not taking a vote, but we'd like to know that, generally, the senate thinks it's a good idea. So, that would be helpful for us.

[01:05:18] James Mattingly: And of course, it will be in the minutes too so that all of the other faculty on campus can see what's happening with the communication, the new department of communication and media. Is it communication and media, or media and communication?

[01:05:33] Chris Martin: It would be communication and media, and "and" spelled out, not an ampersand. That was maybe one of the biggest debates in the --

[laughter]

[01:05:42] James Mattingly: In the communication department?

[01:05:43] Chris Martin: Yeah.

[01:05:45] James Mattingly: Okay, good. Are there any questions for Chris or Laura, while they're here? Or comments?

[01:05:58] Leigh Zeitz: Good deal, good choice. That was Dr. Leigh Zeitz.

[01:06:07] James Mattingly: Okay. Well, then thank you for being with us today.

[01:06:11] Chris Martin: Thank you. I appreciate it.

[01:06:14] James Mattingly: Thank you, Laura. Okay, well then the next item on our list, finally, is -- how many are there? About seven emeritus requests that started accumulating late last spring after the last senate meeting, and then all summer long. It's seven or eight? Eight of them. Wow. I'll also mention that, as I was reading through these, it just struck me how much experience is going out the door right now. So, I just added up how many years in higher education all of these people had accumulated among them, and it's 257. 257 years of experience that we're losing this year. So, we'll have to work hard to make up for that, for those of us who are left.

So, what I'd like to do, because we don't have time to read all of these letters in the time that's remaining. What I'd like to do is bundle these for one vote, and then allow people an

opportunity to speak on any of these applications that they know of personally. So, is there a motion to approve all of these emeritus requests?

[01:07:50] Syed Kirmani: So moved.

[01:07:51] James Mattingly: So moved. Thank you, Senator Kirmani.

[01:07:53] Leigh Zeitz: Seconded.

[01:07:54] James Mattingly: And seconded by Senator Zeitz. Thank you. Who has something to say on behalf of some of these applicants? Senator Zeitz?

[01:08:06] Leigh Zeitz: I'd like to speak on Dr. Linda Fitzgerald. She is a dedicated educator and researcher. She's been actively involved in educating young children both working in the schools and helping prepare future teachers. She is a great student mentor. She has chaired a vast number of dissertations where she's mentored and edited numerous students all the way through to their doctoral degrees. She will be missed.

[01:08:32] James Mattingly: Absolutely. I would also like to add that we are going to make sure that every one of these letters is attached to the minutes. There were some beautiful letters of support in here. Thank you for those comments, Senator Zeitz. Who else had comments?

[01:09:00] Syed Kirmani: I'd like to speak to -- regarding Professor Linda Walsh.

[01:09:06] James Mattingly: Linda Walsh? Yes.

[01:09:07] Syed Kirmani: I think she has been on our campus for enormous service to UNI. She was on so many committees all these years and she did a fantastic job in the psychology department.

[01:09:20] James Mattingly: And she was there for 44 years.

[01:09:22] Syed Kirmani: Yeah.

[01:09:25] James Mattingly: That's just incredible. This is Chair Mattingly, and there are so many fantastic people that we're honored to give emeritus status to today. I'd like to just acknowledge one that I have known for quite a few years, Paul Siddens, just because he's a personal friend of mine. He directed a lot of the -- and created a lot of the shows that they showed at the interpreter's theater in Lang. I went to several of them.

A couple of my favorites were interpretations of Beowulf and of Dante's Inferno. I'm told I missed perhaps one of the best ones that a student had written about being in a motorcycle club or something like that. I wish I'd seen that one. So, he definitely is someone who will be missed. Although, I suspect I'll still have lunch with him on occasional Fridays. Any other? Senator Degnin.

[01:10:46] Francis Degnin: There's several people I could comment, but I also wanted to make a comment on Paul, and the reason why is, again, from the outside, a different department, and so I don't know as much about the internal things and letters, but just a very well-respected, a very kind man, and very thoughtful and creative. And so, when we found out, for example, that he was going to be on our chair searches, the outside person, the department was just delighted because we knew how much help he would be and how good he would be to work with. So, he was a big loss.

[01:11:21] James Mattingly: Thank you. Senator Hesse?

[01:11:23] Thomas Hesse: I don't know Paul personally, but I will say that his letter of recommendation was the most enjoyable to read. Chris Martin wrote it. So, read it if you haven't read it yet.

[01:11:34] James Mattingly: When I asked Chris Martin if he would write a letter for Paul, I knew it was going to be good. Anyone else?

[01:11:51] Laura Terlip: [unintelligible [01:11:51]].

[01:11:52] James Mattingly: Laura Terlip?

[01:11:54] Laura Terlip: Yeah, speaking of service, Paul did a tremendous amount of service with the Iowa Communication Association, public service president, helped with their conferences. He also was president of the united faculty for several years and worked very hard in that position. We're really missing him already, so [unintelligible [01:12:14].

[01:12:22] James Mattingly: One of the -- I wish I could say something about every one of them, but I didn't know them all very well. I knew a few of them. One of the things that struck me when we first received Terry Laswell's request is how that whenever anyone from her department retired and went up for emeritus, how she always came to the senate meetings and spoke on their behalf. So, I just want to tell her, "Thank you for that." Other comments? Then, I will call the question to give all of these, to approve emeritus status for all of these applicants. All in favor, please say "Aye".

[01:13:24] All: Aye.

[01:13:26] James Mattingly: Any opposed? Same sign? And any abstaining? Thank you. Then, the vote passes for all eight of them, and that was the last item of business for today. Is there a motion to adjourn?

[01:13:45] Gretchen Gould: So moved.

[01:13:47] James Mattingly: Senator Gould. Is there a second, or does nobody want to go? Senator Kirmani? And now we are adjourned. Thank you.

Note: the following appendix includes letters of support for eight (8) requests for Emeritus status that were included on the docket for the current meeting, and were discussed in the transcript.

21 August 2019

Jim Mattingly
Chair, University Faculty Senate
University of Northern Iowa

Dear Chair Mattingly and the University Faculty Senate,

I am writing to highlight the achievements of Dr. B. Keith Crew, who has applied for Emeritus status at the University of Northern Iowa.

Dr. Crew joined the faculty of the Department of Sociology, Anthropology, and Criminology in 1985, retired from UNI in March, 2019. Dr. Crew earned tenure in 1992, and full professor in 2016. Dr. Crew served as Department Head of SAC for ten years.

Dr. Crew's research centers on criminology and law, publishing and teaching widely in these areas. He was deeply involved in the sociology and criminology graduate programs at UNI (before their elimination), by chairing nine graduate theses, and member of eleven graduate committees.

Dr. Crew has served UNI in many capacities, including as Institutional Review Board member and prisoner advocate, Carver Institute workshop leader, CSBS Project Awards Committee, and the Liberal Arts Core Committee. He was Internship Coordinator for Criminology, and was on the Comprehensive Exams Committee in Public Policy. Dr. Crew contributes to the discipline of criminology, the Academy of Criminal Justice Sciences, and has reviewed manuscripts regularly for nationally recognized journals. At the community level, Dr. Crew worked with state and local agencies, and worked as a public scholar, communicating with local media on occasion.

The Iowa Sociological Association, on April 26, 2019, has decided to honor the ISA Research Poster Award, as the B. Keith Crew Research Poster Award.

We wish Dr. Crew the very best as he enjoys his retirement, and on behalf of the SAC faculty, support his request for Emeritus status at UNI.

Sincerely,



Marybeth C. Stalp
Department Head
Professor of Sociology
Department of Sociology, Anthropology, and Criminology

July 1, 2019

Jim Mattingly, Ph.D.
Chair, University Senate
University of Northern Iowa

Dear Dr. Mattingly,

This letter is in support of Dr. William Downs' appointment as emeritus faculty. Dr. Downs joined the Department of Social Work at UNI in 1992. Since that time, he has made substantial contributions to the department, UNI, and the community. A prolific grant-writer, Dr. Downs has had approximately 50 funded grants since coming to UNI. What makes his work stand apart from others is his devotion to community agencies, especially those that serve minority and disenfranchised populations. He received substantial funding from the Office on Violence Against Women to develop the Integrative Services Project (ISP - www.ispia.org), which is a partnership between UNI and the Iowa Coalition Against Domestic Violence (ICADV) to develop and enhance collaboration between victim services and substance abuse treatment programs across Iowa. Since 2001, ISP has worked with approximately 20 different victim service and 20 different substance abuse treatment programs that cover 81 of Iowa's 99 counties, developing new services that enhance both safety and sobriety for women. For his work with ISP, Dr. Downs received the 2008 Time to Lead award from ICADV and the 2014 Award for Excellence from the Iowa Behavioral Health Association.

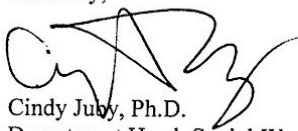
Dr. Downs received multiple grants to support the development of Social Action, Inc., a community and social action agency that works with at-risk youth in east Waterloo. Most recently, he submitted a foundation grant with Social Action, Inc. for youth to create a community garden, develop a yard care business, and go on supervised camping trips to learn camping and outdoor skills to serve as alternatives to the street.

Dr. Downs has also received funding to help establish Amani Community Services, the only culturally specific victim service agency for African Americans in Iowa. Along with Amani, he is currently working on a federal grant to help fund sexual assault services in east Waterloo.

His grant-writing contributions to develop and support area agencies led to Dr. Downs receiving the Social Action, Inc. Community Service Award (2010) and the College of Social and Behavioral Sciences Veridian Credit Union Community Engagement Award (2010). Other awards Dr. Downs has received for his scholarship include the University of Northern Iowa James F. Lubker Faculty Research Award (2010) and the Iowa Board of Regents Award for Faculty Excellence (2011).

I believe the Emeritus title would be appropriate for Dr. Downs given his time and contributions to UNI and the community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cindy Juby', with a stylized flourish extending to the right.

Cindy Juby, Ph.D.
Department Head, Social Work

August 26, 2019

Dear Chair Mattingly and Senators,

It is my sincere pleasure to write this letter of support for Dr. Jeffery Elbert's application for emeritus status. Dr. Elbert had a 25 year career in higher education with 18 of those years here at the University of Northern Iowa. His first appointment was at South Dakota State University where he earned academic tenure. As a native of the Cedar Valley, he chose to leave his tenured position and come to the University of Northern Iowa starting in August 2001 to be closer to family. Dr. Elbert earned tenure and promotion to Associate Professor at UNI in 2007.

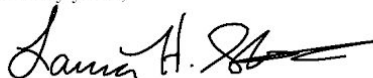
In his career at UNI, Dr. Elbert worked with 23 undergraduate students and 2 graduate students. He and his students were co-authors of 3 publications and 37 presentations at regional and national meetings. Much of his research here at UNI centered on the study of naphthalimide compounds, which led to a contact partnership with Alumend, an applied research division of Avera McKennan Hospital and University Health Center in Sioux Falls, SD. These compounds are being explored for use in localized drug delivery systems. Avera supplied research funds for the Elbert group for the past 8 years. This contracted research has led to 3 patents with Avera.

Dr. Elbert's regular teaching assignments were in our Organic Chemistry sequence. The organic sequence can be very challenging for many students. Dr. Elbert piloted peer-led Supplemental Instruction for his sections and would continually try to find other supplementary materials for his students. His teaching evaluations reflected the care he took in preparing his class. Dr. Elbert designed and taught our Chemical Safety course, an area that the American Chemical Society has been focusing awareness of for the past few years. Our department is one of the first departments in the nation to require a course on chemical safety. Dr. Elbert is a Certified Chemical Hygiene Officer and has also completed the 40-hr HAZWOPER (Hazardous Waste Operations and Emergency Response) certification. Dr. Elbert served on the University Safety Committee, the University Laboratory Safety Committee and has been instrumental in creating and supporting a safety culture here at UNI.

Dr. Elbert was a long standing member of United Faculty. He has served as the Treasurer for UF and a member of the negotiating team. The past few years he has served on the Faculty Senate Budget Committee and the University Budget Advisory Committee to the President.

Dr. Elbert has been an excellent teacher, scholar, mentor and citizen to UNI and is well deserving of emeritus status.

Sincerely yours,



Laura H. Strauss
Department Head of Chemistry and Biochemistry
Professor of Chemistry

Dr. Amy Peterson
Chair, Faculty Senate
University of Northern Iowa
Cedar Falls, Iowa 50614

April 2019

Dear Dr. Peterson,

I am writing this letter to support awarding Emeritus status to Dr. Linda Fitzgerald, Professor of Early Childhood Education, Curriculum and Instruction. As a faculty member at UNI for over two decades Dr. Linda Fitzgerald has generously contributed her time, intellect and organizational skills in service to the students and faculty of the University of Northern Iowa and the field of early childhood teacher education. Her strong commitment to excellence is evident in numerous contributions to the College of Education, the Department of Curriculum and Instruction and the early childhood education division. Her many years of service to the early childhood profession has positively impacted the field on international, national, state and local levels. Her numerous contributions make her most deserving of being awarded Emeritus status.

Dr. Fitzgerald has served the College of Education in many ways over the years but most notably as the Coordinator of the Curriculum & Instruction Ed.D. Intensive Study Area from 2010-2016. An illustration of her commitment to the students in the Ed.D. program is that during the spring 2019 semester, her last semester of phased retirement, she spends much of her time working with five doctoral students, mentoring them as they complete their dissertations. Her contributions will endure after her retirement due to the numerous hours she spent updating and developing written policies for admission and advisement that support graduate faculty in their work with doctoral students. From 1997-2011 she served almost continually on the Council for Teacher Education in various roles. Then in 2011 she was elected to represent Early Childhood Education on the newly formed Elementary Education Senate, keeping fellow faculty informed about senate work and seeking their input into decisions, continuing in this service until she stepped down in 2016.

Her commitment to faculty governance is evident in the time and energy she donated on numerous committees. The Curriculum & Instruction department has been well served by Dr. Fitzgerald's active role on the Professional Assessment Committee since 2000 and her leadership as chair from 2014-2017. Committed to continual improvement, her most notable contribution to the Professional Assessment Committee was taking the lead in updating and clarifying PAC procedures. The PAC document she developed was used by former Associate Provost Nancy Cobb as a model for departments across campus. In the Early Childhood Division Dr. Linda Fitzgerald served UNI students as the Faculty Advisor for the Student Early Childhood Association for six years. In this role she mentored undergraduates to develop leadership and advocacy skills and connected them to relevant local experts for their monthly meetings. Her commitment to these future teachers benefits dozens of UNI students from both early

childhood and elementary education. In addition, Dr. Fitzgerald served on recruitment committees and as department advisor for student teachers every year.

An outstanding representative of the University of Northern Iowa, Dr. Linda Fitzgerald has an impressive record of contributions to international, national, state and local groups. She serves on the International Advisory Board for the journal, *Studying Teacher Education*. An active member of the American Education Research Association, she has reviewed numerous annual meeting proposals over the past two decades. She is a peer reviewer for five professional research journals. Her contributions to the state of Iowa are numerous but none more notable than the five-year period in which she served on a statewide committee to develop the Unified Early Childhood Education/Early Childhood Special Education endorsement. This endorsement ensures that Iowa's early childhood teacher education programs are on the cutting edge and surpass the expectations of professional organizations for teaching children from birth to third grade with diverse needs in inclusive setting. Dr. Fitzgerald is well known and respected in the Cedar Valley, serving as the UNI representative and currently as Vice President to the Black Hawk Association for the Education of Young Children Steering and Conference Committee. Her service to local programs began with her contributions to the Regents Center for Early Developmental Education in 1994, and she currently serves on the advisory board. She is well known and respected for her high expectations for UNI teacher education students and she works closely with teachers in Tri-County Head Start, Waterloo Schools and Cedar Falls Schools classrooms, to provide on-site supervision to UNI students, without any additional compensation.

In her retirement Dr. Fitzgerald plans to continue to generously serve the University of Northern Iowa through her work with doctoral students and to support the Regents Center for Early Developmental Education. Her strong work ethic, sharp intellect and willingness to take on complex projects will not be easy to replace. For these reasons I enthusiastically support Dr. Linda Fitzgerald to receive Emeritus status.

Sincerely,

A handwritten signature in cursive script that reads "Mary Donegan-Ritter".

Mary Donegan-Ritter, Ph. D.
Associate Professor, Curriculum and Instruction
Interim Department Head, Department of Teaching

August 18, 2019

Faculty Senate
University of Northern Iowa
Cedar Falls, Iowa 50614

Re: Dr. Terri Lasswell
Emeritus Status

Dear Dr. Mattingly:

This recommendation letter summarizes Dr. Terri Lasswell's professional contributions and informs a recommendation for emeritus status.

Dr. Lasswell began her career as a health and physical education teacher in 1978 and over the years moved into educational administration and higher education. She was the Head Women's Basketball coach at UNI from 1989-1995. During those years she served as the national co-chair for the Basketball Academy of the Affiliated National Coaches Council (NAGWS).

After earning her doctorate from UNI in Curriculum and Instruction in 2009, she joined the UNI faculty in 2011 and served as a student teaching coordinator, working closely with teachers and principals in the Cedar Valley schools to support the success of UNI student teachers. Dr. Lasswell was responsible for placement and overseeing the supervision of a large number of student teachers each semester. Her ability to make positive connections with the education system, skillfully manage logistics, and effectively interact with a wide variety of partners and students contributed to the positive image of the University of Northern Iowa in the Cedar Valley. Her teaching and supervision were consistently rated as excellent and her national service and scholarly work in teacher evaluation and formative assessment earned her promotion to associate professor in 2017.

In 2015 Dr. Lasswell assumed the position of department head for the Department of Teaching. During her years in this position she led change initiatives that right-sized the supervision responsibilities of field experience supervisors. Her work in outreach projects is noteworthy, developing partnerships with local school districts to recruit minority students to enter UNI and the teaching profession. In her role as associate dean for undergraduate education she continued efforts to promote the diversification of the teacher education workforce.

The Department of Teaching and the College of Education have benefitted from the leadership of Dr. Lasswell in the educator preparation program. She has made lasting contributions to the Department of Teaching, University of Northern Iowa, and the field of teacher education. I support her request for the honor of emeritus status.

Respectfully,



Mary Donegan-Ritter, Ph.D.
Associate Professor
Interim Department Head, Department of Teaching

September 2, 2019

Dr. Jim Mattingly
Chair of the Faculty Senate
University of Northern Iowa

Dear Dr. Mattingly and the University of Northern Iowa Faculty Senate,

It is a great pleasure to support Dr. Paul Siddens' application for emeritus status.

Dr. Siddens first came to the University of Northern Iowa in 1988. At his time of retirement this year, he was a full professor and the longest-serving full-time faculty member in the department.

Dr. Siddens has had an impressive career at UNI.

He taught at least 25 different course titles in his years at UNI and combined his interests in literature, poetry, science fiction, and graphic novels into intelligent and imaginative courses. If that sounds both fun and educational, it was. Dr. Siddens' students consistently rated him as a highly effective teacher.

His main contribution in scholarly/creative activity was his work as Technical Director and Designer of the UNI Interpreters Theatre, and often as Producer, Writer or Adapter, and Director of its productions. Each production involved dozens of both undergraduate and graduate students. Over his career, he was a major figure in more than 70 productions at the UNI Interpreters Theatre.

Dr. Siddens was also a champion of faculty self-governance, and served for many years as a CHAS Senator, on the UNI Academic Program Review Committee, with United Faculty in various positions, as well as many, many other service appointments.

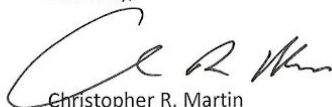
In 2011, he received the College of Humanities and Fine Arts Faculty Excellence Award. In 2013, he was recognized with the Iowa Board of Regents Award for Faculty Excellence.

In his final three years with the Department of Communication Studies, Dr. Siddens decided to finally take it easy, and he became the department head.

OK, he didn't take it easy, but he made it look easy. Dr. Siddens was an outstanding department head, and the same patient, thoughtful, deliberative person he had been his entire career.

Speaking for the entire Department of Communication Studies, we would be proud to call him Professor Emeritus.

Sincerely,



Christopher R. Martin
Professor and Interim Department Head
Communication Studies

June 7, 2019

Dear James Mattingly,

I am writing this letter in strong support of the Emeritus Request application of Jane (Mary) Toerner. Ms. Toerner was a well-respected faculty member for the Department of Kinesiology for 37 years. She was well-liked by students and had great student evaluations. Students commonly commented on how enthusiastic and motivating Ms. Toerner was during all of their interactions. Besides being a great teacher, Ms. Toerner was also a phenomenal internship coordinator. She was organized, pushed the students to challenge themselves during their internship experiences, and constantly revised the internship course to meet market demands and provide students with adequate internship placements.

Ms. Toerner has provided great contributions to the Department of Kinesiology, COE, University of Northern Iowa, and the community. She has contributed significantly to a variety of Departmental and College committees. She also has a long history of leading community engagement initiatives with several local organizations such as the Cedar Falls Recreation Center and the Cedar Falls Community Schools.

Ms. Toerner will be greatly missed by the students and faculty in the Department of Kinesiology. Her level of energy and constant willingness to help our students will be difficult to replicate. Ms. Toerner was a great representative of kinesiology related professions and the University of Northern Iowa.

Sincerely,



Fabio E Fontana, Ph.D.
Head of the Department of Kinesiology
University of Northern Iowa
319-273-6854
fabio.fontana@uni.edu

April 18, 2019

To Whom It May Concern:

I am writing this letter in support of Dr. Linda Walsh's application for Professor Emeritus of Psychology at the University of Northern Iowa.

Linda is a beloved professor at UNI. After receiving her Ph.D. in 1975 from the University of Chicago, Linda came to UNI to teach Biopsychology and related courses. Linda was known for taking intimidating material--the brain--and making it accessible and engaging. Her focus was always on student learning. For example, in addition to the usual content, her syllabi include numerous suggestions about how students can be successful. Even though the content was difficult, her classes always filled quickly.

Although she began her research career investigating rat ingestive behaviors, she transitioned to the scholarship of teaching and learning after developing an allergy to rats. For many years, Linda was the co-advisor for the UNI's Psychology Club and was instrumental in organizing the department's annual student research conference which grew into a regional conference featuring student work from nearby colleges. Linda is very active in the Iowa Teachers of Psychology, where she has played a prominent role in organizing their annual conference for college, community college, and high school psychology teachers in the state. She has authored a number of materials and exercises for teaching about the brain and behavior.

Linda was a highly engaged faculty member throughout her 44-year tenure in the department of psychology at UNI. She is highly deserving of emeritus faculty status.

Sincerely,



Adam Butler, Ph.D.
Professor and Head