

**Minutes of the University Faculty Senate  
27 January 2020**

**Senators in attendance:** James Mattingly (Chair), John Burnight (Vice-Chair), Amy Petersen (Past-Chair), Barbara Cutter (Chair of the Faculty), Imam Alam, Danielle Cowley, Francis Degnin, Kenneth Hall, Thomas Hesse, Donna Hoffman, Charles Holcombe, William Koch, Amanda McCandless, Matthew Makarios, Kenneth Elgersma, Nicole Skaar, Shahram Varzavand.

**Guests in attendance:** Mark Nook (President), Jim Wohlpart (Provost), John Vallentine (Associate Provost for Faculty), Patrick Pease (Associate Provost for Academic Affairs), Becky Hawbaker (United Faculty President), Jacob Levang (NISG President), Joyce Morrow (Registrar).

*NOTE: Letters of support pertaining to Emeritus requests discussed during this meeting are appended to these minutes.*

**James Mattingly:** [00:01:09.56] Good afternoon. I'll go ahead and get started. It is 3:30. So are there any press with us today? Hearing none we'll move on to the next item. I do see one guest. Okay, thank you, Joyce. No other guests. Right? Okay, good. Then we'll move on to courtesy announcements. President Nook, do you have any comments?

**Mark Nook:** [00:01:44.0] Just a couple of things. One, just update on what's happened recently at the legislature. Since we last were together, at least I was able to be here. The governor's budget came out. She has \$3 million in there for U&A. A 3 million increase, 102 million zero based budgeting ..... zero and all that.. We are now a private institution that we might want to edit that part ... can be done. There is a \$3 million increase to our budget, a little over three million. What she did was to put 15 million into the budget and split it as it as appropriations are currently split amongst the three regent universities. What the regents had asked for was \$18, 4 million for us and 7 for each of the other two institutions. Of course, this is the first proposal. Her proposal last year was changed greatly. I've spoken with legislative leaders. They don't think that's the way it's gonna go. But I don't know. Most of--almost all the legislative leaders I've looked at are in favor of funding the university increase, the regent increase as a lump sum to the regents and then letting the regents split it up as opposed to them doing it. I think that's probably the way the legislature will go. It's the best reading at the moment.

I've had a chance to talk now to the speaker of both the House and the Senate, the majority leader in the House and the Senate, the minority leader in the House and the Senate, and the leaders of all of the appropriations committees. And they are all saying we'd like to do it as a lump if we can. That is, hand a chunk of the new money to the regents, let them decide how to split it out and then use those as the budget. I think that would be in our favor if it goes that way. We're continuing to push for the 4 million total. The other thing that was in there that's good news is full funding for the Industrial Technology Center for the out years. So we've got a million dollars. It was appropriated a year ago for FY 21 not this current year, but next year. That would be our planning design money. And then she's put in exactly what we requested for the two out years in the legislature. So we'll continue to track that and continue to work with legislators that have an impact on what this fight, these final bills look like and push that. The other one, that sort of pieces of legislation that, not legislation, but rules that came out and we're working on, is the Board of Educational Examiners have put out a new administrative code that would cut back on teacher development, the size of especially the disciplinary areas in science teaching, social science teaching, and I think math teaching. And now I'm going to forget one. But those four areas and we--the Board of Regents is opposed to that change, we're opposed to that change. We'll have have a group down at the hearing on this. And again, this isn't legislation. It's an administrative rule. But nobody no higher ed institution was engaged in coming up with these new rules. So our big request is just send it back and at least give us a chance to work with the BOEE on what those are. The, Rachael Boone, who is the vice president, CIO for the Board of Regents, will be testifying then. So will Katie Mulholland, our interim dean. I think there's a faculty member that's going down to testify as well. That's coming up February 7th, I believe. So it's fairly soon. But what we really want to do is oppose it completely, but at a minimum, send it back and say you've at least got to talk to the people that prepare these students. The issue that's going on is, especially in rural districts, are having trouble getting people to certain that are certified in these areas and they aren't necessarily looking to certify people off the street, but to extend people's certification that are currently teaching and make them teach things they aren't, we would say, prepared to teach there. It's a way for them to close the gap without having to hire people. And, you know, we all want people to be adequately prepared, at a minimum, adequately prepared to go into those classrooms and be able to teach those courses and teach them well.

The argument that we're making and have made for a long time is a lot of what Iowa can take pride in is the quality of our education system. We don't have big mountains. We don't have ocean shores. We have a few sandy beaches along the Mississippi and the Missouri. But the thing that really draws people here in many ways, especially young couples, but even others, is the quality the education of their children will get when they're here and things. So we've got to do what we can to protect that. And that means make sure our teachers are prepared appropriately and professionally for those programs. So we're working hard on that one. I also just want to mention a little bit about the enrollment. We're very, very early for an enrollment update. We did give one this morning to University Council. I know some of you were there. Right now just looking at the freshman class, the freshman class looks strong. It is early. We haven't had a single orientation yet. Nobody has actually registered for a class. But there are some ways to get some indications and some of that's on the admits that we have. The applications we have, the number of admits we have and the number of those students then that we've admitted that have actually confirmed that they're coming our way, said yes to that.

In all cases, the admits and the confirms are up and the confirms are up by the most. But we also have the smallest number that we're working with there, too. So I'm cautious about those. The one thing that's sitting in there that I think is important to pay attention to the number of minority students is up significantly around 20 ish %, 17 to a little over 20 % depending on when you look at that's new freshman, new transfers, both the other one that's up significantly as our non-resident students. Those are looking high as well. Much higher than in the past. I think that's another good thing. We've done several things to go out and recruit those two markets, especially without stepping back away from what we've done with our traditional, especially Iowa resident students. Couple things that are impacting those, the nonresident students. Again, one of the things that we decided to do this year was for any student that's a non-resident domestic, non-resident student that's admissible to lower their tuition by offset their tuition by \$5,000. That brings it down to about the cost of attendance. What it really costs us to educate them, the cost to educate. And that is certainly been a help with recruiting the nonresident students. Again, we, the state isn't subsidizing them. They're paying their full freight. But we are able to offset that a little bit. The minority students, both transfers, resident, non-resident, we've had a couple of things go on that I think are important.

One over a year ago when we started the Panther Promise program, we reached out to a group of minority students at some specific schools. Some of those were coming onto our campus as juniors and filling out those apps as juniors. That's part of what helped us have an initially large app pool as we started this year, made a little hard to estimate where we're going to come out, but we have them on campus, had them in. It took a little while to convert some of those to actual admits, but we had apps. I think the other thing that's happened that I really appreciate is, we have changed the face quite literally of our admissions department. It is much more diverse than it was in the past. And I think having, to put it bluntly, those faces to see are minority students to see themselves in the people that are recruiting them, the people that are reaching out to them, the people they see when they come to campus is making a difference as we knew it would. So I think those two together are having an impact on especially these minority numbers. Why this is so important for me, And you've heard me talk about it before. The face of this state is changing. 16 % of our high school graduates at the moment are minority students; by 2032 it's going to be approaching 25 %. And it's not going to change. It's going to continue to climb. We've got to be able to do a good job recruiting minority students because they need the education and Iowa needs them to have the quality of degrees that we offer.

So we've got to be able to recruit those students more effectively than we have. Our minority numbers for students are about on par with the population, but they don't yet mirror the population of 18 to 25 year olds. That has to be sort of our minimum goal is to mirror at least that population of 18 to 25 year olds, not the general population. So we're going to continue to work on that. We do have some good numbers, strong numbers actually in our minority graduation rates. I was able to look at the 2017 data because that's where I can look at other institutions. We have the highest minority 6 year graduation rate amongst public institutions in the state. There are some things in there we need to look at and work on. There's some really good things in there. There's some other things that show us we have some things to work on. So we'll be kind of pulling those apart and looking at those as well as we move forward. But some good news sitting in there and also some things to pay attention to. Thank you.

**James Mattingly:** [00:12:28.6] Thank you, President Nook. Provost Wohlpart, do you have any comments?

**Jim Wohlpart:** [00:12:31.57] Yes. I just want to add real quickly to the Board of Educational Examiners, is that we have been working very hard and I would give a lot of credit to Andrew Morse and Colleen Mulholland behind the scenes to partner with the other two regents institutions to take a very strong stance together. So all the deans and all the schools have sent something. The presidents have sent something to set stuff together. And I think it's had an impact at least to get them to listen. So I do want to give credit for that work. It's been really, really important work. An update on academic positioning. I know I sent a long email out last week, I think and I know you all read my emails very, very closely and spend lots of time processing everything that's in there. So let me just give you a few other details. Hopefully not to go back over that. But the review that I did focused on the second question that was in the application which asked for a vision of higher education and a vision of UNI thinking towards the future. The first question really talked about project experience and there's a lot of personally identifiable information in that. So I started with that second question. And just to give you a sense of the applications, overall applications, we had 45 applications and we ended up with about 17 project management team members.

**Jim Wohlpart:** [00:13:44.41] So it's about a third ended up on the project management team. We had 17 staff or administrators apply. We ended up with 4. So less than a quarter on the PMT. From CHAS, we had 12 apply. We ended up with 6--about half. CSBS, six applied, we ended up with 4. In College of Business we had 3 apply, we ended up with 1 on the committee. College of Education we had 6 apply, there's one on the PMT. We've asked Amy to play a special role as a liaison between the Executive Advisory Committee and the PMT. Hers was an application, so really two out of that six. So about a third. And then one applied from the library. That person is on there. After we did the blind review, we wanted to make sure that all areas were covered. But that was not the primary focus of what we did in the PMT. In other words, we weren't thinking we needed to make sure that there was equal representation from CHAS and CSBS and all the other areas. We really were looking for folks who were interested in that vision of the future. This coming Friday, we will have the first meeting of the project management team. And I know there's lots of questions about what they will be doing and how they will be doing it. And I want to be real clear that we have not defined that because we really want the folks in that room and especially the faculty, to come together to figure out what that process looks like.

We want them to own it now that they have been selected and they will come together as a team. They will begin by defining the process for reviewing the pre-proposals. We have a dozen pre-proposals. And so they're going to start by trying to define that process. What that will look like. And then also how they will define their relationship with the focused working groups and how they will mentor those working groups and make sure that that moves along. So in my opening remarks on November 20th, I talked about purposeful ambiguity. We didn't want to decide top down what all this looked like. We really wanted folks to come together and build it from the community. And that's what we'll start happening this coming Friday. We do have some great I think some really interesting focus working groups in there. In some cases, I think they're kind of small and they could already go through established processes that we have. We will go back to those groups and ask them to dream bigger or to move forward. They don't necessarily need to wait for academic positioning. So some examples that I gave this morning at University Council. If somebody wanted to propose a new certificate, they don't need to go through Academic Positioning. we have a curriculum process that does that. No need to slow that down. But what we might do is go back and ask that group, can you think about the roles of certificates and badges and bundles of courses for the future of education?

Many of us just came back from AAC&U and this is what we heard over and over again, is that there will be more and more people who will need to dip into education to get a certain set of knowledge or skills and then dip back out. And I heard this and several presentations, especially at the graduate level. Industry has figured that out. They're starting to offer those things. Higher education is slow to think about that. So to think bigger. Not a certificate, but what is the role of certificates or badges? I think we have a nice proposal in to look at advising across all of campus. I know that there's a great proposal that will get tabled today and look at inter-disciplinarity, I think that that's a really important one, we heard that at AAC&U again, over and over again, that what folks are looking for are individuals who can think beyond discipline, but think across disciplines to solve wicked problems. And so that understanding of what we mean by interdisciplinary learning on our campus and how we would house it and structure and administer it, I think will be a very important question for us to grapple. Anything that is related to curriculum will necessarily involve the faculty from the programs that are affected by that curriculum.

So I just want to be clear about that. There won't be anything that will come that focused working group or the PMT will work on that's related to curriculum that won't be housed in, embedded in, addressed by the faculty in that program. That's really, really important. It will, in fact, be driven by the faculty in that program. One of the PMT's rules will be if somebody suggests something that involves curriculum in multiple departments and they haven't talked to the faculty in that department, is to say you've got to talk to the faculty at department. This affects other departments and other programs. And if you're going to have a focused working group, you need to include all of those folks. And then it will go through all the regular processes, the college senates, the UCC and the GCC. And then, of course, come here. So the academic positioning initiative will not sidestep any of our curriculum processes. And what we hope will happen out of the PMT is that some natural leadership will arise and that those folks will start to own that process, come here and give regular updates and provide feedback. And I'll happily answer any questions about that afterwards or by email. Just one other note in my email, I said that the notes from the Executive Advisory Committee would be up. I believe that they are in fact up. I would strongly encourage you all to go to the website and look at the notes from the EIC. They are heartening. They will make you feel really good about the work that you are doing and the way in which it is recognized by all sorts of people. So I would encourage you to do that. And if you have questions, you can certainly ask any of us.

**James Mattingly:** [00:19:07.72] Thank you Provost Wohlpart. Are there any questions for Provost Wohlpart?

**Barbara Cutter:** [00:19:13.94] I just have one timetable question about the focused working groups? Because you mentioned that there's twelve in, but the committee hasn't decided how to evaluate. So when would the first working her proposals start to be evaluated? Do you know?

**Jim Wohlpart:** [00:19:28.17] Yes. So what we hope to do this Friday is to use 3 as examples and actually vet those and have a conversation and have the PMT develop a process for how they'll interact with focused working groups. And then what we hope is over the next two weeks to have them go off in groups and do a review of the 12 that we have come back hopefully two weeks from now and then finalize what the process looks like. And hopefully after this Friday, when they do come up with a draft process, we will send that out to campus so that folks can

give us feedback on what that process looks like. So I hope in two weeks from this Friday, we'll have a finalized process and then they will start giving feedback. So. Hopefully. Other questions? Thank you. Okay. Next up is Faculty Chair Cutter. Cutter, do you have any remarks today?

**Barbara Cutter:** [00:20:27.34] Yes. I just want to follow up on the email I sent earlier today with the draft of the Spring 2020 roster. And to again ask people to pay close attention, look at your entire department closely because, right, this is a big change since this is the first semester, that term and term renewable people are now classified as voting faculty and also adjuncts who are teaching 50 % or more for 6 of the last 8 semesters. And so, right, that's that's a little bit complicated. We have a program that's been run in institutional research to try to catch all those people. But this is new. There could be, you know, questions. We could have missed somebody. So please look at this carefully. That's why we're doing the roster. It's just a little bit later than usual this year, this semester. So we had a chance to really try to check the draft carefully. And now there's two full weeks for you all to check the draft as well. And if you have any questions about any of this, if you're not sure if you or somebody else should be voting or non-voting, please just contact me right away and I will try to sort things out for you. And, any questions?

**James Mattingly:** [00:22:00.2] We have plenty of time today. So if you have any questions about what Chair Cutter just asked, please feel free to ask them.

**Barbara Cutter:** [00:22:07.41] Yeah, but you promised an early adjournment.

**John Vallentine:** [00:22:12.11] May have been some errors relating to adjuncts teaching continuing education courses. So they're looking into it at institutional research. I read your email, so ...

**James Mattingly:** [00:22:34] Anyone any other questions for Chair Cutter? Next up is United Faculty President Becky Hawbaker. Do you have comments, President Hawbaker?

**Becky Hawbaker:** [00:22:48.44] Yeah. Just a few. So just to piggyback on what Barbara said about voting status. I would just ask all faculty to just watch out for our new, and welcome in



our newly voting member colleagues, because it's easy to just continue to do things as we've always done them and not to say, oh, but wait a minute, that we need to ask other people to be at the table and to have a vote and to also say that, you know, we're having continuous discussions about what does that actually mean, and are there some kinds of committees or some kinds of votes where, you know, you may have other requirements for voting, such as a terminal degree, that also ... I just lost my train of thought. Oh, that was the other thing. So sometimes we take votes at department meetings and we don't expect our adjuncts to attend every department meeting and that they have the opportunity to vote, but they're not required to come to every meeting. So that is an option, just as people have the option to vote or not vote in our, in our democracy at large. Which leads me to the second thing. We're a week away from the Iowa caucuses, and I would just encourage all faculty to participate in our democracy and to encourage our students to be as politically involved as they have been in the past, I'm really proud of our campus and how involved we are in the political process and hope that continues.

**James Mattingly:** [00:24:31.13] Absolutely. Ok. Northern Iowa Student Government president Jacob Levang, do you have any comments?

**Jacob Levang:** [00:24:40.64] Yes. Thank you. So, first of all, I apologize for being gone last week. I think the misconception was I was gone for pizza. I want to clarify that there was pizza at this meeting but I wanted to show up to this meeting as I usually miss and this was like the one to get to meet the new members, take the photos, I want to say, you know, say I was at least there there and a part of that. So I'm sorry for my absence. Along with that, just some initial comments. The work I'm hearing about, I wasn't able to attend all of University Council this morning, I had a class wedged in the middle, actually. But the work I'm hearing about enrollment, and especially the minority and out-of-state students, is very good so far. We as students are feeling the crunch of enrollment just as much as the faculty is, we're seeing services go away because simply, economies of scale, right? We're seeing less students, less money. So things have to get cut. President Nook and administrators and I have had several conversations about that this year. But we know enrollment increasing is going to be our greatest challenge, not only to making sure that the future of our students is safe, but the future of our faculty. My brother just told me over the phone the other day he's probably coming here. So I'm going to get him to hit the confirm button and make it.

**Mark Nook:** [00:25:54.91] What's his phone number?

**Jacob Levang:** [00:25:56.08] Yeah, I'll get that to you. You give him a personal call. I actually got him a tour from a dean, and so I've been working really hard on this one. Along with that, though, I also want to point out that I'm very happy about the conversations we've been having with faculty leadership lately, especially even just having the opportunity to speak now at meetings is really great, and I think shows the kind of work that this faculty leadership is really doing to work with students, which I think is so important. This idea of shared governance we always talk about, but we don't always talk and we don't always share our beliefs and feelings. I think there's always there's been that issue there for a little while now. So beyond that, though, we want to see this grow for years to come. I'm not in this role for too much longer, I have a few more months still. But I think this is the beginning of planting some seeds for years to come and more of these partnerships. So I know Thursday we'll be meeting with Carissa--am I right? Yes, okay. And we'll be talking with her. She'll be serving as our liaison. I don't know if this was shared the last meeting. So sorry if it was. But I, myself and other NISG leadership, will be talking with her about just different issues and then how we can build a bridge to have more continuous communication, whether that be regular meetings or at least some form of regular communication. So we're looking for a way forward to that as we move on.

Also this week on campus, lots of really cool things are happening. First off, it is You Matter at UNLweek, which is surrounding a mental health initiative that was started four years ago. So there'll be different events all week long. Today they were tabled in the union. Tomorrow, there is a speaker on campus. Wednesday, there's cocoa and cookies at the counseling center from 4:30 to 6:00 that you can go and get. And I think there is a movie on Thursday and a men & mental health conversation on Friday. So there's a lot of really cool stuff going on. I would encourage you all to tell your students and attend yourself. You know, we've had cuts--not necessarily cuts--e've had changes in our counseling center this year, and changes on our campus. I think a lot of students were left feeling confused about what that means and they're feeling almost left out. But I think it's a really important time to talk to our students, let them know we still care about you here at this university. We're doing everything that we can. I think this week is an instrumental part of that. So please encourage them to check out those events. It's also NISG engagement week. So we're starting this brand new this year to try and get

students from hopefully different backgrounds who've never heard about NISG before to come forward and just learn a little bit more. So it's actually being kicked off tonight with the mock caucus. I know Dr. Hoffman is helping run that. So if you've never caucused before, I assume most of you probably have. But go out and you can learn how to caucus tonight, either political side. Along with that, we have a variety of different events, we're having an NISG open house and those types of things. So hopefully, if you can encourage students to check out NISG social medias we'll have all those events on there. But essentially, it's just trying to get students to engage in NISG a little bit more, and learn a little bit more about what we do and hopefully encourage them to get involved themselves.

**Jacob Levang:** [00:28:58.4] And then finally, I alluded to this, my time here is ending sooner than realized. So I really don't end until April, but in about three weeks I become irrelevant to most people. So once the new leadership gets elected, my ... there's that gap period. But no one really remembers me. So I just do the transition and get out. But that will hopefully--that that's not my goal necessarily, but with that, so we've had conversations with faculty leadership and we're actually a little bit behind on this. But we're forming up some emails to send out through their channel to all of you to then hopefully pass some information on your students about how they can run and how they can get involved. So that initial email will be coming out hopefully here in the next week. We're a little late on right now. I apologize for that. We had our meeting cancelled last week, so we're a little scrambled, but we're working on that so that hopefully you can pass along some information on your students who might be interested in running for any kind of seat, whether it be in the Senate or even the presidential ticket. And along with that, then we'll hopefully be sending a second email about just allowing your students to know how you like, encourage them to vote. We've struggled with engagement in voting in the past. Usually we only get a turnout between 15 to 20 %. That's fairly good if you actually look at other campuses across the country. But we definitely want to increase that even more and get more students engaged during this last time. So that'll be a thing. So please keep on the lookout for that. I think that's all I have this week. Yeah. Thank you.

**James Mattingly:** [00:30:01.38] Okay. Thank you, President Levang. I have just a couple of quick announcements. I'd like to take just a moment to welcome two new senators, Kenneth Hall, who was with us last time. And I just failed to welcome him then. So Kenneth is sitting in for Mark Sherrard. Actually, Mark is leaving the university. So Kenneth will be with us for the

rest of that term, I'm hoping. Welcome. And then also, Matthew Makarios is with us for the rest of this semester. He's filling in for Qingli Meng in CSBS. So, Matthew, welcome also to you. Ok, so the next item up on the agenda is the minutes for approval. Is there a motion to approve the minutes. Senator Burnight, is there a second? By Francis Degnin. Is there any discussion required, any changes that need to be made to the minutes besides all the ums and uhs? I'll speak to the service about that. I guess I just did. Ok. Then I will ask for a vote. All in favor of approving the minutes as they are. Please say aye. Are there any opposed? Are there any abstaining? Let the record show that Senator Makarios is abstaining. So the motion passes. The minutes are approved. There are two items on the calendar this week for docketing. The first is an Emeritus request for Joel Haack in the Mathematics Department. I believe all of the necessary information was attached to that petition. Is there a motion to Docket that item? Moved by Senator Skaar. Is there a second? A second by Senator Hoffman.

[00:32:59.42] Does that item require any discussion before we vote? Then I will ask for a vote to place it on the docket. All those in favor of putting the Emeritus request for Joel Hackett on the ..., Joel Haack, excuse me, on the docket for next time. Please say 'aye'. Are there any opposed, any abstaining? Okay. The vote has passed unanimously. Calendar item 1485 will be on the docket for next time. The next item calendar item 1486 is the report of the Interdisciplinary Task Force that Provost Wohlpert spoke of in his comments. You may recall that a little over a year ago we created this ad hoc committee to look at the interdisciplinary structures and practices on our campus. And they have, they would like to present their report to us now. So if we approve this, they would present that report next time at our next meeting. So is there a motion to put this item on the docket for the next meeting? Moved by Senator Skaar, is there a second? By Senator Degnin. Does this require any conversation before we vote? On the docket? As I mentioned then, if we do docket the item, some representatives of the committee would actually be here with us next time to present their findings. Then I will hold a vote. All of those in favor of placing item 1486 on the docket for next time, please say 'aye'. Are there any opposed or are there any abstaining? The motion is passed unanimously. That item will go on the docket for next time. There are only three items on the docket for this time. They are all Emeritus requests. So unless there's an objection, I will handle them as a consent agenda. e'll package them in and hold one vote. Although we will discuss each of the nominees separately.

The first item, the first Emeritus request here, on docket item 1361 is Stephen Gaies, from Languages and Literatures. I was really hoping that we would have someone from Languages and Literatures here today to speak on behalf of Dr. Gaies. And I don't think we do. Is there anyone that wants to speak? Say anything about Doctor Gaies? Please know that I will, as I have been, as we have been for some time now, I will be sure to include support letters in the minutes. I will read those into the minutes when we prepare them.

**Provost Wohlpert:** [00:36:26.27] So since I'm from the department, this is Provost Wohlpert, I'll speak very briefly. I don't really go to any department meetings. Doctor Gaies has coordinated the Center for Holocaust and Genocide Education, and I have gone to several of the curated shows that he has done. And they've been phenomenal, just absolutely top notch out in our community, done a remarkable amount of education and the depth of his own knowledge and the sharing that he does has always been incredibly generous. So he has had a big impact, not just here, with our students, but then broadly in the Cedar Valley, it's been great. He will be virtually impossible to replace in that role.

**James Mattingly:** [00:09:33.72] Thank you for speaking on his behalf. Was there anyone else? Ok, the next Emeritus request is for Joanne Goldman in the History Department. I suspect there may be one or two people who'd like to speak on her behalf. Senator Holcombe.

**Charles Holcombe:** [00:37:09.29] Joanne had the office next to mine. So over the years, we've had many pleasant conversations. And if I were to single out one major contribution that she made to UNI, she basically developed public history and ran it for many years. Later on, other people came in and contributed also. But I think she built it up. And for those who you don't may not know what public history is, that's work in museums and archives and national parks, corporate histories, things like that. And training requires internships and kind of hands on learning of that type, which Joanne all coordinated for many years. So a major contribution, I think.

**James Mattingly:** [00:38:11.00] Especially for a state comprehensive university. Thank you very much. Is there anyone else that would like to speak for or about Joanne Goldman? Ok. The next and last Emeritus request is for Richard Followill in the Finance Department. I'll just say that finance is a very, very small department. There are only about 5 tenure-track faculty, if I'm

counting correctly, in the department. And so his departure will be sorely missed. And he was involved in leadership for quite some time, was a department head for some time. And so we will miss him. So anyone else that would like to speak on his behalf? Was there already a motion? I didn't think I did. I should have done that before we talked about them. Is there a motion to accept these Emeritus requests? Charles Holcombe, is there a second? Nicole Skaar is the second. Is there any other discussion that's required about any of these before we vote? OK, then I'll ask for a vote. All of those in favor of approving these Emeritus requests, please say 'aye'. Hi. Are there any opposed? And there any abstaining? The motion passes unanimously. All three of these Emeritus requests are approved. There is no other new business. So I'll ask for a motion to adjourn. Moved by Senator Burnight, a second by Senator Holcombe, and we are adjourned.

*NOTE: On the following pages are letters of support pertaining to Emeritus requests approved during this meeting, for Stephen Gaies (Languages and Literatures), Joanne Goldman (History), and Richard Folowill (Finance).*

Nov. 22, 2019

To Whom It May Concern:

I write to salute the numerous achievements of Professor Stephen Gaies during his tenure at UNI and to recommend that he be conferred Emeritus Status. Dr. Gaies began his career at UNI in 1978 and, although he is slated for retirement from his faculty position, I anticipate that he may way continue to collaborate with the institution thanks to his dedication and expertise.

In addition to his contributions in the areas of English and TESOL via teaching and publications, it is important to highlight Dr. Gaies impact on our institution, first as Co-Chair of the UNI Holocaust and Genocide Education Program (from 2006-2008), then the UNI Holocaust and Genocide Education Project, in 2008 and ultimately as the Director for the Center for Holocaust and Genocide Education at UNI starting in 2009 and all the way to the present. This role dovetails nicely with multiple courses Dr. Gaies developed and delivered (such as Holocaust Literature; Studies in the Holocaust; Multidisciplinary Perspectives on the Holocaust for the UNI Honors Program; Multidisciplinary Perspectives on Genocide; Genocide in Writing and Film as well as Intro to Literature: The Holocaust).

Over the course of his career, and especially in his role as Director of the Center of Holocaust and Genocide Education, Dr. Gaies delivered countless addresses and curated numerous exhibits, films, invited lectures, and other events. Additionally, he forged successful relationships with donors to allow for an ongoing impact for the CHGE at our institution and for the broader community via, for example, the Dorothy Pearlman Finkel Annual Film Series.

In short, due to his excellence as a teacher, a researcher and his commitment to the success of the Center for Holocaust and Genocide Education, I celebrate Dr. Gaies and recommend that we bestow the honor of Emeritus status.

Sincerely,



Jennifer Cooley, Ph.D.

Professor of Spanish and Head, Department of Languages & Literatures

November 18, 2019

To Whom It May Concern:

I am very pleased to support **Professor Joanne Abel Goldman**'s application for Emeritus status. Professor Goldman joined the faculty of the Department of History in August 1990 as an instructor in United States history. In 1992 she was selected as a probationary member of the faculty following the department's search for a historian to offer courses in Public and U.S. History. She was a fortuitous choice to fill the position since in her almost thirty years at UNI she has ably served the department, the university and the Cedar Valley community as a teacher, scholar, and public historian.

During her tenure at UNI, Professor Goldman played an integral role in the delivery of the Department of History's undergraduate and graduate curriculum. In the Liberal Arts Core, she taught the Capstone course Technology, Environment, and Society and offered more sections of American Civilization, now History of the United States, than any other member of the current faculty. On several occasions, she provided the latter course to students in the UNI Honors Program. She also taught the introductory course U.S. History to 1877, required of all History and Social Science Teaching majors. Her regular 4000/5000-level offerings included Applying History: The Public Alternative, now Introduction to Public History (a course which she initially developed as a requirement for all Public History students); History of Technology in America; U.S. History: The Young Republic, 1785-1850; From Jefferson to Jackson; and The City in United States History. For many years, she was the sole provider of the 6000-level course Historical Methods, required of all graduate students and designed to provide them with the skills required to successfully negotiate our graduate program and to point them in the direction of their thesis or research paper focus. Meanwhile, Dr. Goldman developed and for seventeen years coordinated the Public History tracks in the department's undergraduate and graduate majors and was responsible for the placement and general supervision of all departmental interns and co-op students. Her work has laid the foundation for future departmental expansion within a growing subfield in the discipline of History. She also contributed to the departmental graduate program as a director or member of thesis committees within and beyond the field of Public History. Professor Goldman has been a dedicated teacher who has taken her instructional responsibilities seriously and who has been committed to developing effective and challenging courses for her students. Over the years, as Head of the department, I had numerous conversations with her about students who were having various kinds of problems and about whom she was clearly concerned and for whom she went the extra mile in hopes of facilitating their success.



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Dr. Goldman's scholarship has focused on urban, technological, and policy history. Her 1997 book *New York City's Sewers: Developing Mechanisms of Urban Management* is well-known and respected in the field of urban environmental history. Over the years, her interests have shifted more toward national science policy. Her articles in the last ten to fifteen years have generally focused on scientific research in higher education, emphasizing work done and programs developed at Iowa State University. Scholars who examined her work for the department four years ago were universally enthusiastic about its thoughtful and pioneering quality. One of them observed, "She advances a common theme of using history to help understand the policy implications of work done in the realms of science and technology." As she completes her career at UNI, Professor Goldman is continuing her research into her most recent interest, rare earth and government policy.

While it has been her service as coordinator of Public History for which she is best known across the university and throughout the Cedar Valley, Dr. Goldman has contributed to the work of the department as a member of the Policies and Planning, Graduate Studies, Curriculum, and Promotion and Tenure Evaluation Committees and as chair of the Search Committee for a Colonial/Revolutionary era historian. Her university service has included membership on the committees for UNI Museum Collection Assessment, American Democracy Project, UNI North Central Association Steering, and Leadership Studies. She also served as a Freshman Class Advisor to Provost Scholars and was a member of the Presidential Scholars Advisory Board. Her professional service beyond the UNI community has included her membership on the Iowa Civil War Sesquicentennial Committee; Board of Directors, Ames Historical Society; and the Iowa Museums Association; and her work as a consultant for the Rath Administration Preservation Group.

Dr. Joanne Abel Goldman is to be commended for her commitment to our students, her significant scholarly contributions in the history of technology, science, and policy, her invaluable work to establish and sustain the Public History tracks in the department's undergraduate and graduate curricula, as well as for her other departmental, university, and professional contributions. Dr. Goldman will be retiring from UNI at the end of June 2020 and will be greatly missed by students, colleagues, and friends across campus. She has admirably served the University of Northern Iowa for the last thirty years, and I trust that you will honor her request for Emeritus status. If you have any questions, please contact me.

Sincerely,



Robert F. Martin  
Professor, Department of History



January 7, 2020

Letter in support of Emeritus status for Richard Followill

To whom it may concern

I am happy to write this letter in support of Professor Richard Followill's application for Emeritus status at the University of Northern Iowa. Professor Followill started working at UNI in 1999 as the Head of the Department of Finance. He served as Department Head for 7 years after which he stepped down and continued as a full professor in the department until his retirement in fall of 2019. He was an active researcher and maintained his academic status as a scholarly academic as per AACSB accreditation standards. Dr. Followill published a book and a number of scholarly articles in the area of finance, some of which were published in highly ranked academic journals. He also served as a referee for a number of academic journals. He taught Principles of Investments, Corporate Finance, and Commercial Bank Management (which he took over to cover for a colleague in the department who took ill and had to stop teaching). Professor Followill also taught the MBA course for UNI in Hong Kong. He taught in Hong Kong eight times.

I hope the above provides sufficient evidence of Professor Followill's tenure at UNI as an active teacher and scholar and as someone who provided adequate service to his profession and to the College of Business Administration at UNI. I believe he is deserving of the Emeritus status.

Sincerely,

Sharmistha (Shar) Self  
Head of the Department of Finance  
College of Business Administration



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James Mattingly &lt;jim.mattingly@uni.edu&gt;

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**Followill emeritus request**

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**Arthur Cox** <arthur.cox@uni.edu>

Tue, Jan 7, 2020 at 2:31 PM

To: James Mattingly &lt;jim.mattingly@uni.edu&gt;

Hi Jim,

I understand Dick Followill has requested emeritus status. I am writing in support of his request. I was part of the Finance Department when Dick was originally hired as department head. He came under during a time of considerable stress in the department. I am not sure he was fully aware of the seriousness of the issues when he accepted the position. Nevertheless, he shouldered the burden and saw the department through those tough times. He was an able, yet firm leader, and didn't ask things of people that he wouldn't do himself. Over his career he was an accomplished teacher and award winning researcher. He mentored junior faculty even in his final months on campus. He truly wanted to see everyone succeed. I fully support the approval of emeritus status for Dick.

Happy new year,

Art

Arthur T. Cox  
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