

Regular Meeting # 1769
UNI FACULTY SENATE MEETING
9/28/15 (3:32 p.m. – 5:00 p.m.)
SUMMARY MINUTES

1. Courtesy Announcements

Faculty Senate Chair **O’Kane** called the meeting to order at 3:32 p.m.

No members of the press were present.

Faculty Chair **Peters** asked faculty to look for announcement of four meetings focusing on developing leadership among faculty, departments and administration during the year. **Peters** reported on increased UNI enrollment, (12,083 students) which has been accompanied by an increase in freshman average ACT. He thanked faculty who have worked overtime on recruitment, and urged all to extend thanks to Matt **Kroeger** and the teams at Admissions and Financial Aid for the extra work they’ve also done to create this increase. Related to the tragedy of the recent student suicide, **Peters** urged faculty to take advantage of professional development opportunities put on by the UNI Counseling Center regarding distressed students.

Faculty Senate Chair **O’Kane** agreed with Faculty Chair Peter’s remarks and deferred his comment time for use by Provost **Wohlpert** in Q & A.

Provost **Wohlpert** commented on the UNI enrollment increase that will result in \$1.5 million in extra revenue, adding that discussions are on-going regarding the use of those funds.

He outlined two focus items: (1) that UNI’s outstanding record of student engagement outside the classroom through internships, service learning, co-curricular activities and undergraduate research be more intentional and developmental, as employers ask that graduating students have those experiences, in addition to critical thinking and communication skills provided by the liberal arts (2) to be more intentional rather than

crisis driven in budget decisions, by creating processes and structures that reflect a shared vision whereby priorities are set as a team and information is shared; 'to elevate our work with shared governance.'

2. Docketed from the Calendar

1284 Emeritus Request for Rebecca **Edmiaston**, Curriculum and Instruction; Carlin **Hageman**, Communication Sciences and Disorders

****Motion Walter/Fenech** to docket in regular order. Passed.

3. No New Business

4. Consideration of Docketed Items

1277 1172 Receipt of Senate Budget Committee Report (tabled at last meeting) Tabled for next meeting.

1279 1174 Consideration of Changes to the Student Code of Conduct Tabled until the next meeting to get full student input.

1281 1175 Emeritus Request for Fred **Halgedahl**, School of Music; Carole Singleton **Henkin**, Department of Social Work; Bruce **Plakke**, Department of Communication Sciences & Disorders; Rick **Traw**, Curriculum and Instruction; and John **Wynstra**, Rod Library.

**** Motion Walter/Fenech.** Motion passed.

1282 1176 Request to change the committee description for the Advisory Committee for the Center for Excellence in Teaching and Learning.

**** Motion Terlip/McNeal.** Motion passed.

1283 1177 Curriculum proposals for new degrees and associated new and changed courses:

Part One: MATr, [Master's in Athletic Training] TCHRLEADINTL-MA,[Master's in Education, International Leadership] BA in Supply Chain Management

**** Motion Cooley/Kidd.** Motion passed.

Part Two: BAS Degrees (LAC, Criminal Justice; Tactical Emergency Services with Vulnerable Populations)

** Motion **Swan/McNeal**. Tabled for further discussion at head of docket next meeting by motion **Kidd/Swan**.

5. Adjournment:

** Motion to adjourn **Walter/McNeal**. Passed.

Time: 5:00 p.m.

Next meeting:

Date: Monday, October 12, 2015

Oak Room, Maucker Union

3:30 p.m.

Follows is full transcript of 52 pages, including 0 addenda.

Regular Meeting
**FULL TRANSCRIPT OF THE
UNI FACULTY SENATE MEETING
September 28th, 2015
Mtg. # 1769**

PRESENT: Senators: Arica **Beckman**, Ann **Bradfield**, Jennifer **Cooley**, Todd **Evans**, Xavier **Escandell**, Lou **Fenech**, Vice-Chair Gretchen **Gould**, David **Hakes**, Tim **Kidd**, William **Koch**, Ramona **McNeal**, Chair Steve **O’Kane**, Joel **Pike** (alt.), Nicole **Skaar**, Jesse Swan, Secretary Laura **Terlip**, Michael **Walter**. Also: Faculty Chair Scott **Peters**, Assoc. Provost Nancy Hill **Cobb**, Interim Assoc. Provost Kavita **Dhanwada**, Provost Jim **Wohlpert**, NISG Vice President Renae **Beard**.

NOT PRESENT: Forrest **Dolgener**, Gary **Shontz**, Leigh **Zeitz**.

Guests: Mary **Connerley**, Doris **Corbett**, Barbara **Cutter**, Tim **Gilson**, Mark **Grey**, Susan **Hill**, Lisa **Jepsen**, Peter **Neibert**, Nick **Pace**, Gayle **Rhineberger-Dunn**, Tricia **Schrage**, Kelli **Snyder**, Windee **Weiss**.

CALL TO ORDER

O’Kane: Good afternoon everybody, a very good Monday to all of you. I have wonderful news: We’ve discovered liquid water on Mars. Call for press identification. Any press present? Not seeing any, you’ll all notice I’ve kind of changed the agenda. A little bit of explanation: We had a little bit of a problem getting the minutes in time, so that has fallen off. I’ve also changed the order of comments because today we will be giving our Provost extra time for Q and A. So let’s start with a comment from Faculty Chair **Peters**.

Peters: Good afternoon. I wanted to let you know that Associate Provost Nancy **Cobb** and Chair **O’Kane** and I are working together to plan some discussions on campus, probably about four over the course of the year about the importance of leadership in higher education and to make you aware of this and encourage you to attend (once we figure out where and when we’re going to have them). Nancy first approached me and Lauren **Nelson** about this over the summer and we were happy to cooperate in planning this because I think that all of us in the room here can think of ways that our careers, our departments, our university we work for having been affected by good, or sometimes unfortunately, bad leadership. And this includes administration but it’s not limited to administration. Most of you saw the email from Joe **Gorton**, a week or two ago in which he talked about the importance of fostering leadership within United Faculty and identifying, as he referred to it, the next generation, of leaders of United Faculty. So it’s really important as a university that we foster the development of faculty leaders at all levels: departmental level, college, university et cetera. We’re planning about four discussions during the year to try to encourage people to think about what constitutes good leadership in Higher Ed and to envision the role they might play as speakers on campus. So keep that in mind and keep an eye out for that.

Second, I want to share some good news, and hopefully, I’m not stepping on the Provost’s toes, because I assumed I’d go [speak] after him. You might recall that at the end of the second week of class, that’s the date that we’re required to turn in the head count of students to the Board of Regents. At that time I believe the head count was 11,928, which was up 53

students from the previous year. Since that time, we've added more students. We're now above 12,000. That number is 12,083 students now. We're up almost across the board in every category: Full time students are up. Total number credit hours are up, and so this also means the University has a little bit more revenue than we planned on, which is also a good thing. And, it's important to add I think that we accomplished this without surrendering or compromising our academic mission. The average ACT of this entering class is up about a quarter of an ACT point, and RAI is higher. This is ---and everyone knows how hard we've been working on recruiting—faculty members, many of you around this table have sacrificed their Saturday mornings multiple times, have made extra recruiting efforts, and I want to thank everyone across campus for doing that. But I also want to stress that this effort is a University-wide effort. It goes well beyond faculty, and to note that people in Admissions and Financial Aid, they've been working their tails off. They also show up on Saturday mornings and they don't get extra pay for it, and they don't get comp time for it either. So, if-- Matt **Kroeger** and his group—he's only been on the job a year, it's really only been a year that we've had this kind of enrollment management approach and it seems to be paying off-- he and that whole team over there I think really deserve a lot of credit, and I just want to really encourage you, that if you see people from Admissions; Financial Aid, please thank them for the job they're doing, because they've been doing an amazing job over the past year.

And then finally I had one more quick note, and this is a much sadder note, I think we were all saddened to learn about the student who

committed suicide last week and I don't know any details; I don't know the student, but it did—when you hear about something like that it personally affects you. I just want to take the opportunity to encourage everyone here --and for us to all talk to our colleagues across campus –if you have an opportunity to get professional development in any way about students in distress, I really encourage you to do it. I did it a couple of years ago and it was eye opening. We have a very large share of students on campus who have diagnosed depression and anxiety issues. I'm sure you've had these students in your office before, talking about problems that they have. And I know that I was ill-equipped to deal with those kinds of things, and I'm not sure that I'm super well-equipped now, but I did feel like I got some tools to use. The Counseling Center puts that on a couple of times a year, so keep your eyes open for it please. Please think about going to that.

O'Kane: Thank you Scott. I second about half of what Scott (**Peters**) said because that's what I –the very things I was going to say. I will forgo any further comments and hand the baton off to Provost **Wohlpert**.

Wohlpert: Thanks. I'll jump in in the middle of where I was going to comment and just say 'thank you' for all of the work that you do—not just on Saturday mornings, not just with recruiting, but it's also because of the amazing care and attention that you all give to our students and the engagement that happens with our students inside and outside of the classroom that our enrollment continues to climb and our retention rate is very, very strong. So, if you all know this, I've been coming and saying this at department meetings and college meetings that we've had. That we had

a fairly large deficit; that we were able to take care of part of it. Our deficit now looks like it will be smaller than it was. We just met this morning to talk about 'What will we do with the extra revenue?' We're hoping to be able to push that back out in some fashion to the divisions that covered that deficit and hopefully back out to the faculty and the colleges. That's the idea right now. We're working right now to finalize what the numbers are, but it looks like it's over a million dollars—a million and a half dollars in more revenue than we anticipated. That's really good news, so thank you all for what you have done to get us there. Before I make other comments, are there any questions about that? I don't really have anything as big as that to say.

Evans: Was there an enrollment goal that we had for the University? Was there a number that we were targeting?

Wohlpart: There's always a goal and I don't know exactly, it was about 11,800. We ended up at census at 11,981, so we knew we were actually ahead of our goal, but leading up to the start of the semester and even at the start of the semester our percentage of full time to part time was off. We had more part time students and fewer full time students, so it didn't quite look like the revenue was going to be there. Matt **Kroeger's** office and the Admissions and Recruitment office, they all called these students and said, 'You know if you take another three credit hours, you're at nine, you could go to 12,' and we actually ended up at a significantly higher rate of full time students now than we were before, and I think it was partly because of that effort. So that has also driven the revenue up as well—

having more full time students. We had a lot of students that were at eight, nine and ten hours, and many of them added three hours or four hours or six hours to their schedule which was very helpful. So yes, we went above and beyond our projected enrollment. We didn't think that would have as much of an impact on budget until we saw the numbers in terms of full time and part time. So just last week, Michael **[Hager]** started meeting with me and sharing with me where he thought we were. We won't know what the final number is until we know what spring enrollment is, but we are looking at probably \$1.5 million more revenue than we anticipated: Other questions or comments about that?

So hearing none, we'll move on to other comments. One of the things that I have been very impressed with is the care and concern that we have for students here on this campus; the level of engagement both inside and outside of the classroom, and the way in which we engage students in co-curricular activities, internships and undergraduate research, service learning, group work outside the classroom at very, very high levels that I'm not sure everyone knows is operating at the level you all know that it is. So I will say I've done lots of work in Higher Education across the nation, looking at especially regional comprehensive [universities]. What's happening here at the University of Northern Iowa is off the charts in my experience, in terms of that engagement outside the classroom. When I talk with faculty about this as I've been going around to departments, everybody just sort of looks at me like, 'This is just what we do.' It is what you do, but it's really, really significant and makes a really big difference. What employers are asking for, what all the research suggests that employers are asking for, is a

Liberal Arts education for the critical thinking skills, the communication skills, the collaboration skills. We do that at a high level. But they're asking for something more, and what they're asking for now is that engagement outside, so that all those skills are applied and used in various experiential settings before the students graduate. So this is just a change in the last three or four years, that they've been asking for more and more of that. If you think about what happens with internships, that's great. The College of Education does really wonderful stuff with four levels of working out in the schools. The question that I have is 'Can we make that level—that engagement with students—more intentional and more developmental?' so that students don't accidentally bump up against service learning or an internship, but that we have thought beforehand about putting it in their way so that they can't get out of here without it—doing internships or service learning. Can we make it developmental? So that what they do in their first year leads to what they do in their second year and third year and their fourth year? I think that would elevate our work, which I think would be quite remarkable, to pause and think about what it is that we're doing, and making it intentional in that kind of way.

The other thing that I've seen, in addition to that remarkable engagement with students, is that the University of Northern Iowa tends to be reactive and crisis driven. We react to the latest budget crisis by telling everybody that 'You can't travel; Don't spend any more money.' We've got to pull that money centrally and respond. One of the things that I'm very interested in is finding a way for us to have a shared, collective vision, and work towards that vision together collectively, so that we not just reacting

and responding to crises, but we are in charge of our destiny and in control of our destiny. That's something I'm very interested in. To get there—to get to a place where we would be able to have that vision and move towards that vision together, we need structures and systems and processes that we don't currently have, to have that conversation that engages everybody, that informs everybody, that brings information up and back down, so that we're all involved in those decision making processes. This is really, in my opinion, what shared governance at its best is all about. The question is, 'How can we even elevate our work with shared governance?' Probably the place that we have been most crisis-driven that is has become most apparent to me in the time I've been here, is with our budget. This is the area that we really need to get some control over what it is that we do, so that we're on top of that. But I would say that there are lots of other ways in which we have made decisions on this campus by a dean having a conversation with the provost about what faculty lines they want to hire, and then the provost and the dean agree to that, but there's nobody else that knows anything about that. Is that the best way for us to be making those decisions? What we've started doing in the Academic Affairs Council and the Dean's Council is actually to share all of the requests for all funding across all the colleges, and work to prioritize that together at that level, so that we can make decisions as a team about where we want to go and how we want to prioritize that and make those decisions. That's a very different process than what has been in place. Faculty who have come to me and said, 'The provost has always been funded this. Can you give me \$15,000?' I've sent them back to their department head and their dean so that

request comes up at Academic Affairs and Dean's Council, and we can have a conversation about whether that's something that we want to do as a team.

There are several things where I would love your help and assistance, and you all need to decide how much you want to be engaged in these things. I think Faculty Senate and shared governance is a perfect place to have more involvement with budget, for instance. One of the things we would be willing to do--Michael **Hager** and I, is to come and do a very detailed budget report to you all, so that you can see where all the money is. Conversations about things like the structure of academic administration—I'd love to have a conversation here with you all about that if that's something you'd want to engage. I know that last year there was a committee put together about program sustainability and viability. I think it's really important that the faculty be involved in looking at all the data about programs, so that those kinds of data can inform the decisions that we're making. But it would be really helpful to me if we're having conversations with the faculty in a variety of venues, to look at all of those different issues together to make decisions about our collective future. That's it: Questions or comments? Questions or comments?

Terlip: In the past, I think all of us, or at least lots of my colleagues across different colleges, recognize that trying to do interdisciplinary work is very difficult, and a lot of times it's tied to the budgetary things. Do you have any ideas for how we might deal with that?

Wohlpart: Again, what I would say is that we have to decide collectively if that is part of our shared vision. And if it is, we need to put structures around it and resources around it to make it happen. I'll give you an example. When I went to the College of Humanities, Arts and Sciences, I suggested they talk about reorganization. I really, really hope that they might have a conversation in that about how to maintain interdisciplinary programs. That would be awesome. But again Laura, I'm not going to be the provost who comes in and says, 'We're going to do lots of interdisciplinary stuff and that's where we're putting our resources.' I need to hear that from the faculty. If that's what the faculty wanted to do, then that's what it is that we do.

Terlip: Thank you.

O'Kane: More questions?

Kidd: This is actually going back to the recruitment. This is anecdotal but what we've noticed in our department is that we've been losing some of the higher end students to Iowa and Iowa State with full rides. I don't know if that was something on the radar. Basically the students have come to our campus and they're like, 'Yes, we love it. Great department.' and then we call them up, 'So you're going to come?' 'Well, I got a full ride to Iowa.'

Wohlpart: 'I got \$7,500 from Iowa, and I got \$2,500 from UNI.'

Kidd: Exactly, yes. I'm not saying we have the budget to compete or not, but I just wondered if that was on the radar.

Wohlpart: You know Tim, again what I would say is that we have to collectively decide where we're going to put our limited resources, and our resources are more limited than other institutions, but we need to decide where we're going to put those resources and we need to continue to advocate for more resources and point out those disparities and how that doesn't do us a service, or how it doesn't do Iowa students, necessarily a service, and work toward getting those resources. I will say this: President **Ruud** will be spending a lot more time off campus than he has in the past because he will be meeting with legislators and Regents and friends and alumni and donors to try and get more and more support for the University of Northern Iowa. That's one of his key issues that he's going to work on this year. That funding is a crucial part. We're very aware of it, all the time.

Swan: You've been here only a brief time, but in the brief time, you're in a great position to perhaps be able to see something. Can you see any possible areas of efficiencies that you actually could affect, bring about? Again, you can't possibly know for sure, but do you see any areas that you really could reorganize and achieve an efficiency and thereby free up resources?

Wohlpart: So let me be really frank and say that I think a lot less about the concept of efficiency by itself and a lot more about effectiveness, which should include efficiency in it because you're going to be more effective if you're using resources well. What I've been spending a lot of time thinking about is how can we be more effective with what we have? Efficiency is built into there. But the first question that comes to mind then is 'How can

we have high quality academic programs? How can we engage students at a very, very high levels with the student services and things we need like that?' I will say that when I look around at the folks on this campus, not just in Academic Affairs but in Student Affairs, I think everybody's working really, really hard. I am very interested in asking questions about how we can create structures and systems and processes to make our work a little bit more streamlined and easy. I don't know exactly what those are yet. That's something that we need to talk about together and figure out together. The Provost's Office in the past had four associate provosts. We have two now and we feel it. The work is endless in our office. I will say that. And I don't know that that is necessarily the best and most effective use of our time. As I look at academic colleges and I see one associate dean I think that probably if you had two associate deans who did teach you might have more effective use of people's time and energy and you might be able to get more things done more effectively than you are now. That's a possibility. Simply because what's happening now is that I'm not sure we're not taking care of all the things that we need to take care of always as well as we need to take care of those things. That's part of the crisis management. We don't have those systems and processes and structures in place to have an associate dean for instance, working with department heads to make sure that we're doing x, y or z. And if we had more thoughtful approaches to our structure, we could probably take care of those things and then we're not cleaning up afterwards on the back end, and we do a lot of cleanup around here. So for instance last year, you all had a budget crisis halfway through the year and everyone was told 'Don't

spend. Don't spend. Don't spend." We should have known that going in to the year and we should have set our budget priorities on what we could spend and what we couldn't spend. We are now in the end of September making decisions about faculty lines that we could put out there and advertise for next fall. That's too late. It's coming. It's going to take time and it won't happen even in a year or two years or three years, to figure all that out. That's what I'd like everybody here to be thinking about and helping with. What are those structures? How can we make this work? A collective effort that allows us to streamline what it is that we're doing to make more sense. You all can tell me that I'm wrong and that we're not crisis management if you'd like to. I'd like to hear that feedback, too, and say 'things are fine the way they are.' You can give me that too.

Walter: So just as an example, even if it's anecdotal, do we have other universities, comparable to us, that have gotten away from crisis management-- Without having a major stock portfolio dropped on them or something like that?

[laughter]

Wohlpart: Great question, Michael. So one of the things we do need to do is go out and look at our peers and look at how our peers are organized and look at the kinds of things they do. I will tell you that at Florida Gulf University we were not crisis management. We decided at the end of the spring semester what lines we were going to advertise. In August they were in the August Chronicle and we were doing our searches and had our searches done by December or January, because we had the systems in

place for the faculty to put those things forward in the spring that came up to Dean's Council and Academic Affairs Council. We had a sense of what the budget was. You don't know. You put the ads out there. If the budget goes south you have to do something, like cancel some of the searches, but many of the searches that we had were replacement lines for faculty who had retired or left. The funding is there, but if you're waiting until October to advertise them, you've already got yourself behind the eight ball. So yeah, the place that I came from had really good organizational structural systems and processes. All of our colleges had two associate deans. Our deans did a lot of fundraising. They were oriented in very different ways than the deans are here. And that isn't to say that the deans here aren't doing a great job, they're doing a really good job, and they're also out fundraising at the same time.

Walter: Do you feel like that model, once you achieved that, made a difference to the students, or just to the faculty and administration?

Wohlpart: I don't know this because I've only been here for three months and I haven't been through a full academic year. I think if we can get the systems and processes in place, then we're not at the last minute scrambling to try to figure out what it is that you're going to do, and when you're doing that, then your time is being spent in ways other than taking care of the student. So if all of a sudden in September you're saying, 'What are the faculty lines do you want to advertise?' your time is going somewhere else as opposed to having a conversation in the late fall and

early spring, that you have the time for that conversation. Absolutely, if you have those systems and processes in place, I think that it makes a big difference in everybody's life. I don't know what that looks like here. I'd love your help figuring that out. Every institution is different. Every culture is different, so I don't think that necessarily everything we did there needs to be transplanted here. We need to figure that out.

Swan: To follow up on that, especially thinking about your experience in Florida, there are differences and you know this and you talk about this. In Florida, I don't know, so I'll ask you—I don't think that you had the governmental changes in the budget late in the year that we've suffering from for several years. Whatever systems you have, if you have unheard of and unprecedented claw-backs, et cetera, you have to address that, and of course I imagine-- I think, at Florida you had consistent or increasing student enrollments. We are maintaining and then decreasing. These are external forces that we have to deal with, and how can we do that? There are some signs that that's going to change externally. But that does need to change externally or we have to do something to be able to address those external forces as we work on internal processes. I'm kind of curious about your thinking along those lines.

Wohlpart: Florida had this past year, when I left the end of May, they still hadn't passed a budget either. And the difference between Florida and Iowa is that there's no carry-forward. You get a budget and that's all you get for the year, and if you haven't spent it by the end of the year it's gone. You start all over again. If they reduce your funding, it's really a cut. That's

not true here because what we've been doing here is—and I want you all to think about this. So last year in Academic Affairs we held back \$1.8 million to push forward into the budget deficit that we saw coming. That's \$1.8 million that we didn't get to spend in Academic Affairs because we knew that we had a deficit coming. And we need to do the same thing this year because we're going to have a budget deficit next year, unless this legislature gives us all the money that we're asking for. So somehow, we've got to get in front of it—that hole that is always looming in front of us, so that that hole doesn't always exist, and we're not always having to reserve our funding. The way you do that Jesse is by—you can't do this when you're in a deficit situation. But when you do get some extra funding, to hold funding money centrally, as a pot of money that can be put towards those things so that you're not going out to the colleges and departments and saying, 'Sorry, no more travel. No more supplies. Don't buy any pens. Buy paper – pay for your own.' You hold some money centrally and that's what we did at FTC. We had the money centrally so that when we had those budget deficits and those holes we were able to pay for those things without affecting faculty.

Pike: You were talking about new systems, new processes. I'm from the Business School, so one of the things that we talk about is that forward thinking an organization or entity identifies those strategic threats and those and starts thinking ahead about how would we respond to this threat or that threat. So would that be something along the lines of a process or

procedure or a way to sort of build in the institution some better way of dealing with external threats?

Wohlpart: Yes, absolutely. A couple of things that we're already doing: We had tried a year ago to hold back 1%--to hold that 1% specifically to respond to threats. That's one method that you can use to do that. Unfortunately, we had a budget cut, so that 1% didn't become a hold-back, it became a budget cut. It's gone. So if we get to a position where we're not in a budget deficit position any longer and we have some extra funding, what's happened in the past is that we spend it. We push it out and it get's spent. We could hold it centrally, and hold that as a cash reserve so that we can respond to those things. And then, how cool would this be? If at the end of the year when okay-- we don't need it for next year, we're fine for next year-- we could actually pay for some of the labs that we need to upgrade; some of the classrooms we need to upgrade; some of the facilities that need maintenance. We can use the funds for that because we know Those are some of the ways that we're trying to think about having the opportunity to be able to respond to threats as they come.

Pike: I'd like to follow up on that too. So do you see a role for the faculty—in terms of being a part of that process? For example, I know one of the ideas in terms of the enrollment issue was faculty thinking about and implementing some things to try and improve recruiting. I guess what I'm asking is there a role for the faculty in terms of thinking about how to respond strategically to those threats?

Wohlpert: I think that those are the things that we've got to talk about. Yes. I think if we can all work on those things, then we'll be a stronger community; a stronger institution. I don't know what all those threats are yet and how we will respond to them or think about responding to them, but yes. That's what I am asking and suggesting.

O'Kane: I think we have time for possibly one more question.

Swan: This might not be a question, but over time it may need some clarification: The Board of Regents may have changed the rule and I don't know about it, but in the past I understood that mostly that we couldn't carry over money. So I'm not directly asking you, but that there were certain kinds of monies that couldn't be held and used. I just put it out there. Maybe the budget committee, maybe other committees or people know, certainly if it's been changed recently—as recently as last year—then that would be why I don't know that.

Wohlpert: Do you know when that was changed Scott?

Peters: A few years ago, I think we started being able to carry over a certain percentage; no more than a certain percentage of the overall budget could be carried over to the next year. But then president **Ruud**, maybe two years ago now, President **Ruud** went to the Regents and asked basically and had that removed. He wants the ability over time to build up a larger cash reserve in the hopes that you could balance out a small dip in enrollment here, or a lower than expected state increase there. And we wouldn't have quite as much of the ebbs and flows.

Swan: So now we can—the University can hold back unlimited amounts?

Peters: At some point the Regents or the legislature....

Swan: There used to be 2% say, but now there's not a limit?

Wohlpert: No there is a limit...

Swan: Oh, there is a limit.

Wohlpert: ...and we must spend it in the next year. So what President **Ruud** is talking about is being able to hold in the reserve for as long as we would like, which most institutions can do. At FTC we held \$7 million of our \$150 million budget in reserve, so that if we saw a dip in enrollment, any kind...We cannot do that here. We must... carry-forwards must be spent immediately, the first thing that's spent. So it's gone from your budget. It is a one-time funding.

Swan: And then so only the University as a whole can hold back some amount, so departments, programs—can't hold back their budget.

Wohlpert: So Jesse what happens at the end of the year is all of those funds are scooped together into one central account in Academic Affairs.

Swan: So if a program doesn't spend all of its funding by April-May, it's going to be scooped?

Wohlpert: It is scooped.

Swan: So we can't carry it forward, but the University can carry a certain amount forward. For one year.

Wohlpart: It has to be spent the next year.

Swan: The next year right away. Okay.

O'Kane: Thank you Jim, but we're out of time...Senator **Kidd?**

Kidd: Just a comment on the fact that departments and colleges can't carry forward. There has been in the past large amounts of end-of-the-year money in colleges, which I've been enjoying spending on lab equipment and things like that and other people have put in bids for, but it's not always been the most efficient manner because you have to put your order in in June and it has to arrive by the end of June and you don't even know if you have the money until June 15 sometimes. As this carry-forward is going forward, I really recommend that you look to extend this to the college level at the very least, because I think you can get a lot more efficient spending. But if you just scoop all the money back up to a central location, I personally would spend every dime. Like if I have a grant that's going to expire, I'm not going to give that back to NSF, I'm going to spend that out.

Wohlpart: So Tim, this is what I'm asking us to do: to come together to have a collectively owned and shared vision. So you could do that. Everybody could have spent their money and we would not have had \$1.8 million last year that we thought. If you had spent your money, and

everybody else had spent all their money, we wouldn't have that money, and guess what we'd have done this year?

Kidd: But that was directed from above—to not spend the money.

Wohlpart: It's okay. How cool would that be if we decided to be careful of what we're spending because of that problem...so that in this year, if we had had a \$1.2 million of deficit this year that we'd have had to take out of our hides, what would that have looked like and felt like?

Kidd: Maybe I don't want my lab equipment going to the English department. It's a matter of incentivizing.

Wohlpart: Absolutely. So one of the things again, that we should be doing is not waiting until June to ask the question, 'What are the needs?' We should have identified that way earlier on. Prioritize that, right? Had those conversations so that we would have known how we're going to spend those funds.

O'Kane: Again, thanks Jim for your time. Let's move along. We've got consideration of just one docket item this time around, and that's an emeritus request for Rebecca **Edmiaston** and Carlin **Hageman**. Could I have a motion that this be docketed in regular order?

Walter: So moved.

O'Kane: So moved by Senator **Walter**.

Fenech: Second.

O’Kane: I didn’t hear where that came from. Seconded by Senator **Fenech**.

Any discussion? All in favor say ‘aye.’ All against, opposed, say ‘nay.’

Abstentions? That will be moved to docket item 1178. We have no New Business this time around so we’re going to move on to Consideration of Docketed Items. The first of which is Docket Item 1172, Receipt of the Senate Budget Committee Report, which was tabled at our last meeting. Could I ask Senator **Kidd** the status of that report?

Kidd: Sure, I just received the information that I requested from Bruce **Rieks** on Friday. So if I can’t have the budget report ready by the Monday before Senate meeting, we don’t want to talk about it.

O’Kane: All right. Could I entertain a motion that this item be tabled again? So moved by Senator **Pike**. Seconded by Senator **Cooley**. All in favor?

Terlip: Well, I had kind of a point of order. As long as it’s tabled, we don’t have to have a motion.

O’Kane. Forget that. Scratch all that. I’m learning all this too. Okay. Next we have some emeritus requests under Docket Item 1175. There are several of them. I suggest we ask for any input on each of these people as I read their names off.

Swan: Are we going out of order?

O’Kane: My bad on that. I skipped. It’s 1174, Consideration of Changes to the Student Code of Conduct. I talked to Renae **Beard**, our representative from NISG and asked her if we could put this off for our next meeting, both so their input could be more substantial, and because I knew that the next items coming up on our agenda would take quite a bit of time. So that item is, I suggest, be tabled. In fact I think it was tabled last time, so it remains tabled. Now Docket Item 1175, Emeritus Request for Fred **Halgedahl**. Does anybody wish to add any comments to that? Okay. How about for Carole Singleton **Henkin**? Wish to add anything on her behalf? Bruce **Plakke** and also Rick **Traw** and lastly John **Wynstra**: Any comments for any of those people? Could I entertain a motion that we grant these people emeritus status?

Walter: So moved.

O’Kane: So moved by Senator **Walter**, seconded by Senator **Fenech**. Any further discussion?

Kidd: Have you asked the department heads for any kind of letters of support?

O’Kane: The answer is ‘yes.’ Most of these people I have letters of support so if you go to the website, it’s all there under the petition. Anything else? All in favor of the motion say ‘aye.’ Any opposed, ‘nay.’ Any abstentions? These people are granted emeritus status by the Faculty Senate.

Swan: I couldn't, and several people couldn't find many of these items on the website. And now we're moving on to Docket Number 1176 and 1177, and I have some of this information through email delivery, this sort of thing, but my colleagues, my constituents don't. I'm trying to pull it up electronically and I still can't find it, so I'm seeking your assistance.

O'Kane: We are having trouble with the website. When petitions are put in, they're not always populating into the proper Current Business. What you can do, and I should probably send out a notice. If you just cut and paste that web address, it works. Does that make sense? For some browsers, if you're using an Adobe product, you can double click on that address and it should work.

Swan: So the way for constituents to find items is not through the website but through the agenda, either clicking on the link or cutting and pasting the link into the web browser.

O'Kane: Yes. Until we can get that to where it's populating properly. Did you get in there okay? Yes, I see a few nods. Okay.

Swan: It will take just a little time for me to get to my email and the agenda to cut and paste to get these items to come up.

O'Kane: We can take a little time. In fact I think we have somebody here to talk to this issue, do we not? It's Susan, isn't it-- The Center for the Advisory Committee for the Center for Excellence?

Hill: I have a few copies, I couldn't find it either. But I have my own petition. You'll have to share them. This is a simple petition. There is a document that the Committee on Committees creates that is called the Committee Memberships Document, and on that document are descriptions of committees, term limits, all of that kind of stuff. My petition is to add a very brief description of what it means to be an advisory board member of the Center for Excellence in Teaching and Learning. The reason why I would like to have this added is that I think that more information about what it is that the position entails is always beneficial. This committee has been around at least since the Center for the Enhancement of Teaching and so it wasn't an active committee for many, many years. And now that it is an active committee, I would like to see a more robust description of what that position entails. I would like it to be on the document that goes out about these committees do—what all the committees do, and what their membership is. So, that is my request.

OKane: Any questions for Susan?

Terlip: I was just curious: In terms of the membership, are those staggered terms?

Hill: Yes. I'm not asking to change anything about who the membership is, or any of their terms or any of that, I would just like to add a brief description of three or four lines about what it is that people who are members of this advisory committee are expected to do as members of the advisory board.

O’Kane: Could I have a motion that we approve of this petition?

Terlip: I’ll move that we approve the addition of the language in the petition to the Committee on Committees document.

O’Kane: Second by Senator **McNeal**. Any further discussion?

Swan: So, I’ll just ask, that’s what the petition wants--for this description to go on the Committee on Committees documents? Does that take care of it, what you want?

Hill: Well yes. Then I can put it on my website. Then I can advertise it to...I can talk to college senates. The information will be more available.

Swan: Very good.

O’Kane: More discussion? Seeing none, all in favor say, ‘aye’ all opposed say ‘nay.’ Abstentions? Motion passes.

Hill: Thank you.

O’Kane: Moving on to Docket Item 1177, which we dealt with to some degree last time. If you’ll recall the last time we were in session we decided by a Senate motion that we approved that we would actually split this petition into two parts. The first part would be a consideration of just the new majors, and the second part of that split petition itself has two parts, one of which is that we approve UNI offering a BAS degree, and we’ve since gotten more information about that and I’m going to be asking Kavita

Dhanwada to talk to that. And the second part of that was the approval of the two particular BAS items. So I think we can start our discussion...

Swan: Can you repeat that? The first one has now confused me, so...The second thing that you broke into two parts, that's what I thought we were doing. You said what are we first doing?

O'Kane: The first ...motion was that we discuss the MATr and the MA.

Swan: Oh! Those separate, those other ones. Okay.

O'Kane: Those are to be discussed separately, so I suggest that we start there. You are absolutely right. [The BA in Supply Chain Management too]. These are degrees that ...Do we have any guests who wish to address that topic?

Weiss: We are all here for the Master's of Athletic Training.

O'Kane: Do we have people here for the BAS?

Connerley: I'm here for the BA in Supply Chain Management.

O'Kane: Could I have a motion for the first part of this petition? just for the degrees, NOT the BAS and its two degrees/programs? Do we have a motion to approve?

Cooley: I'm not ready to jump. Weren't we going to hear from these people?

O'Kane: I think we need a motion to discuss this.

Cooley: I move that we discuss this. Yes. I so move.

O’Kane: So moved by Senator **Cooley**. Seconded by Senator **Kidd**. Now, may we have some discussion? Any guests?

Weiss: I’m Windee **Weiss:** I’m the Athletic Training Division Chair. I have many of my colleagues here. Should we introduce ourselves or just get going?

O’Kane: Whoever is speaking needs to introduce themselves.

Weiss: Windee **Weiss**. We are proposing a Master’s in Athletic Training. This is a mandate that is set by our accrediting body. Currently we have an undergraduate program in Athletic Training and our accrediting body has now mandated that this move to the professional master’s level, thus, ultimately at some point our athletic training undergraduate major will no longer exist. So we are moving forward with this curriculum proposal to put forth this professional master’s program, a Master’s of Athletic Training.

O’Kane: Any additional input? We would love to hear about any of the other majors as well.

Gilson: I’m Tim **Gilson** from the College of Education to speak on behalf of the major for the Teacher Leadership for International Educators. About five or six years ago in working with a colleague of mine from the Department of Teaching who coordinates international student teaching offices, Lee **Martin**, we had a requests from international administrators to expand upon some of the great things that UNI was doing with Camp

Adventure, the Overseas Recruiting Fair and the Office of Student Teaching for International Placement, to come up with a program for teacher leaders at a graduate level. Hundreds and hundreds of International Schools, American International Schools across the world, and they had...a lot of them were not happy with some of the programs that they'd had and they were very happy with the UNI services that they were being provided, but they didn't have a graduate level program. They said, 'Can you come up with something?' We put together some ideas and actually had one of the top-notch schools in the world come to us in November of 2012 and said, 'We have 20 graduate students ready for you. Are you ready for January of 2013?' Which, we weren't quite ready. But, we put together, we had a year principalship program, but on had a trial basis, and now we have run two cohorts per year since 2013. We've had graduated cohorts. Last fall was the first two cohorts that graduated. We have two more cohorts set to start in January both in Singapore and the U.A.E. The program has exponentially grown, but the problem that we've run into...well, it's a problem that we knew was going to exist, but the students are graduating with a major that's a little bit deceiving because their transcript says 268, which is a principalship, and they're not getting a principalship certification. When we first developed this program, it was kind of a pilot study starting with Mike **Licari** and Ken **Johnson**. They said, pick out the five or six courses that have no relevance in the international setting. We took those out. We replaced them. But it's still the major that it falls under, so we're working to make that a more permanent part as well make sure that their transcript makes more sense to them. The nice thing about it is that, even though they're

not getting a principalship license, which is not what they're seeking, and MAE from our university, many of them after obtaining leadership or quasi-leadership roles in these American International Schools are now coming back and wanting the Iowa principalship certification. So it's another positive that we weren't even sure it existed when we first started. So, that's what we're doing—is we're trying to making it more permanent with its own code and its major in teacher leadership in the international setting.

O'Kane: Thank you, any other comments concerning these majors?

Comments or questions from Senators are welcome as well.

Connerley: B.A. in Supply Chain Management. I can talk a little bit about that. My name is Mary **Connerley** and I'm from the Department Head of the Department of Management. We have had an emphasis within our Management Major that's been Supply Chain for 35 years and we have had a lot of support from employers and from our students and our faculty about changing from an emphasis to a major. A major is much more recognizable by employers. It will allow our students to have a little bit more flexibility in what they take. We can offer more electives for them that would be within their major area, and it allows them if they want, a double major with another management area. They'll have that opportunity. So we have been in consultation with both Iowa and Iowa State. We have no problems. At Iowa they don't have a comparable program, and Iowa State has been actually very, very supportive. They said they can't even handle all the interest they have had from students in this particular area. It's a strong growth area. We had 100% placement rate last

year; really, really good jobs out there for our students, and we're hearing from the employers that they want more. So this I think will give students the ability to have more certifications and more analytical classes –things that are really going to help them in both developing the skills they need and going forward. We are also hoping that you will see the benefits of this.

O'Kane: Questions or comments from the Senate?

Terlip: All three programs, if you could address this: I had difficulty accessing the curriculum proposals, and I'm just curious if any of these demand new resources, and if they do, where they are those coming from?

Corbett: Doris **Corbett**, from the School of HPELS. Our new program has the support of the College and that has been put in writing. We do need some additional support and we have identified how we would handle that.

Terlip: Could you explain what additional support you need, just really quickly?

Weiss: The vast majority of the support that is necessary is for summer teaching. With the new Master's of Athletic Training, it is a 60-credit hour Master's Program. It's very intense. The students come in in the summer, take some summer courses and then have Fall/Spring, another summer and then have Fall/Spring and then graduate. So because of that, we are going to require additional teaching credit hours in the summer. We estimate at the peak of that, once we have two cohorts going through, that would be about \$40,000. However, we currently are teaching 12 undergraduate

credits every summer already. Once our undergraduate program is phased out, those 12 credit hours will then be shifted to the Master's of Athletic Training program and then those costs will go down substantially. So it's sort of a transitional cost that we require, more than anything.

Terlip: Thank you.

Gilson: We're just completing our second year with the trial that we've been running, and so we've got some pretty good experience with this. As far as resources, it requires about two courses in the fall and spring and then two classes in the summer. We take that on in a variety of ways. We use a few adjuncts here and there, but we're very limiting in that. The adjuncts that we do use are international administrators, so they provide a tremendous amount of credibility to the program. Otherwise, it's in the summer, or it's done within the faculty that we have. Educational Leadership Department, which this comes out of-- we see a lot of our students in the summer. What's nice about the summer expectation for the teacher leader program is that's when we are able to bring in some of the cross-discipline faculty from other departments that we have and they're often times they're more available in the summer.

Connerley: For the undergraduate, we already have over 100 students taking this emphasis, so to switch over to a major, we put in a \$5000 request for potential adjuncts as we hope for steady growth that we may have needed coverage for our core operations management classes, but

since we've been offering this for so long, we have everything in place and we don't expect any additional lines being requested for us.

Terlip: Thank you.

O'Kane: Any other questions or comments? Hearing none, if you are in favor of accepting this portion of the petition, please say 'aye.' Against, 'nay,' abstain? That portion of the petition passes. We now move to the second half of the petition, which deals with the Bachelor of Applied Science degree and that in itself requires us to think about two different things: First, we need to talk about whether or not we will have that sort of a degree at UNI, and I've noticed that Senator **Swan** has a question.

Swan: No, I was just going to make a motion to that effect.

O'Kane: Thank you. Can I have a second? Second, Senator **McNeal**; I love sung answers. Discussion? Senator **Swan**.

Swan: Just to be quick and expeditious, I've been talking with faculty who've been able to access the document. The first thing to say is this is a splendid document. Thanks very much to Associate Provost **Dhanwada** for preparing this. It's very clear and I think will hasten our ability to proceed through this. And so using the document, and I hope most people have it in front of you, the Bachelor of Applied Science, I have gathered from various people, four proposals to discuss. And these are changes to the document. So I'll just go from the top to the bottom, listing for you all four of them and we can discuss any of them we like in any order. First, at the top, in the

third line where it says 'BAS programs will primarily offered online' for various things boiling down to changing this to either one: strike 'primarily' and insert 'entirely'—will entirely be offered online or-- two, change this part of the sentence to read, 'BAS programs will be offered entirely by Continuing Education and Special Programs, primarily online. So, either one of those.

O'Kane: Could I pause? I just was able to get it up. Where are we talking about?

Swan: It's in the third line: 'BAS programs will primarily be offered online.' So either just say they will be offered entirely online—as all of last year we were discussing they would be—or for discussion--that they will be offered entirely by Continuing Education and Special Programs, primarily online because that can accommodate some in-person items. The second suggestion comes a couple lines later in the same paragraph there: concerning the requirement that everyone coming into the program have an Associate's Applied Science Degree from an accredited institution, and so this might be more of a question. We talked last year about specifying the actual colleges, the community colleges, and so some people wondered where that went--the specification of the college. The third item is down under the Liberal Arts Core: Requirements for BAS degree. So this would be number six, item six. And it's been suggested that we make this, item six add something like or 'another course from category 2, 3, 4, or 5.' Adding the option of taking a second course from category 2,3,4 or 5.

Peters: Just to clarify this: That's instead of just Capstone?

Swan: Experience. Just leave it. You could take a Capstone experience or continuing on. 'Or another course from Category 2,3,4 or 5.'

O'Kane: Jesse, these are suggestions from your colleagues?

Swan: Yes. And then lastly, which we want to discuss the fourth one, under 'Professional Communication Required for BAS,' add the explanation at the top: 'Required six hours from the following' and add a third line which says 'three to six hours of a foreign language appropriate to the major,' for example as you pointed out, Vulnerable Populations might not always speak English. So that's another, the fourth; Three suggestions; one question.

O'Kane: May I ask Dr. **Dhanwada**, did you get all of that down?

Dhanwada: I think I did. Can you just say the last one?

Swan: Under 'Professional Communication Required' and insert six hours from the following: Have those two, and then a third line, three to six hours of a foreign language appropriate to the major.

Pike: I've got two questions on that. I'm assuming we offer Bachelor of Science Degrees. Do they currently have a foreign language requirement?

Dhanwada: All of our degrees including this one will have an exit requirement of a foreign language.

Pike: Okay. Including this one.

Dhanwada: Which is two years, including high school, or two semesters of college.

Pike: The next question is probably the one, and here's where I've been struggling with this all along: How is this degree different from the degrees we currently offer? I know that at the College of Business, we looked and said, 'This is supposed to be for a different audience that's coming from a different place,' so we developed a program to address that and it didn't get through. So what I don't understand is how is this BAS degree different than either a BA or BS degree in one of these areas? And how would this for example, this Criminal Justice degree, be different than a Criminal Justice degree that would be available as a Bachelor of Arts or a Bachelor of Science? I've got to just say it's not clear to me—and if it's no different, then why do we need a BAS?

Dhanwada: I could answer that, but Gayle, did you want to or did you want me to answer that?

Rhineberger-Dunn: I can address part of that. Gayle **Rhineberger-Dunn**, Criminology, BAS Criminal Justice. One of the reasons my department decided to go forward with a BAS in Criminal Justice is because we have in the Criminology/Criminal Justice field, a lot of students who get an AAS degree. But it's very difficult for them in the field to move up in the ranks. So in policing for example, in some departments you cannot be a sergeant without a four-year degree. You cannot be a Police Chief without a Master's

Degree in a very limited amount of departments, but definitely not without a four-year degree. The AAS students have a very hard time transferring to UNI, and that's across the board, regardless of the field in an AAS degree is in—it doesn't matter whether it's in Criminal Justice or Business, if they have BAS degrees at various places, or History BAS—it doesn't matter—they have a very hard time transferring to UNI because a lot of credits come in as technical credits. So they end up having to retake a number of Liberal Arts Core credits and even some of the courses in the major don't come in because they're very technical. So what the BAS degree does is allow those students who get an AAS degree to have a pathway to a four-year degree in a reasonable amount of time. I do have ...I'm also the advisor to all Criminology Majors, and I do have a couple of AAS students and they're going to be here longer because they do have to take a number of courses, some of which are similar to what they took, but are not. When we created our degree, we did a very specific cohort in what they take and keeping in mind that a lot of these people are working in the field. It doesn't make sense to offer a policing class or a community corrections class or a specific course class when we have people working in those fields, so we chose a broader degree program for them. They're place-bound. They can't get here. So it needs to be online.

Pike: So my question still remains. If the issue is that we're not correctly accepting their prior educational experience in transferring credits in, then why are we creating a new degree instead of correcting the way in which we transfer in those credits?

Gayle Rhineberger-Dunn: Some of that is beyond me, but there are differences in how the courses in some programs that only have an AAS. If they only have an AAS and an AA degree, then they're probably getting some similar courses. But students who are in an AAS program, they're very technical kinds of courses. We don't want them to transfer in as a university the same way, because they are not as substantive.

Dhanwada: Right. So the career and technical, because these AAS degrees, there's a lot of career-technical. When we talk about articulation and bringing in those credits, what we don't see is articulation in departments. Departments aren't willing to provide articulation agreements because they don't see enough of the academic rigor that correlates with that or the courses that they're offering. So you're right. One of the things I was asked is 'Why aren't we allowing AA students or AS, (Associate of Science) students? Why aren't we allowing those student to do this degree?' And the reason why we're not is because those do articulate and they do come in: It's a two plus two. We have all of those in place. They can actually come in, because they have a number of their courses that actually transfer in.

Pike: So, here's my question, and again it gets back to it. So, if they don't transfer in because they're seen as more technical as opposed to academic, that would seem to me they're missing some of the academic background that we want, and it's hard for me to see how using existing courses which are designed for people that already have that academic background, but perhaps don't have the technical background, leads to the same outcome?

Dhanwada: So this degree is almost the reverse of what we would do with an AA student coming in and taking major courses here at UNI, doing their two years. So in this degree, what we're talking about, whether it's Criminal Justice—they've got that professional, they've got the policing, they've got that professional or content background that they're coming in with. So in order to have a four-year degree, we're allowing them to get more of the broader, general courses that are associated with that particular area of content, in addition to the Liberal Arts core, so that it is a four-year degree, so that they're able to do that. We're doing it almost backwards, because many of the AA or the AS students, they'll come in with maybe just a few content, but primarily they're coming in with a Liberal Arts core. So they're coming here and doing the content, whereas with this, it's almost backwards if you can think of it. You can think of it as they're coming in with that professional content and then now they're completing their four-year degree. It's in reverse order.

Swan: So along those lines, it was also designed to be a completely online course, addressing one of the points about being place-bound. This is why it's suggested that we say its 'entirely online' and that's a big difference between a BA student and a BAS, and there may be many reasons why Continuing Ed. going out in the field and offering a face-to-face class, and that's why one colleague said, 'It's fine if it's through Continuing and Special Programs, primarily online, but if it's entirely through them, that's also very different. BA students are not through Special Programs; they're not

through Continuing Ed, although they sometime can take a class offered through them that's in the regular program. But this program would be entirely online. That's what we talked about all last year, or this would be new, just entirely by Continuing Ed and Special Programs primarily online.

Pike: So, apparently then if we offered courses, we move to more online course offerings where our students could take some courses online and some not and some student could put together an entire package of online courses, we'd have to come up with a new degree just because they took all of their courses online.

Cooley: I'd like to jump in, and at the risk of sounding somewhat ignorant, there's some questions about this degree that I've never heard answered at any forum. What's the administrative structure of this degree? Who grants the degree? Is it the University of Northern Iowa? Is it some other structure that grants this degree? Are the folks in the BAS degree getting the same diploma that a typical BA or BS student gets? And what's the cash flow associated with this? When the student pays their tuition dollar toward their BAS degree, who's collecting that money and how is going to be redistributed? Does it go into the pot—this pot that we're trying to accumulate-- our war chest? Or is it going to be housed in Continuing Ed? There are some very basic elements of the BAS degree that I think have never been publicly addressed, and I'd like to hear that. I think it might help you understand it. It would certainly help me understand it. It might touch upon some of the things Jesse's brought up as well.

Dhanwada: As far as the administrative structure, I'll let you address the 'Pot of money.'

Wohlpart: Sure. So the University will be granting this degree, like the University grants all degree, once this is passed and part of it. There's no distinction there. The major would come out of the college in the same way that majors come out of the college currently. In terms of the funding, if the course is taught on-load, the funding for any Continuing Education distance-learning class if it's taught on-load, goes through the General Fund. If it's taught as an overload, it pays those salaries; pays their overhead and then flows through Continuing Education. That's how all of our off-load, distance-learning courses go.

Cooley: Do you think there will be any perception that this is a watered down degree that UNI is granting, and that it may jeopardize the prestige of the current BA and BS degrees that we're offering right now?

Wohlpart: I don't think so because it's going to be a BAS degree, not a BA or BS degree. This is what a BAS degree does nationwide. So it's a different degree.

Cooley: Okay. One last question that I have, at the risk of perhaps echoing something that Joel (Pike) has already asked: I have a friend who wants to take the Category 1 BAS degree class because they don't like the Category 1 class that their friend is taking to pursue an old-fashioned BA degree. Are these courses only going to admit BAS students? Or, can anybody sign up for these classes?

Dhanwada: These are going to be online courses.

Cooley: I want that. That's going to be easier for me to get my BA. I'm not a BAS student, but I want that, because that's going to be easier.

Dhanwada: So the way they're administered, at least initially I would think, is by cohorts—so accepting a cohort. So there may not be room in that space for the friend who wants to take an online course. Now as we go through the years, perhaps we're offering more options. But generally, the way it's done is through a cohort system.

Rhineberger-Dunn: The way that we plan to structure ours is we cannot predict the future of how many we will have in the actual cohort. But our projection, and with the research that we had contracted with, that Pre-service EAV that there's need. But we don't know how much need. But we will actually, what we will do is with this cohort of students have classes much like we do now, 'freshmen only.' There's introductory level classes that are for freshmen only. You cannot get in unless you are a freshman. We will have our BAS classes in Criminal Justice be for the BAS students. Say we have ten students, we will put those ten students in a class and open that class to our other majors. If we have 20 students, then there won't be any seats for other majors. They will take other classes. So in some ways it will benefit our students if we're not full, and in other ways, it won't hinder them, because they already have the same offerings that they have currently, but the BAS students will be entered into that and if there's room, we will release those classes. I don't know what will happen in the

Liberal Arts Core, but if we're entering students in these BAS programs as cohorts, then those seats should be filled by them first.

Swan: Structurally, we were saying last year that there has to be a firewall, there has to be absolute distinction between this degree and its courses and our BA students and our BAS students and their courses. But today, right now what I'm hearing is in practice, we're going to try to do that, but that means that there's not a structural firewall. That's of course what many of us want. We want it to be 'only these people can take these classes.' And how do we address that?

Dhanwada: It is in terms of the section size and the cohort size as I said earlier. You're going to have a certain cohort that will be offered. For Criminology, you might have a certain LAC. For the Tactical Management -- those students could be taking it and so you might offer two separate LAC courses, and you can fill those and it's going to be closed.

Swan: That's just an administrative thing. That's not a degree requirement. That's not a structural promise. So for example the degree requirement might be 'You must be a BAS student to take a BAS section of a course.'

Dhanwada: If it's an LAC course, that's taught by a faculty member, that is the LAC course that's being offered, it's going to be an online version. If it's the same course, I don't know that we can inhibit them. If it's a specifically developed course for the BAS, because I know that I think with the ...I know

the Business ones didn't go through—speaking only for BAS students would be taking that class.

Pike: They were eight-weeks long each.

Dhanwada: So that is the thing. With the Criminology, I think they have said that is up to them. But I don't know how those courses will transfer over. Are those specific classes in the Criminology degree? They might be electives

Swan: In one of the degrees, one of the programs and that might be a criticism of a proposed program--that it's mixing BA and BAS students and certain faculty across campus might see that as something wrong ... But at the degree level, there is no right now what we have in front of us-- there is no provision to make it a structural impossibility for Senator Cooley's 'student' to go into a BAS section of a Liberal Arts Core course and we want it to be. We want the BAS courses to be for BAS students.

Wohlpart: Can I ask why?

Swan: Because it's a very different degree. The student population has very different experiences and background; has certain needs that the BA student is very different from. So they're entirely different. And they're also perceived, maybe wrongly, but by the BA students as inferior and easier. Again that may be wrong. It may be right though. We can go back and forth. So we can create an absolute distinction so you can't take—you become a BAS students and you can't take that course.

Peters: One question I've had throughout this discussion is how the Liberal Arts courses are actually going to be offered? It seems more efficient to me to the extent that we are already offering some of our Liberal Arts courses online, that our BAS students would enroll in those normal courses. And I would advocate for that personally, just speaking personally, because if we are going to... if what these students want in order for advancement is a four-year degree that gets them a Liberal Arts grounding in addition to their already existing technical knowledge, then they should get the same rigorous Liberal Arts education that every other student at the University gets.

O'Kane: Correct.

Peters: And so I personally would say, that as much as possible, I would prefer Liberal Arts courses to be open to all students, and **not** to segregate off. I would say the way that you indicate some sort of inferiority for a degree would be to segregate them off into their own special little Liberal Arts courses, but that's my personal view on it. But I also wanted to briefly speak about the...

Swan: Can I ask you something directly about that? Because the proposal about cohorts is creating the BAS Liberal Arts core course. We have said in the past exactly what you have said. The point of the Liberal Arts core for this group IS to give them academics. But we've been told that they need the cohort which would be restricted to them. We need more consistency and clarity about actually what are we doing.

Peters: I think it's pretty clear that major or specific courses will definitely be offered in that core model. Personally, I'm a little unclear about how the Liberal Arts courses are going to work out-- If they will be offered in that cohort model or not. I did have a comment on Jesse's suggestion on the ...about the language about the courses being offered online. This is generally a statement of the degree. Do we want to preclude the possibility that there might be a program that would identify some appropriate Cedar Valley-on campus method of delivery for a degree like this? I personally don't know what that would be, but if you put in the degree statement, 'these degrees will only be offered in an online format, it does preclude the possibility if we see some sort of in-person on campus classes for some sort of need in the immediate area. Or weekend or evening classes. I can't think of a concrete example off the top of my head, but if you say in the degree statement, 'these will be offered entirely online,' you're basically saying the department you can't do that. I would personally be a little reluctant to do that.

Kidd: Just to second a couple of things Scott has said, one is the 'primarily online' might preclude blended courses where you might be teaching a classic Liberal Arts course in person and online at the same time, which might be useful and reduce overhead costs, and that you wouldn't need to offer a special online course only. Two, the cohort model that I had understood had more to do with staffing to make sure that these students, if you organize what year, what time they take a class, then you don't have to offer this every semester, and so you would reduce the overall...you

know, increase class size without decreasing the opportunity to graduate. Also, I don't remember hearing that there was going to be a firewall between students taking BAS and BA on the course level. While there would be courses which would only apply to graduation for a particular major, I don't remember any event that was going to say that Liberal Arts Core classes towards the major would not be shared between the BA and BAS students. And the reason for this degree, to be different from a BA or BS is because it has different requirements. If a degree has different requirements, it must be a different degree. That's just very simple.

Rhineburger-Dunn: From our perspective in our program, we're as mostly sociologists teaching PhD's and criminology within sociology but focusing on criminology, we're very resistant to separating out students and assuming they're somehow not qualified to take courses as are other students. And it's good for our current students to have interaction with people who are actually working in the field. You do get a different perspective. On occasion I've had professionals in my classes and they bring something way different to the table that sometimes knocks the socks off some of our current student in sometimes bad ways, sometimes really good ways. We don't want to restrict that. Some of our classes in our BAS program are not a part of our existing majors, but that doesn't mean that we wouldn't want our students to take it as an elective. Some students have university electives way beyond a major and they might as well have an opportunity to take those classes, if there's seats available. It just seems prudent, if there are seats available, to allow students into that course to

resist the possibility of people calling this a watered down degree. You're going to get that kind of negative feedback if we separate students and segregate them into their own classes like 'You're not good enough to be with our BA students.' Our faculty would be very resistant to being forced to keep the BAS students separate.

O'Kane: We are just about to run out of time, so we have a few options: I think this is a very, very important topic that needs to be discussed, so I would suggest that we have a motion that we go longer. Somebody make a motion for 5:15. That's one possibility. Another possibility is we simply call the question and take a vote now. And a third possibility is we simply table it and bring it up again in two weeks. I don't know how to get what you all prefer.

Kidd: I think we still have a decent amount of discussion, so I recommend we bring it out at the head of the order at our next meeting.

O'Kane: That's perfectly fine with me. That might be a little bit of an imposition for some of our guests, but if you all don't mind...

Swan: I second that motion.

O'Kane: Okay. So the motion on the floor is that it be tabled again until next week. [meeting]

Swan: That we pick up immediately when we reach the docket with where we are now.

O’Kane: Absolutely. The motion is to move it to the head of the docket, to table it at the head of the docket next time. All in favor? All against, ‘nay.’ Abstentions? Can I have a motion that we adjourn? **Walter** and **McNeal**. All if favor, ‘aye.’

Submitted by,

Kathy Sundstedt
Administrative Assistant/Transcriptionist
UNI Faculty Senate

Next meeting: 3:30 p.m. Monday, October 12, 2015
Oak Room, Maucker Union

Follows are 0 Addendum to the minutes