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University of Northern Iowa Faculty Senate Meeting Minutes, March 26, 2012

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Regular Meeting
UNIVERSITY FACULTY SENATE MEETING
03/26/12 (3:32 p.m. – 5:11 p.m.)
Mtg. #1712

SUMMARY MINUTES

Summary of main points

1. Courtesy Announcements

Press identification included:

Emily **Christensen**, *Courier*

Jaime **Yowler**, *Northern Iowan*

Provost **Gibson** was absent.

Faculty Chair **Jurgenson** offered no comments.

Vice-Chair **Breitbach** was absent.

Chair **Funderburk's** comments included 4 topics:

1) Noting that the Board of Regents did not honor the Faculty Senate's request to delay their action on the proposed cuts at UNI. He attended the Council of Provosts meeting and heard concerns from them regarding the timing of this action, and later ISU's Provost Hoffmann, during the Board's Education Committee meeting, reiterated the concerns regarding the timing. **Funderburk's** own direct requests to individual Board members found no support.

2) Publicly acknowledging and thanking the NISG Senate for two resolutions it has shared with the Faculty Senate: SSR 2012-24 and SSR 2012-25.

3) Noting that Faculty Senate officer elections will be held the last regular meeting of this semester, April 23. He charged 6 outgoing Senators with coming up with a list of nominees for Chair and Vice-Chair.

4) Requesting that the Senate consider moving briefly into executive session after the HLC discussion is completed for him to share a couple of items.

2. Summary Minutes/Full Transcripts for approval:

March 5, 2012

****Motion to approve with no corrections offered (Neuhaus/East). Passed.**

March 19, 2012, not yet available for approval so tabled until a future meeting.

3. Docketed from the Calendar

1124 Motion for a vote of no confidence.

****Motion to be docketed out of order at the head of the docket (Kirmani/Terlip). Failed. Senators voted not to docket this calendar item.**

1125 1022 Request for Emeritus Status, Allen Rappaport, Department of Finance, effective 7/1/12.

****Motion to docket in regular order(Smith/Wurtz). Passed.**

1126 1023 Request for Emeritus Status, Richard Colburn, Department of Art, effective 6/30/12.

****Motion to docket in regular order (Terlip/East). Passed.**

1127 1024 Request for Emeritus Status, David Walker, Department of History, effective 6/30/12.

****Motion to docket in regular order (Neuhaus/Bruess). Passed.**

1128 Dead Days Resolution.

****Motion to refer to the EPC (East/Swan). Passed**

1129 1025 Regents Awards.

****Motion to docket out of order today, directly after the HLC discussion, for consideration, possibly in executive session (Neuhaus/Terlip). Passed.**

****Motion to endorse committee recommendations following executive session discussion (Terlip/Kirmani). Passed.**

4. Consideration of Docketed Items

1116 1014 Emeritus Status Request, Thomas Fogarty, Geography, effective June 30, 2012

****Motion to endorse request (Bruess/Kirmani). Passed.**

1114 1012 EPC Recommendations Regarding Academic Ethics Policy

****Remained tabled (DeBerg/Roth) until a future specific date.**

1117 1015 Emeritus Status Request, Carol Colburn, Theatre, effective June 30, 2012(**Smith/Terlip**).

****Motion to endorse request (Terlip/Bruess). Passed.**

1118 1016 Consultative session regarding activities of the HLC Assessment Academy(**Peters/Neuhaus**).

****Completed with Associate Provost Licari and Director of the Liberal Arts Core, Deirdre [Deedee] Heistad.**

1119 1017 Report and Recommendations of the ad hoc Bylaws Committee regarding committee structure (**Smith/Bruess**).

****No action today.**

1120 1018 Motion to discharge the faculty Strategic Planning Committee (**Peters/East**).

****No action today.**

1121 1019 Motion to change the charge and membership of the Faculty Senate Budget Committee (**Bruess/Neuhaus**).

****No action today.**

5. New Business/Old Business

Executive Session (4:46 p.m. to 5:10 p.m.) Remarks by Faculty Senate Chair **Funderburk** and discussion of the Regents Award committee recommendations.

****Motion to endorse blindly the recommendations of the nominating committee for the Regents Awards [Kirmani/Van Wormer]. Failed.**

****Motion to move to executive session [Peters/Terlip]. Passed.**

****Motion to arise from executive session. Passed.**

****Motion to endorse the Regents Awards recommendation [Terlip/Kirmani]. Passed.**

6. Adjournment

****Motion to adjourn at 5:11 p.m. (Bruess/Dolgener). Passed.**

Next special meeting:

April 2, 2012

University Room, Maucker Union

3:30 p.m.

**FULL TRANSCRIPT OF THE
UNIVERSITY FACULTY SENATE MEETING
March 26, 2012
Mtg. 1712**

PRESENT: Gregory **Bruess**, Forrest **Dolgener**, Philip **East**, Chris **Edginton**, Jeffrey **Funderburk**, Deborah **Gallagher**, James **Jurgenson**, Syed **Kirmani**, Michael **Licari**, Chris **Neuhaus**, Scott **Peters**, Michael **Roth**, Jerry **Smith**, Jesse **Swan**, Laura **Terlip**, Katherine **Van Wormer**, Susan **Wurtz**

Absent: Karen **Breitbach**, Betty **DeBerg**, Gloria **Gibson**, Marilyn **Shaw**

CALL TO ORDER

Chair **Funderburk** [3:32 p.m.]: I'd like to call the meeting to order. We do have a lot of stuff on the Agenda and things to look at. So can we keep it moving?

COURTESY ANNOUNCEMENTS

CALL FOR PRESS IDENTIFICATION

Funderburk: Call for press identification. [**Christensen** raised her hand.] Emily **Christensen** of the *Courier*.

Yowler: Jaime **Yowler** with the *Northern Iowan*.

Funderburk: Thank you very much. Anyone else? [no indications] Ok. Thank you.

COMMENTS FROM PROVOST GLORIA GIBSON

Funderburk: Provost **Gibson** is unable to join us today.

COMMENTS FROM FACULTY CHAIR JAMES JURGENSON

Funderburk: Chair **Jurgenson** has not joined us today. [He later arrived and had no comments to offer.]

REPORT ON COMMITTEE REORGANIZATION FROM VICE-CHAIR BREITBACH

Funderburk: Vice-Chair **Breitbach** is not here.

COMMENTS FROM FACULTY SENATE CHAIR JEFFREY FUNDERBURK

Funderburk: I, on the other hand, am here and have some comments [light laughter]. [Reading from a prepared statement]

As you are aware, the Senate's request to delay Board of Regents action on the proposed cuts was not honored. I attended the Council of Provosts meeting last week which, following a lively discussion, the Council of Provosts decided not to take a vote with regards to the proposed cuts. Many expressions of concern were made with regards to the timing of this action. At the meeting of the Board's Educational Committee the following day, which voted to endorse the cuts, Provost Hoffmann from Iowa State reiterated the concerns regarding the timing.

In addition to the Council of Provosts, I met with some individual Board members to try to make our case for more time. Unfortunately, I found no support for delay.

On an entirely different note, quoting Monty Python, [once again reading] I wish to publicly acknowledge and thank the NISG Senate for two resolutions it has shared with the Faculty Senate.

The first, SSR 2012-24 states:

That the Northern Iowa Student Government supports the following statements:

- 1) We thank Governor Branstad for his proposed increase in funding to the University of Northern Iowa.
- 2) We thank the Iowa Senate for its proposed increase in funding to the University of Northern Iowa.
- 3) We request that the Iowa House increase its proposed funding to the University of Northern Iowa in order to better support our university programs and to reduce the need for future cuts to university programs.

The second, SSR 2012-25 states:

That the Northern Iowa Student Government supports the following statements:

- 1) We request that the University of Northern Iowa Administration engage in greater acts of transparency and consultation with students.
- 2) We request that the University of Northern Iowa Administration, Faculty, Staff and students, in order to maintain the high quality of our education, commit to engage in civil and constructive dialogue with each other, both inside and outside the classroom.

On behalf of the UNI Faculty Senate, our thanks to the students who are actively engaged in efforts to protect and strengthen this institution of higher learning.

On a seemingly more mundane but maybe exciting note [again reading], elections for leadership of the Faculty Senate are slated for the last regular meeting of the year which is April 23. [Interjection: Maybe I'm the only one that's excited about this, said **Funderburk**.] [laughter all around] According to our bylaws, the nominating committee is made of those who are completing their term on the senate. According to my records, that indicates the following senators:

Karen Breitbach
Mike Roth
Marilyn Shaw

Katherine Van Wormer
Susan Wurtz

I would ask that this group begin to consider possible nominees for the positions of Chair and Vice-Chair of the Senate.

Lastly, I would like to request that the Senate move into executive session toward the end of our meeting today in order for me to have a discussion with you about a couple of items. [end reading of prepared statement]

Funderburk (continuing): If we can, we can back up now. Chair **Jurgenson** [who had arrived], do you have any comments?

Jurgenson: I have no comments. I have no comments.

Funderburk: Very good.

BUSINESS

MINUTES FOR APPROVAL

Funderburk: Minutes for approval. Do we have a motion—do we have any changes that were submitted to the very brief Minutes of March 5? I know of none from the Secretary [**Peters**]. If there are no amendments from the floor

Neuhaus: Move to approve.

Funderburk: Motion to approve. Is there a second? Senator **Neuhaus** to approve.

East: Second.

Funderburk: Second from Senator **East**. Discussion? All those in favor? [ayes heard all around] Opposed? [none heard] None. Abstentions? [none heard] None. Ok, approved.

The Minutes from March 19, due to both travel and illness, have not been distributed, so we will table those until a later meeting to deal with those.

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

Funderburk: Ok, now to find my next set of notes so that I don't mess anything up here along the way [pause, papers shuffling]. Ok. Now we are ready for consideration of calendar items for docketing.

Consideration of Calendar Item 1124 for Docket #1022, Motion for a vote of no confidence.

Funderburk: Calendar Item 1124 which is the motion that was forwarded to us from the Teacher Education Senate requesting that the University Faculty Senate consider a no confidence vote in the current Administration. I want to note that among other things this petition calls for the item to be taken at the head of the docket. Is there a motion to docket 1124?

Kirmani: So move.

Terlip: Second

Funderburk: Senator **Kirmani** makes the motion. Senator **Terlip** second. Discussion? Senator **Neuhaus**.

Neuhaus: Do we have a sense of what we're intending to do with this? I mean, is this supposed to be punitive, or is this supposed to be strategic? I can—I can see that continuing to do this sort of thing could cut both ways. It would feel real good at times to rail against folks that we think that have failed, but at the same time we're—we're looked upon by others outside of our own community, and I don't know whether continuing this is for benefit or whether this might hurt us.

Funderburk: Senator **Terlip**.

Terlip: I—I think it's important since we are representatives of the faculty and that they voted that that way that we show solidarity with them and go on looking at it more in that light than continuing to rail, but more of reflection of what our constituents have already voted on.

Funderburk: Senator **Wurtz** and then Senator **Edginton**.

Wurtz: He was signaling first, so I would defer.

Edginton: I—I think we've been overcome by current events. I think we've had a vote of no confidence by the faculty. This—this vote was taken by the Education faculty—Teacher Education faculty before that vote of no confidence by the faculty took place. It seems to me that at this point, although I agree to some extent with Senator **Terpel's** [sic, **Terlip**] comments about showing solidarity, I—I don't think it serves any purpose at this point. We—we've just been overcome by the events that have occurred. Had we addressed this before that vote of no confidence by the faculty occurred, you know, then maybe, but I don't think it's appropriate.

Funderburk: Most gracious Senator **Wurtz** and then Senator **Gallagher**.

Wurtz: I would feel uncomfortable with the idea that the Senate is there to provide a foundation of solidarity. I think we're here to provide leadership rather than to simply be reflective. If we're simply going to reflect what College Senates say, we don't need the Senate.

Funderburk: Senator **Gallagher**.

Gallagher: It was pretty close to what Senator **Wurtz** said that is this kind of a—it—it—it would almost seem to be like a rubberstamping thing of going through a motion. Beyond that, then we'd have to re-discuss it as Senator **Neuhaus**..... So I—I'm—I'm simply unclear. I'm not for or against it at this point, but I—but I'm just unclear what purpose it would serve.

Funderburk: Senator **Neuhaus**.

Neuhaus: One other thing I noted in—I'd certainly be willing to vote "still unhappy and would like to see improvement," but we are asking to generate a—a budget procedure there, and—and to do so I think must mean that we have some confidence in the leadership because we're going to join them in this. I don't know. Or maybe this is just a—a matter of engagement, rather than in joint leadership. But to declare we have no confidence and then at the same—in the same meeting say, "Well, we'd like to meet with these folks, with which we have no confidence." Unless of course we're taking the approach of "Well, sometimes we talk with North Korea, too." I don't know.

Funderburk: A clarification from the motion. Is that a motion to docket out of regular order at the head of the order also?

Kirmani: Yes.

Funderburk: Ok, thank you. Any further discussion? Are we ready to vote on docketing? All those in favor of docketing 1124 at the head of the order, please say "aye." [a few ayes heard] All those opposed? [many ayes heard] If we want a show of hands.....but I think it was clearly defeated.

Gallagher: Point of order. I mean, this is just for docketing.

Funderburk: It's just for docketing.

Gallagher: Ok.

Funderburk: Ok? Motion fails so 1124 is not docketed.

Consideration of Calendar Item 1125 for docket #1022 Request for Emeritus Status, Allen Rappaport, Department of Finance, effective 7/1/12.

Funderburk: 1125, Request for Emeritus Status, Allen Rappaport, Department of Finance. Motion to docket? Senator **Smith**.

Smith: Move to docket in regular order.

Funderburk: Regular order. Second?

Wurtz: Second

Funderburk: Second Senator **Wurtz**. Discussion? All those in favor, “aye”? [ayes heard all around] Opposed? [none heard] Abstentions? [none heard] Ok.

Consideration of Calendar Item 1126 for docket #1023, Request for Emeritus Status, Richard Coburn, Department of Art, effective 6/30/12.

Funderburk: 1126, Request for American—Emeritus—American? [laughter around] Emeritus Status, for Richard Colburn, Department of Art. Motion?

Terlip: I move.

Funderburk: Regular order? [**Terlip** nods.] Senator **Terlip** motion to docket in regular order. Second?

East: Second.

Funderburk: Second from Senator **East**. Discussion? All those in favor of docketing in regular order, “aye”. [ayes heard all around] All those opposed? [none heard] Abstentions? [none heard] Motion passes.

Consideration of Calendar item 1127 for docket #1024, Request for Emeritus Status, David Walker, Department of History, effective 6/30/12.

Funderburk: Emeritus Status Request from Dr. David Walker.

Neuhaus: Move to docket in regular order.

Funderburk: Senator **Neuhaus**. Senator **Bruess** [who indicated a second]. Discussion? All those in favor? [ayes heard all around] Opposed? [none heard] Abstentions? [none heard] Passes.

Consideration of Calendar Item 1128, Dead Days Resolution.

Funderburk: 1128, this is a resolution forwarded to us from NISG regarding Dead Days. Motion to docket?

East: I have a question.

Funderburk: Senator **East**.

East: This comes to us directly from the—the NISG. Has the EPC considered it? Or are we going to

Funderburk: It has not been through the EPC. And it alternately could be referred directly to them.

East: I move we refer it to the EPC.

Swan: Second.

Funderburk: Ok, I think Senator **East** and Senator **Swan** on referral to the EPC. Are there any—is there any discussion of this? All those in favor for referring the Dead Days Resolution to the EPC, say “aye”? [ayes heard all around] All those opposed? [none heard]

Consideration of Calendar Item 1129 for docket #1025, Regents Awards.

Funderburk: 1129, and I have a note to say something about it. Oh, 1129 are the Regents Awards. Just before all the fireworks started going off, I got a request that we look at this item, and the request at the moment is that we can consider this out of occ—out of order, and I would recommend docketing it just following the EPC [sic, HLC] Report today. Senate action is

merely to endorse and to pass along to the next group. But it will require a bit of executive session, if we wish to know who the names are. I will say that--that one Senator is here, so if we do that in executive session, someone will have to abstain from taking action during this. So, is there a motion? I would request a motion for 1129 to docket out of order directly following the HLC Recommendation session which is docket 1016 today. Motion to do all that stuff I just said? [many voices and light laughter]

Neuhaus: So move.

Funderburk: Senator **Neuhaus**. Second? Senator **Terlip** [who indicated]. Any further discussion you'd like me to have with you? [laughter continues] Ok, all those in favor, "aye"? [ayes heard all around] Opposed? [none heard] Abstentions? [none heard] Ok. It's kind of nice to have a lighter section in one of these meetings for a change. [voices agreeing]

CONSIDERATION OF DOCKETED ITEMS

DOCKET #1014 , EMERITUS STATUS REQUEST, THOMAS **FOGARTY**, GEOGRAPHY, EFFECTIVE JUNE 30, 2012

Funderburk: Ok, docketed items. Docket #1014 is an Emeritus Status on Thomas **Fogarty**, Geography. Motion to—I guess we say we're not supposed to be "approving" but "to endorse"—from Senator **Bruess** [who indicated]. Seconded from Senator **Kirman** [who indicated]. Ok. Discussion? Does anybody have anything they would like to say about Dr. Fogarty? Nothing perhaps? No problem. We don't have anybody here from Geography. All those in favor, say "aye"? [ayes heard all around] All those opposed? [none heard] Abstentions? [none heard] Passes.

DOCKET #1012, EPC RECOMMENDATION REGARDING ACADEMIC ETHICS POLICY, TABLED

Funderburk: Docket 1012 is the EPC Recommendations Regarding Academic Ethics Policy. Request that we table this until a date that we can take up quite a number of EPC's policies they are coming forward with. I

talked to the Chair. That would be their preference also so that they could come as a Committee, and there'll be 3 or 4 items all at the same time. So if we have a motion to—to table until later. [several voices noting it is already tabled] Well, I guess the table is still there, so we don't have to do anything. [voices agreeing]

DOCKET #1015, EMERITUS STATUS REQUEST, CAROL COLBURN, THEATRE, EFFECTIVE JUNE 30, 2012

Funderburk: Emeritus Status then for Carol **Colburn**. This is 1015. Motion to endorse from Senator **Terlip** [who indicated]. Second?

Bruess: Second

Funderburk: From Senator **Bruess**. Almost from Senator **East**. Discussion? I'll note that this takes effect after this semester, so this is a little bit early, but in the—the—I've actually had this since August, so I was afraid we were about to lose it. Senator **Terlip**.

Terlip: I—I haven't had a chance to work with **Carol** much, but when I have, she has been a delight. I know how dedicated she's been to the Theatre program and her students. And she's contributed immeasurably to a number of things. Among others, one of the more unpopular things we do which is outcome assessments, so she's to be congratulated for all the creativity and—that she brought to campus.

Funderburk: Ok. Others? All those in favor, "aye"? [ayes heard all around] Opposed? [none heard] Abstentions? [none heard] So moved.

DOCKET #1016, CONSULTATIVE SESSION REGARDING ACTIVITIES OF THE HLC ASSESSMENT ACADEMY

Funderburk: Ok, now to docket 1016, the Consultative Session Regarding the HLC [Higher Learning Commission] Assessment Academy, and I'll turn that over to Associate Provost **Licari**.

Licari: Thank you for the opportunity to speak with you about the activities of the Assessment Academy. What's going around [a 2-page handout which may be found at the end of this transcript] is just a—a quick handout that outlines at the very top just a couple of the points that we'll cover, and then the rest of the handout is the sample of the Cornerstone Assessment Plan, and one of the—on the back, one of the particular goals.

I will note that Deedee (Deirdre) **Heistad**, the Director of the Liberal Arts Core is here, too, mainly because she's got responsibility essentially to facilitate a lot of these—these activities because they all—all center on the Liberal Arts Core. Of course, the whole point of the--our participation in the Assessment Academy is to create a plan for assessment of learning in the LAC, to find ways to facilitate the development or examination of assessment in the particular categories. [coughs] Excuse me. And then to make sure that the procedures that we use to assess the various categories are set up in a way that are—that's, you know, not burdensome--that are actually set up in a way to allow faculty to focus on, you know, reflecting on what the students have learned, rather than going through the bureaucracy of amassing data and—and all that kind of stuff. Our current procedures, I think, right now are not structured in a—in a very helpful way.

So, there really are 4 kinds of areas that we focused on. One is the revision of the LAC Category Review Process. The second is ongoing development of revised outcomes and goals for the LAC. Faculty will be in—in their category committees doing that. Introduction of revised, potentially anyway, LAC curricula. That's—that will be up to the curriculum process, of course. And then continued work in providing some support in terms of thinking about assessment of the Liberal Arts Core, and I can run through some of the stuff that we've already done in terms of timeline. Our participation started in really the late Fall of 2010. And we really got going the Spring of '11.

One of the initial projects that came out was since we were bringing Cornerstone online at that time, at least gathering the faculty who were interested in teaching it, was the development of an assessment plan for Cornerstone. We can talk about that in a minute. We've added some

workshops that we've done, strategies for assessment. We've brought in a variety of speakers. Stephen **Brookfield** was here on critical thinking. John **Zubizaretta** was here on portfolios. Donna **Vinton** gave a presentation on e-portfolios. Some of us have also given presentations on the use of portfolios or assessing Cornerstone, at conferences of the HLC, and the Students in Transition Conference and things like that. So, I think it—I think, you know, the end result, too, would be to take what we've learned, to take what has been developed and kind of demonstrate it to the whole academic community. And so the activities that we have—are supporting right now will contribute to the overall goal of the Assessment Academy, which is to strengthen overall assessment in the Liberal Arts Core. So we've got some of these specific activities that we can run down and talk about.

Heistad: I'll go through some of the different activities related to the Liberal Arts Core and just keeping in mind that all the different activities are in fact working together strengthen the overall assessment of the LAC. To give you a little context when we talk about Cornerstone, just as a reminder, we began to pilot this 6-hour, year-long course in the Fall, and basically what the course does is it provides another option for students who still need to complete their Oral Communication requirement as well as their Writing requirement. So we have the combination of those two categories in addition to the incorporation of topics of First Year Experience materials. In order to pilot it last Fall, we began the previous Summer.

So we joined the Academy in the Spring 2011 and began working on it. So in the Summer 2011 the faculty began to develop the Cornerstone course, and part of the development was, in fact, the development of not only the goals and outcomes but the assessment plan right along with it. We brought in an expert. Her name is Peggy **Maki**. She came to campus for 2 days. She did a couple open sessions with faculty all over campus. She did sessions on good student outcomes assessment, on what it is and how you do it, for student outcomes. And then she spent the rest of the time working closely with the—the faculty who would be teaching Cornerstone to create an assessment plan.

The plan to assess Cornerstone includes a variety of different tools, including pre- and post-course surveys. We chose to use the SALG

instrument, the Student Assessment of Learning Gains. We also decided to use portfolios. We focused a lot on the indirect measure from the Map-Works, administered to students both Fall and Spring. And then, of course, this Spring we will be using some of the NSSE-type work.

So, this Fall the first half of the year-long course was offered to approximately 250 freshman students who were recruited during the 2011 Summer Orientation Session. We had a total of 10 sections. We participated in many different types of assessment for the course, anything from weekly faculty meetings and listserves where we worked on formative assessment. Basically, it was a type of ongoing teaching support, an informal tool for the faculty to discuss improving learning in the classroom. We had different surveys. We had surveys for the students, but we also administered surveys for Cornerstone faculty regarding the development that they did in preparation for the course as well as their experiences in teaching the course. We used peer teaching assistants in the course. We also did the same type of assessments with them. And then finally we decided that even though the course was only half completed, we did begin to work on the formal assessment. And we met—we did an assessment retreat, just the faculty who were teaching the course. We divided up into teams, and we began to analyze the data that we had collected in the form of writing samples and speeches.

To get an idea of the assessment plan that we're working from, on the handout that we gave you on the front page you have basically a pictorial of the 3 goal areas in terms of Communication, Civility, and Success in College with the over-arching notion of critical thinking. Then what you have are the course outcomes. So we have 3 different goal areas and 2 outcomes for each goal. So this is, of course, our first stab at creating goals and outcomes for the course, as we're in the process of creating it.

I think that what you'll find more interesting is on the backside. This is the first page of the actual assessment plan. So, how exactly are we going to try to measure these different learning outcomes? So, for example, at the top of the page you have Goal #1 of the Communication Goal. Then you have the outcome. And keep in mind this is just outcome A. So, for example, we have a sheet like this for Goal 1, Outcome A, Goal 1, Outcome

B, for each one. And then what we did was because it's a year-long course, we actually decided to divide our assessment plan and baseline measurement mid-point, keeping in mind that mid-point for this particular course is the end of the first semester, so it could be considered end-point for first semester, because we do have to actually evaluate the student, or a mid-point in the year-long course, and then we have summative. So on the left-hand side we try to include both direct and indirect measures for the baseline, mid-point, and summative evaluation. And then on the right-hand side what you have are basically the criteria of judgment, what exactly we were going to use to measure this. So, if we were going to use common rubrics, you know, based on writing samples, that's what that would tell us.

So this is what we've done for Cornerstone up until this point. That took us through Fall. Last Fall we had our Assessment Retreat. Now, what we have done since then is, based on the information collected via Map-Works, SALG, and then the collection of artifacts, the writing samples and the speech samples, we did prepare a mid-point assessment report for the Provost, because we understand that this particular course is under a lot of scrutiny, and we want to make sure that we continue with the course. At this point we have decided to go ahead and double the number of sections offered, so instead of offering the course to 250 students in the Fall, we are upping that to 500 students.

So, what's left for this first year of assessment? Well, we have to do the analysis of the summative assessment data, and that's going to not only give us information about the student learning, but also it's going to give us what we need in terms of preparation and experience in order to basically help those who will be teaching, the peer teaching assistants, everyone who is going to be working on the course next year. So that's one example of one of the activities that we're working on.

Another example would be that in November the Associate Provost for Academic Affairs, myself, and one of the co-chairs of the LACRSC—the Liberal Arts Core Review Steering Committee—held meetings with all of the different categories. And during those meetings what we were finding out—what we wanted to find out was what was working, what wasn't working, especially in terms of assessment. If you rem—if you remember,

we also had a meeting. I came before you one other time this year. It was in regard to the Category IV Review that came up, and so that, too, actually was quite informative about what needs to be changed, because as we all remember that wasn't the most successful Review.

So, a few things came out of these conversations, and basically it resulted in the—in the decision that, and the LACC has—has supported this, but the category review procedures need to be revised so that the review process is more meaningful to both the faculty and the Administration. We decided that the assessment of the—of the category should be embedded into the review. The reviews need to be less burdensome for the faculty. They need to be ongoing reviews instead of episodic events. The category review should be coordinated at the Dean's level. There was talk of having an Associate Dean at least as being a co-chair or a chair of a coordinating committee, and then finally the decision was made that a task force would come together to start working on this.

So, two things happened in relationship to that. One, I have now been meeting with Category IV, so the same category that came before you. We have now been meeting on a weekly basis. Kavita [**Dhanwada**] and I have been chairing the committee, so we now effectively have a Coordinating Committee for Category IV. We're currently working on the revision of their goals and outcomes and with the goal being to create an assessment plan for the category.

And then the other thing that's been happening is that we did create a—an Assessment of Review Procedures Task Force. On the advice of the Liberal Arts Core Committee, we put together a group of people, including some members of the LACC, but also we have on it, for example, Associate Dean **Dhanwada**, and so Associate—Associate Dean **Bass** from SBS, who are working on that Committee. And so basically we've been meeting this Spring trying to come up with ideas of how we can make the review procedure less burdensome. Another person on the Committee is Kristin **Moser** from IR, with the idea being that I, as the Director, can come up with a way to actually provide data for the different review teams so that they don't spend as much time trying to collect information and can ins—instead

spend the time actually talking about what's happening in the classroom and making meaningful changes, if necessary, to the learning experience.

I think that what's going to come out of that is that I will be asking to come before you again in the near future because I think that what we're going to try to propose is that next year all categories in the LAC have to revise or create measureable learning outcomes that include an assessment plan. That's part of the goal of the Assessment Academy.

So that gives you a couple ideas of things that we've been working on in the Liberal Arts Core to basically further the Assessment Academy goals.

Licari: Yeah, the last component is kind of an add-on and that is to take the opportunity to increase the quality and rigor of Student Outcomes Assessment in graduate education. We have a situation where almost all of our graduate programs have developed an SOA plan, but the use of the plans is uneven. And so as—as we took last year in the Graduate Council and Task Forces of the Graduate Faculty to develop a Graduate Education Strategic Plan, we put into the Strategic Plan for Graduate Education this goal of Student Outcomes Assessment, and lately I've been working with Graduate Council to seek their advice on how to move forward on this.

Student Outcomes Assessment at the graduate level is a little bit of a different thing than at the undergraduate level. In a sense, it's oftentimes easier, because you've got established benchmarks that students need to clear: a thesis, a comprehensive exam, or something like that which is a natural kind of data collection point for—for the—for the program. The trick is for them to then compile that data in a way—in a—with an eye towards, you know, with it being reflective about their curriculum. But I'm—I'm moving forward basically with the—with the advice of the Graduate Council, and we've so far been discussing some of the particular needs that—that some programs have given their—their status with accrediting bodies. And so there's—there's that to consider as well. So, questions?

Terlip: I have a couple of comments.

Funderburk: Senator **Terlip**.

Terlip: I guess the first one is I recognize that we're starting Cornerstone, but is there going to be an attempt to look at these competencies at other points in a student's career, or is this still going to be tied to a single course?

Licari: Well, what we're—you know, they're—the—Cornerstone course assessment is a course-based assessment. And there—well, let me back up. It—it will almost be a category assessment, because it combines both, you know, Writing and—and Speaking. But the rest of the activities that are going on are category-based. What we also need is an overarching, you know, set of expectations for our students upon either completion of the LAC or upon graduation, because, you know, we need to know what our students learn throughout their time here, not just in all of these discrete little steps that they go through.

Terlip: Right, and that's really kind of what my question is. Are we working on those big, broad goals and measurement points?

Licari: And, you know, we've been—I can't say that we've actually, you know, put pencil to paper, but we've been thinking about the idea of how to articulate between a category goal and maybe an overall LAC goal or an overall goal about what we want our students to look like upon graduation. That—those aren't—those aren't easy, and, you know, we need larger—well, frankly, I mean, that's one of the nice things about being able to come to the Faculty Senate, is we need larger input, you know, advice and ideas about how this might work, because that's a—you know, that's a challenge.

Terlip: My—my other ques

Heistad: Could I—I had something to share on this.

Terlip: Sure, go ahead.

Heistad: I think that—that what I appreciate most about the question is the fact that, for example, as we're doing the assessment of College Writing

and Research or Oral Comm or Cornerstone by using common rubrics and by using kind of national-based—or nationally-supported rubrics from like the AACU, what we're doing is we're being able to demonstrate that, in fact, this is one writing course in college. You know, these are freshman students who are doing their first writing course, and so if they get the proficiency of first-year writing students, then we should see that as successful. So I think that what your question is is that we do have an issue here at UNI in that we have the Liberal Arts Core and we know what we want as professors when our students are in advanced levels, but do we have a plan to get them—we seem to—we have a plan I can show you as the Liberal Arts Core Director, or will be able to show you where they'll be when they finish the Core at UNI, but the question is do we have then—you know, how do we get that through the junior-level writing? How do we attain junior-level writing proficiency? But I do recognize that we need to know where they are in the beginning, and that we have to assess that and be able to show that to you, so that I can go to any major and say, "Well, this is what they know in the LAC, so in your major, you know, this is what you can expect. And how can you take them from basically elementary proficiency to mastery?"

Terlip: I think—I had another question in talking about revising and creating additional assessment plans. Is that—the input for that—primarily again going to come from people who teach the courses, or are you going to try to get information from the general faculty about what they'd like to see so that those teaching those courses can work towards that?

Licari: Yeah, you know, I mean, these processes are—are—are certainly open. The—the development of—redevelopment of the Category IV Coordinating Committee, you know, is—is something that—it was, you know, kind of thrown open to—to—we have other faculty on it from across the University.

Heistad: From every—all of the sciences, except Chemistry for right now.

Licari: The—you know, the other thing we can do, too, is—you know, if—and that then, you know, that's actually a really good point—is to be mindful of that and to make sure that there are presentations back to

campus so that as categories develop, you know, their goals and outcomes and their assessment plans, that there's an awareness from the rest of campus about those developments. You know, because, if—you know, the Liberal Arts Core Category IV is not just theirs--it's, you know--it's the faculty's because you get your students after, during, before, they go through those categories, and so, you know—but also I think a help in terms of, you know, a better collective understanding of what our expectations are on the LAC.

Funderburk: I've got Senator **East** and Senator **Gallagher** and Senator **Smith**.

East: Two—one point and one question. The point was I want to reiterate what was just said about goals and outcomes belonging to the faculty, not to the category. In particular, the person I would least want defining goals and outcomes for science are scientists in the LAC. The person I would least want defining goals and outcomes for math is a mathematician, 'cause they look at it from the point of view of what—how we teach majors and what majors need to know rather than what the general populous should know. And the same goes for artists and theater and all sorts of—those—the people in the category in specialties should not, should not, should not, not, not, not, [some laughter] not determine the goals and outcomes for the category. They should work to teach it better but not determine those.

When you talk about the measurements, the standards and criteria of judgment, you sort of—it appears that you—you define the—the standard—well, not—well—that you define the data to be collected but you didn't actually define anything that sort of suggests success.

Heistad: You mean, the question is “how would you actually measure success?”

East: Right. So—so you give them this all then, and they answer the questions a certain way as, I presume, my recollection of SALG is a—is a Likert scale. What's success? Average? From every—over time, 25% better than last year. I mean—I mean, so how do you—how—how are you going to measure—at some point in time--I mean, you have to establish a

baseline, but at some point in time you actually have to start saying, “We’re not making it.”

Heistad: Yeah. I think that—that part of that has to do with the fact that, you know, at this point when it comes to Cornerstone, we’re at the formative, you know, mid-point now. By using certain types of rubrics, like the AACU value rubrics, if in fact we could demonstrate, and I anticipate that we can demonstrate, that students would in fact have proficiency wou—that would be on a 4-year proficiency scale of writing. You know, for example, were at freshman level writing upon completion or mid-sophomore year, then that’s how you would show it, using those nationally-normed rubrics. In terms of success of—of the course, I guess I’d need for you to be more specific in terms of exactly what you’re asking, if the course is successful.

East: I don’t know—I don’t know what I’m asking, but other than—I mean, I—I don’t know the specifics, but—but I do know that if you’re going to say—I mean, outcomes that we’re looking at are supposed to be back into instruction, and—and—and so it—it seems like at minimally you would be suggesting that—that—that—that maybe several categories of levels, if we’re a—if we’re—if we’re above this level, we’ll be really happy, and we don’t think we need to worry about instruction. If we’re at this level, we probably should be tweaking it, because we could see some room for improvement. If we’re at this level, we gotta scrap what we’re doing or make some serious changes. It seems to me that—that the ultimate goal of this isn’t to advertise to our students, incoming students, that we do a wonderful job, although that’s—certainly we want to be able to do that, but the goal is to—to feed it back into instructional improvement, right?

Heistad: Well, let me give you, because you’re talking about kind of specific measurements, let me just give you an example of one of the things that we’re particularly interesting in the writing in Cornerstone. One of the things that—that we all struggle with is that when we ask students to write about something, oftentimes they will give us a description or a narrative of something when, in fact, what we really want is an analysis of the material. And so what we decided to do in Cornerstone was to focus specifically in their baseline writing assignment on whether or not there were elements

of narrative description versus analysis. And so what we want to do is we used a rubric that allowed us to look at that. And so what we're going to do is we began with a baseline writing assignment, and we're going to use the same rubric for an end-of-semester/end-of year writing assignment, so we can actually see if there was improvement. Where are we now with that? Well, right now we're at the point that we at least decided that's what we wanted to look at, right? And we don't yet know if we've seen that.

Now, let's imagine a scenario in which their analysis is amazing. Well, we'll share it with the world. That's probably not going to happen, right? [light laughter around] And we are either going to have to re-tool the types of assignments, or we're going to have to do a better instruction. So that's the whole idea of closing the loop. And I guess that what's important to me is in—as—as you know, it's less about showing to everyone in whatever terms they want to know about how successful a course is, but the people who are teaching the course are having incredibly meaningful conversations about the quality of the writing that's taking place. And I think that that's ultimately what we're looking for.

Funderburk: Ok. So I've got Senator **Gallagher**, Senator **Smith**, Senator **Roth**, Senator **Neuhaus**, and Senator **Peters**.

Gallagher: Ok. I'm all in favor of assessment. I did see a—a line, up there, talking about the measurable outcomes, and as we all know, everything that can be counted may not matter and vice versa. My—my concern is that this will drive—and—and very close to what Senator **East** said, that we begin to instruct in a very reductionistic way, and perhaps even intervene on academic freedom, and that—that sort of thing. I hope that we don't become too regimented with this so that it becomes a regime. This word “discipline”—the discipline. Could you respond?

Heistad: And I think that that's—it's the balance, each with consistency, you know, so that we know that in a category or some—that students are in fact achieving the learning outcomes but recognizing that there are lots of different ways of achieving those learning outcomes and that that's important to have that balance.

Licari: Right. You know, the other thing that I—I guess I would see is a way to prompt discussions about being reflective about teaching. You know, at the end of the day, I think that's—that's the basis of—of—of attention to this. You know, it is discussion amongst your colleagues as to what, you know, what is—what's been effective, what seems to—to not work, and if there's any—I mean, any formality to it, it's that, you know, it's that these discussions have, you know, some intention about them in terms of being reflective about the—about the curriculum of the category or—or the particular way in which you are approaching a component in your class or something like that. And so I—I guess I would see this as primarily as—as a—as a faculty-based kind of reflective activity.

Gallagher: And that would—that's where it ends though?

Licari: Right.

Gallagher: Ok, because—well, if you look at what's happening in the public schools

Licari: Yeah, and there's that

Gallagher: and what makes best practices and the What Works Clearinghouse and—and the way that it has atomized. I—I'm just very concerned that after a while what—what is initially a reflective tool becomes a coercive practice.

Licari: Right, and—and there's the—and there I think is the actual reason for getting these processes and this activity going now so that it is under the purview and control of the faculty, rather than having an external entity saying, "I see you don't have this, so we—you shall have this. And here's how you shall do it." I'm really worried about that

Gallagher: Well, I

Licari: because I've seen it at K-12

Gallagher: Exact—and those kind of things are creeping into higher education, and so I’m very concerned

Licari: Right, and so, you know, it’s our concern.

Peters: Yeah, I’m sorry. On line, since you brought it up, this [page projected on overhead screen from <http://coolice.legis.state.ia.us/Cool-ICE/default.asp?Category=BillInfo&Service=Billbook&ga=84&menu=text&hbill=SSB3171>] is what I was going to ask you about, and **Mike**—Associate Provost **Licari** pointed this out to me a couple weeks after the—this session was sched—originally scheduled. This is actually a bill that’s—is still working its way through

Licari: It has morphed from Senate Study Bill 3171 into Senate File 2284.

Peters: So it’s now a Senate File bill? Is the language up here similar?

Licari: Language is, I copied and pasted this morning—[reading] “develop a program for implementing continuous improvement methodologies in every undergraduate course offered by an institution of higher education governed by the Board.” And then there’s a sentence in there that is just how to handle large sections. “Continuous improvement plans shall be developed and implemented beginning in the Fall semester 2013. The Board shall annually evaluate the effectiveness of the methodologies and plans and shall submit its findings and recommendations in a report to the General Assembly by November 1.” This is the concern, and I’ll tell you that an earlier version of this bill was even more threatening, that it wasn’t the Board that was requesting it. It was having us file stuff directly with the State Legislature. And so the threat is real. The threat that you’ve identified is real, and we need to make sure that this kind of stuff doesn’t happen.

Gallagher: So this is preemptive? Is that right?

Licari: Yeah, in a—in a way—that, you know, if—if we—if we can demonstrate that, “Hey, look, we’re doing this already.” And number 2, my—my response to this was to take great offense at the State Legislature

poking its nose into—in this. So, in a way, yeah, we can view this as preemptive, and

Jurgenson: They pay the bills, right?

Licari: preserving our

Gallagher: Academic freedom.

Licari: academic freedom, absolutely.

Funderburk: Senator **Smith**.

Smith: I have two questions. The first one, I think, is pretty straight forward. It has to do with what you talked about, **Deedee**, having categories, developed goals and outcomes for the categories. I assume that you're talking about the existing category structure, but how do you plan to interface that with potential new category structure that could arise from changes moving forward?

Heistad: Well, I—you know, on the one-hand, yes, we're working with the corner—the current category structure, but the fact is is that our goals and outcomes are pretty poorly stated in the current LAC, so we're not working necessarily with a lot. I think that, you know, should the categories change substantially part of that will have to be what, you know, I'm doing right now with Category IV, which is getting, you know, those who are teaching in the Category together to start working on potential goals and outcomes. Now, you know, what are some of the other bodies that could be looking at the goals and outcomes? When it comes to Category IV, any interested parties can come. We are meeting on Friday afternoons from 3:00 to 5:00 when we work on it. You know, I mean, it—it's open. So I think that's where we are right now. Without knowing what the Liberal Arts—you know, a potentially new Liberal Arts Core would look like, I think that what's most important is to take a look at the review procedures that we have and revise them in such a way that they could be applied to any type of structure we could come up with, and what we know about any type of

structure we can come up with is that a new structure would have to have goals and outcomes. So that's where we are right now.

Smith: My second question, and it includes a comment. It relates to the discussion that's just been going on. We want to keep that kind of stuff from getting a—getting in our face and telling us what we're supposed to do in the classroom, how we're supposed to teach, then we've got to be able to demonstrate that we're effective in—in educating these students. And that—that's accountability at the back end, that the students that spend 4 years here come out being educated. We've got to establish that. And so relating to that, it seems to me, have you thought about, or are you planning to have in your program assessments stuff that would be done at the end of students' programs when they're ready to graduate that you could use _____ value-added kind of thing. We do this in our College [CBB]. I think it could be very valuable here, and it does—it's a way of addressing concerns by taxpayers and parents that are spending a lot of money sending their kids to UNI and other schools, and they're not coming out very well-educated. I was thinking about that kind of thing as well as embedded assessments in the categories.

Licari: Yeah, and that's what I was saying is—is, you know, it's a little tricky to—but—but it is necessary to do—is to somehow articulate, you know, category reviews to go along with program and major-specific reviews in that kind of end of—of graduation time reviews. Now, I do think that that's something that could be very powerful. It would be a challenge, but that doesn't mean we don't do it. And so, you know, I—I do think we need to start those discussions on campus.

Smith: There's some national tests, and we've used them in our school periodically, as well as self-designed tests internally. But if you do that, it gives you some comparability, and it can kind of offset arguments that we're not getting the job done here if you—if your students do well on those normed tests. It's something to do at least.

Heistad: At some point we might even have a campus-wide discussion of the types of tests that we are using regularly, and, you know, whether or not we want to use the types of instruments such as NSSE or Proficiency

Profile that give us a lot of kind of indirect data, and we might want to reconsider that and look for tools that might provide us with more kind of direct assessment measures.

Smith: And when you do that you've gotta think about—and I know the Senate authorized this some years ago—you gotta think about making it more mandatory on students. We used to use the—the Capstone course as a way of doing that, and it was very—it's been very discretionary whether faculty wanted to allow their students, and so Donna **Vinton** is always scrambling to get students to do this stuff. It ought to be—there are many universities that basically require their students to do assessment at the end of the program and motivate it in various ways, so you're going to get much better data by doing that.

Licari: Well, we used to have—didn't we?—wasn't there a graduation exit writing requirement or something like that, some writing test? [a couple voices agreeing] So, you know, this institution has done that kind of thing in the past, so it might be worth revisiting the idea.

Funderburk: Senator **Roth**.

Roth: Yeah, I wanted to comment on--on what Phil [**East**] said about the content people teaching in the—in the LAC. I—I think I see why you made your—your comment, that the content people shouldn't be teaching.

East: No, they should teach. They shouldn't determine the goals.

Bruess: No, the Legislature should. [loud laughter all around; many voices joking around]

Roth: Ok. Yeah, ok—ok, so I misunderstood your remarks. Then you were talking about the—the—the general goals of the course?

East: The general goals and outcomes should determine—be determined by the general population, not by the specialists. So if we thought there should be a computing requirement for all students on campus, you guys would decide that, not the Computer Science Department

Roth: Well, all that time I misunderstood

East: because you know, as everybody knows, the kinds of things that are useful. You should cert—we should certainly be involved in that consultation, but we shouldn't be the—the—the originators of those goals and outcomes because we think as specialists, not as generalists, which mostly LAC is for generalists, not for specialists.

Roth: Right. But we're in agreement. I—I misunderstood what you said, so, yeah, absolutely. Sorry.

Funderburk: For fear that we might get off-track and have fun, let's stay on task. Senator **Neuhaus**. This is, after all, a Senate meeting. [light laughter]

Neuhaus: This—this is getting back maybe a little bit more to what Jerry [Smith] was—was going at and this idea of tracking students here. One of the things I guess I'd love to be able to see on this, particularly with, say, the Cornerstone folks on this, would be able to track the particular students _____ (sounded like: one to tutoring) That would mean we'd have to flag them somewhere in the system. Now, you know we're capable of doing that. I don't know if there's anything that would prevent us, but it would be nice, although there's some—some various issues of what you are comparing to what here. But—but because Cornerstone in particular has a number of additional elements, and these students are also given a pretty good dose of how to be successful, getting introduced to a number of things that not every student may be introduced to. You—you also have some questions of "Are these students succeeding a bit better later on? Are they going to attain a little bit better as well." But I do like that idea of also having some other measurable national tests on there, so we could say at the end of the day—at the end of the 4 years, how—"How did these folks do?", you know, and—and—and watch that going. Some of this—some of this is an ongoing story here we want to track that, I think, not just how did they do as of the end of next month, but how did they do next year and the year after that.

Heistad: We have begun to collect all of that data in that we have added some specific questions to the NSSE instrument so that we can compare those students who have taken Cornerstone with non-Cornerstone students.

Terlip: Is that some indirect measure? We'd want indirect measure.

Heistad: Absolutely. Yeah.

Licari: In terms of, you know, longitudinal tracking in during a student's career here, you know, that's possible, and, you know, we've seen—well, we had, you know, a number of people give presentations over this past year on portfolios as assessment tools and things like that. And that's one way that you can do some kind of—of analysis of their—of their learning while they're—while they are a student at UNI. And then if you want to cap it at the end with a—maybe a standard test, then that would provide the full battery of anything they could possibly want. So there are some choices to make. There are obviously a lot of the process decisions to—to think about, you know, but certainly that's—that's possible, and there are universities that—that—that do that. So

Funderburk: Senator **Peters** did you exhaust yourself earlier? [light laughter]

Peters: I'm kind of at the end of the road. I guess, could—could we just get a sense of is it a 3-year assessment—the Assessment Academy itself? Obviously, student assessment is ongoing, but the Academy itself is a 3-year goal? We have to have certain things up and running by the end of those 3 years, right? So, we're at the end of year one.

Licari: Yep.

Peters: What are we—what's going to be happening in the next year, and how are faculty participating, and what, if any, our role?

Licari: Well, I—I think most of the—much of the effort now has—has—has centered on, you know, the development of Category Review Procedures

and the establishment, where needed, of the Category Review Committees so that they can work on establishing, you know, measureable goals and outcomes. And that work will happen this coming year, and so those are the

Heistad: As well as assessment plans

Licari: As well as assessment plans for the—for the category. So, that's the—that's the work for this upcoming academic year.

Funderburk: Senator **Dolgener**, did I see a motion from you earlier? Not. Well, not one, so (?) Senator **Terlip** and Senator **Kirmani**.

Terlip: I can visit with them later. I—I have some questions about if the list of information (?)

If they knew if there're some possibly quick ways we could get to or pull out some information which would let us know if we're on the right or not?

Licari: For sure. For sure.

Funderburk: Senator **Kirmani**.

Kirmani: Yes, the question I had is that next year or the next cycle you'll have 500 students for Cornerstone?

Heistad: Uh huh.

Kirmani: And the classes will still be 20 students each?

Heistad: 25

Kirmani: 25?

Funderburk: Do you have any interest in talking about also the group that is going to HLC? If there's anything that's coming up?

Licari: Yeah.

Heistad: I—so we're—we're doing a couple of different presentations. I mean, part of this is that those of us that are working on this here are also trying to keep informed on the national level, so we did have a paper accepted for a presentation at the Higher Learning Commission. April **Chatham-Carpenter**, Susan **Hill**, and I will be presenting on the development, implementation, and assessment of the Cornerstone course. Mike [**Licari**] and I went to a Students in Transition Conference and presented on Collaboration Within First-Year-Experience Courses. We're also doing a round table at the HLC with Donna **Vinton** on portfolios and using portfolios for assessment. And then April **Chatham-Carpenter** and I are at least considering applying to do a faculty development workshop at a First-Year-Experience Conference where we would actually do a half-day workshop on helping other universities start first-year experience programs. So those are some of the kind of outside-of-UNI activities that we are working on related to the Assessment Academy.

Funderburk: Senator **Bruess**.

Bruess: Yeah, I just wanted to reiterate that based on my experiences about a year ago when Deedee [**Heistad**], and Jesse [**Swan**], and I went to a conference in Miami University of Ohio on Outcomes Assessment. I was—now you're scaring me back again—I was a huge critic of assessments, especially because they're originating from Administration. And Peggy **Maki**, who was at that conference, and the many others—they all told us that it's locally-owned, it's locally-grown, you get to decide. Now I'm—I'm getting frightened because of these abstract constructs and so on which seem to have a non-local component to it, and so—but Deb [**Gallahger**] brought up this issue of—as—as, well, that it has to be faculty-owned. And so I'm just hoping that with you and Kavita [**Dhanwada**] working on Category IV you would allay some of my concerns that, yes, there are actually faculty involved, because otherwise faculty won't go for it. And they have to know that it's in their best interest to do this, not because of boogie men like this, but because it's for our own good.

Another good point that came out of that meeting is that standardization is not the all-purpose solution to this process, and so even though it may

work for a vocational program, like Business, doesn't mean that it will necessarily work for programs that are, let's say, more geared to liberal arts, so that's more—less of a mastery of knowledge of a particular skill set than it is to come out with an educated person. For years we had this program, and a lot of us participated in it, QEP, Qualities of the Educated Person, and, boy, we ran away from standardization like the plague. And especially if one segment of the University tries to impose its particular structure upon the rest of the University, this is very troubling, because how we measure success and how we measure outcomes is, in general, comparable, but, specifically, we all have our own approaches. So I just really want to push this notion of keeping it local as is much as possible, go from the specific to the general, not from the general to the specific.

Heistad: Just one way to—to kind of just maybe alleviate your concerns is that my experience in teaching Cornerstone and working with my other faculty members—I'm in my 11th year here at UNI—and that type of experience of teaching and assessing and talking about our teaching and talking about what we want to do on a regular basis, it really has been one of the most fulfilling teaching experiences I've had. And because the faculty are so involved in the creation of the course and there is so much buy-in in that particular course, that's exactly, I think, what we want to see. You know, and just, you know, once again, for that Category IV Review Committee, you saw what it was like when we came here. The tension, talking about the review and the review did—it felt to the committee as if it was the Administration asking these questions. We have a new committee together. We have people that are really interested in talking about, you know, their teaching what they want the students to learn, what they have in common, and so, I mean, that is where it has to stay or else it really isn't meaningful at all.

Funderburk: Ok, in the interest of time, if we can, I'd like to just saw this off. Senator **Neuhaus** and Senator **Swan** can be the last two.

Neuhaus: Just—just a real kind of—kind of follow-up _____ to get back to Greg's [**Bruess**] concern on that. Librarians are—are really involved in this from a sort of kind of in the middle. We're working with folks where they're at at that point, trying to make things. And the

impression I've had, one is that this has been real successful in terms of getting students a little connected with things that I think all of us would like them to be connect with. But—but my greatest impression is that there is very little uniformity at all. We have 10 very different people doing this. I think they are all doing it successfully, but there are some things that I think that are uniform, but there are other things that are just—you know, we have some really strong individuals in this group, and they are maintaining that individuality. So I'm seeing some success coming out of this that--again, I don't have numbers. I think we wait on that. But I'm seeing success happening from some very different environments under that—that sort of name of Cornerstone there. To me, that's comforting, that we can have this—this variety and yet still have success in the sense that we're all sort of aiming generally for this thing, but we're taking the paths that work best for us on that. So, to me, that's—that's actually been encouraging, if—if not maybe maddening to some of you guys at—at times.

Heistad: We try to keep a happy public face here. [light laughter]

Funderburk: Senator **Swan**.

Swan: So just very quickly to maybe add to what Senator **Bruess** mentioned so that assessment—the assessment at these elite schools—not that we were considering—who are concerned about cultivating the full student, one of the things that they did in all the better places to encour—that they got faculty involved was to take seriously all of the crucial, central, important matter that metrics and this sort of assessment cannot reveal and to have other mechanisms to discuss that and foster that. And I—and when after many presentations, when faculty saw how that occurred, they got excited, reportedly, at these other and again, better, places, and were involved. They often engaged that component of assessment as well as then secondarily, but then they were doing it, the metric side of it, as well. So I encourage us to—to think about that. How can we develop an appreciation for the central, important, crucial learning matter that cannot be assessed in these ways.

Funderburk: So we'll end that portion. I'll thank Dr. **Heistad** for joining us. Of course, Dr. **Licari** has to do it all the time anyway. Any closing comments?

Licari: I just want to say thank you for the great feedback.

Funderburk: Thank you.

NEW BUSINESS

DOCKET #1025, REGENTS AWARDS

Funderburk: Ok, so the next item based on our docketing it, are the Regents Awards. I see we can do this one of two ways. We can blindly endorse whatever Chair **Jurgenson** is going to be hid (?) and move merrily on our way. Or we need a motion to move into executive session in order to know who the members are, noting that we do not award these. This is just our endorsement, and these names may not be the ones ultimately who receive these awards. So either a motion to endorse or a motion to move into executive session.

Kirmani: Motion to endorse.

Funderburk: Motion to endorse. [some laughter] Second?

Van Wormer: I'll second.

Funderburk: Second from **Van Wormer**. Does Chair **Jurgenson** affirm that these are excellent choices? Ok, that was a serious—I assume it was a serious motion. Is there any discussion of the motion?

Peters: Can I ask how this has typically been done in the past?

Funderburk: It generally has gone into executive session, the names have been mentioned, and then it's—we rise and say, "Yep, good job." Senator **Swan**.

Swan: So I'm voting "no" on this because I can't possibly endorse something that I know nothing about.

Neuhaus: Just--just as a—a counterpoint. You know, I can't think at least in the last 5 years where we've got—either had the knowledge to weigh in on it in anyway or—or, too, I think we're just curious. [laughter] But, you know, even if we were told who these people were—well, I suppose it's possible we would object.

Funderburk: Senator **Gallagher**.

Gallagher: I—I just want to say that I want--the—the Senate to be less of a sort of rubberstamp-me kind of thing, and—and even if it's only symbolic, let's

Male voice: Symbolic rubberstamp it. [voices agreeing, joking]

Gallagher: No, no. Even if it's only symbolic, let's have a discussion.

Funderburk: There's been a motion to call the question from Senator **Terlip**, and a second from Senator **Peters**. The vote is first to call the question. All those in favor of calling the question, and the question ultimately we're talking about is whether or not to endorse blindly. So to call the question, all those in favor of calling the question, say "aye." [ayes heard all around] All those opposed? [none heard] Ok. The motion now is to advise—endorse blindly the recommendations of this Committee. All those in favor, say "aye." [none heard] All those opposed? [many ayes heard]. All those abstentions. [none heard] Ok. Motion fails. Time for a new motion.

Peters: I move we therefore move into executive session.

Funderburk: Senator **Peters** to move into executive session.

Terlip: Second.

Funderburk: Senator **Terlip** seconds the motion.

Swan: To pre-discuss the—this matter. [voices agreeing]

Funderburk: To discuss this matter and in addition, I would say, while we are in executive session, I would like to make my remarks so we don't have to come out and go back. Any further—ok, all those in favor of moving to the executive session, this time let's try it by a voice vote first. All those in favor, say "aye." [ayes heard] Opposed? [none heard] Abstentions? [none heard] Very good. Thank you very much.

THE FACULTY SENATE MOVED INTO EXECUTIVE SESSION . [4:46 P.M.]

THE FACULTY SENATE AROSE FRO EXECUTIVE SESSION. [5:10 P.M.]

Funderburk: All right, are we ready? Ok, now we're ready to entertain a motion on the Regents' Awards.

Terlip: Move to accept the Regents' Awards nominees.

Funderburk: Motion to endorse the Awards, Senator **Terlip**. Second from

Kirmani: Second.

Funderburk: Senator **Kirmani**. Further discussion? All those in favor say "aye." [ayes heard all around] All those opposed? [none heard] Abstentions? One abstention. Excellently noted.

ADJOURNMENT

Funderburk: Is there a motion, being that it is 5:10, to adjourn?

Bruess: Move.

Dolgener: Second.

Funderburk: Senator **Bruess**. Second by Senator **Dolgener**. All those in favor race to the door. Thank you very much.

Submitted by,

Sherry Nuss
Administrative Assistant
UNI Faculty Senate

Next special meeting:

April 2, 2012
University Room, Maucker Union
3:30 p.m.

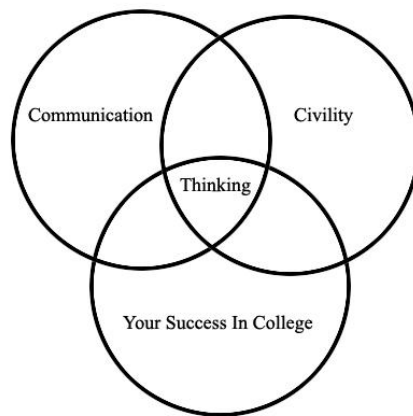
Appended:
2-page handout called "Assessment Academy Update"

Assessment Academy Update

1. **Assessment Academy: Purposes and Goals**
 2. **Academy timeline**
 3. **Activities**
 - a. Cornerstone Assessment Plan
 - b. Category IV working group
 - c. Development of new category review procedures; task force created
 - Category review will be an on-going activity
 - Will propose that all categories work on measurable goals/outcomes and an assessment plan during the 2012-2013.
 - d. Introduction of graduate SOA into graduate education strategic plan
 4. **Questions**
-

CORNERSTONE ASSESSMENT PLAN

Course Goals:



Course Outcomes:

Each circle has both an individual and a social dimension. You can think of these dimensions as relating to both self and other:

1. Communication covers the skills individuals (selves) need to send and receive messages, but also the language, grammar, concepts and associations to words and images that allow us to interact with each other socially. You are going to work on this goal by:
 - a. Composing and presenting effective written and oral messages in a variety of contexts.
 - b. Documenting your awareness and skillful use of effective writing and speaking processes.
2. Your success in college, at its most basic level, is your responsibility, but you can also develop strategies that can assist you in being successful throughout your college career. You are going to work on this goal by focusing on:
 - a. Demonstrating strategies for succeeding in college and beyond.
 - b. Working constructively in groups to solve problems and accomplish tasks.
3. Civility is embodied in your ability to interact well with others. Civility requires knowing that one's own behaviors always take place in relation to the norms, expectations and interpretations of others. You are going to work on this by focusing on:
 - a. Recognizing that there are multiple perspectives and world views, and identifying how these differences affect interactions with others.
 - b. Examining the impact of your beliefs and values on your interactions with others.

Goal 1: Communication covers the skills individuals (selves) need to send and receive messages, but also the language, grammar, concepts and associations to words and images that allow us to interact with each other socially. You are going to work on this goal by:

Outcome a: Composing and presenting effective written and oral messages in a variety of contexts.

Evidence/Artifacts/Relevant Data	Standards and Criteria of Judgment
<p>Including both direct AND indirect measures of student success</p> <p style="text-align: center;">Baseline Midpoint (formative) Summative</p>	<p>To assess student work and identification of level of expected performance</p> <p>Examples: common analytical rubrics; standardized rubrics; data from SIS etc.</p>
<p><u>Baseline</u></p> <p><i>Direct</i></p> <ul style="list-style-type: none"> • writing sample ((Zeitoun as related to LAC assignment) • demographic info. <p><i>Indirect</i></p> <ul style="list-style-type: none"> • SALG pretest • Proficiency Profile • Map Works <p><u>Mid-point</u></p> <p><i>Direct</i></p> <ul style="list-style-type: none"> • MA1a, week 11 <p><i>Indirect</i></p> <ul style="list-style-type: none"> • SGID <p><u>Midpoint/endpoint</u></p> <ul style="list-style-type: none"> • MA2c, week 16 <p><u>Summative</u></p> <ul style="list-style-type: none"> • final portfolio 	<p><u>Baseline</u></p> <p><i>Direct</i></p> <ul style="list-style-type: none"> • common rubric • SIS <p><i>Indirect</i></p> <ul style="list-style-type: none"> • common questions on standardized instrument • common questions on standardized instrument • common questions on standardized instrument <p><u>Mid-point</u></p> <p><i>Direct</i></p> <ul style="list-style-type: none"> • common rubric <p><i>Indirect</i></p> <ul style="list-style-type: none"> • summary of SGID results <p><u>Midpoint/endpoint</u></p> <ul style="list-style-type: none"> • common rubric <p><u>Summative</u></p> <ul style="list-style-type: none"> • common rubric