

2-26-1996

University of Northern Iowa Faculty Senate Meeting Minutes, February 26, 1996

University of Northern Iowa. Faculty Senate.

Copyright © 1996 Faculty Senate, University of Northern Iowa
Follow this and additional works at: http://scholarworks.uni.edu/facsenate_documents

 Part of the [Higher Education Commons](#)

Let us know how access to this document benefits you

Recommended Citation

University of Northern Iowa. Faculty Senate., "University of Northern Iowa Faculty Senate Meeting Minutes, February 26, 1996" (1996). *Faculty Senate Documents*. 798.
http://scholarworks.uni.edu/facsenate_documents/798

This Minutes is brought to you for free and open access by the Faculty Senate at UNI ScholarWorks. It has been accepted for inclusion in Faculty Senate Documents by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

FACULTY SENATE
February 26, 1996
1502

APPROVAL OF THE MINUTES

The minutes of the February 12, 1996, Senate meeting were approved as distributed.

ANNOUNCEMENTS

1. Call for press identification: No representatives of the press were present.
2. Comments from Chair Gable:
Report of highlights of the February Board of Regents Meeting: Annual Report of the State Extension and Continuing Education Council; Report on the Organizational Audit by the Pappas Group; Review of Strategic Planning Goals of the Board of Regents; and February Iowa Coordinating Council for Post-High School Education. The complete report is available from the secretary.
3. Comments from Provost Marlin:
 - Pappas report: Contains no recommendations about program duplication or elimination, focus is on linking program review to outcomes, minimize duplication of data collection, faculty productivity, reallocation of funds, and specific goals for UNI.
 - Schematic drawings for Performing Arts Center were approved except for the facade. Regent Pomerantz did not like the outside.
 - The Iowa House of Representatives has set its target \$6,200,000 below the Governor's recommendations.
 - Internally, the President has asked that the Academic Affairs Council and the Senate come to a consensus about any changes in the Working Draft of the Strategic Plan.
 - UNI's 125th Anniversary will be celebrated with a week long series of events that will culminate with the investiture of President Koob on the afternoon of April 26, 1996.

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

- 584 Proposal from Ed Amend to Establish an Ad Hoc Senate Committee on Community College Articulation. Primrose/Cawelti moved/seconded to docket in regular order. Motion carried. Docket 512.
- 585 Proposal by Joel Haack to change the High School Course Requirements in Mathematics for Admission to the University of Northern Iowa effective Fall 1998.
The current requirement is "3 years, including one year of algebra and sequential courses of increasing difficulty."
The proposed change is "3 years, including the equivalent of two years of algebra and one year of geometry."
Amend/De Nault move/seconded to docket in regular order. Motion carried. Docket 513.
- 586 Request from Andy Gilpin, Scott Cawelti, and Ken De Nault that the Senate Review the February 1, 1996, Working Draft of the Strategic Plan of the University of Northern Iowa. Soneson/Haack moved/seconded to docket in regular order. Motion carried. Docket 514.
- 587 Proposal by several faculty and endorsed by the Senate of the College of Natural Sciences that the Fall and Spring Semesters contain 15 full weeks of class with one full week break in each. De Nault/Grosboll moved/seconded to docket in regular order. Motion carried. Docket 515.
- 588 Proposal by Martie Reineke that the Faculty Senate revise paragraph two of Section II, Responsibilities to Students, paragraph 5 of the "Professional Ethics and Academic Responsibility" Section of the University Policy and Procedures Manual.
The current paragraph states "Faculty members may decide for sound pedagogical reasons that it is necessary to use course materials that include representations of human sexual acts. When such materials involve photo or film depictions, information sufficient to enable individual students to make
-

a knowledgeable choice about whether to take that course, or attend a specific class session must be made available. Students will not be penalized for not attending a specific class session if such material is to be shown, but students are responsible for learning the content of the class session."

The proposed change is *"In order to facilitate student learning, faculty members should present the appropriate context for course content because learning is furthered when students are adequately prepared to deal with course materials. While students are responsible for learning class materials and completing course requirements, faculty should respect decisions by students, based on the exercise of their own intellectual freedom, to not attend part or all of a particular class session."*

Haack/Cawelti moved/seconded to docket in regular order. Motion carried. Docket 516.

NEW BUSINESS

De Nault/Amend moved/seconded to take the motion "that the Registrar enforce prerequisites and other course restrictions that are in the University Catalogue" from the table. Motion to remove from the table carried. Main motion carried.

CALL TO ORDER

The faculty senate was called to order by Chair Gable at 3:32 PM in the Board Room, Gilchrist Hall.

Present: Randall Krieg, Dean Primrose, Sherry Gable, Carol Cooper, Merrie Schroeder, Ed Amend, Scott Cawelti, Martha Reineke, Jerome Soneson, Ken De Nault, Paul Shand, Joel Haack, Andrew Gilpin, Katherine Van Wormer, Barbara Weeg, Sue Grosboll, Phil Patton, and Forest Conklin, Parliamentarian (non voting).

Absent: Mahmood Yousefi, Surendar Yadava, Barbara Lounsberry (ex officio).

APPROVAL OF THE MINUTES

The minutes of the February 12, 1996, Senate meeting were approved as distributed.

ANNOUNCEMENTS

1. Call for press identification: No representatives of the press were present.
2. Chair Gable reported on the highlights of the February Board of Regents Meeting. (A copy of the complete report is available from the secretary).
 - A. Annual Report of the State Extension and Continuing Education Council
 - B. Report on the Organizational Audit by the Pappas Group
 - Create, articulate and implement a strategic vision for the universities and two schools.
 - Develop a more formal systematic process for collaboration, coordination, and collective strategizing among the five Regent's institutions.
 - Charge each institution, with particular focus on the three universities, to engage in the transformation of their academic core.
 - Review and plan for the for the extension service system.
 - Redesign the traditional approach to defining faculty workload. Consider streamlining the program review process.
 - Engage in the systematic reallocation of resources.
 - Undertake a comprehensive review of report generation.
 - Develop an enhanced early retirement program for faculty. Focus Board efforts at the Regent-wide/System level.
 - Maintain Board practice of working as a "committee of the whole."
 - Continue the practice of structuring Board meetings to reflect the legal authority of the Board

- Develop formal performance objectives and a process for the periodic review of each President/institution.
 - Enhance Board orientation.
 - Develop a performance review process of the Board.
 - Develop a Board external communications strategy.
 - Delegate more decision making to institutions and reduce information requirements.
 - Increase Board leadership in coordinating higher education policy in Iowa.
 - Implement staffing recommendations at Board Office based on original KPMG study.
 - Continue to explore new strategies to provide continuing education to Iowa's teachers.
 - Enhance external relations and marketing.
 - Consider other options to enhance diversity.
 - Undertake a comprehensive review and redesign of all administrative processes and technology.
- C. Review of Strategic Planning Goals of the Board of Regents
- Ensure that quality teaching remains a key priority within all Regent institutions: higher education at the universities and elementary/secondary education at the special schools.
 - Enhance the quality of graduate and professional education.
 - Strengthen research and other creative work at the Regent institutions while seeking an appropriate balance between research and institutions.
 - Attract, develop and retain faculty, staff and students high in quality and diverse in composition.
 - Ensure adequate facilities, equipment and operating budgets basic to strong programs of teaching and research at the Regent institutions.
Improve access by all Iowans to Regents universities.
 - Increase the participation of minorities in higher education.
 - Develop and implement effective marketing strategies for each university which builds upon the strengths of each.
 - Emphasize efforts to raise private funds, especially to support innovative programs falling outside the categories recognized by government funding agencies.
 - Improve the flexibility, efficiency and accountability of governance at all levels throughout the Regent system.
 - Contribute to the economic development of the state.
 - Encourage cohesiveness and cooperation throughout the Regent System.
- D. Progress Review of the Institutional Strategic Plans: UNI
- UNI is reviewing its strategic plan, recognizing that a collaborative and cooperative approach is needed to change a university setting.
 - Institutional values are the foundation for development of the strategic plan and represent the common base upon which the vision, mission, and goals of UNI are built. These values are:
 - Intellectual vitality, which is characterized by creativity, knowledge, curiosity, freedom of inquiry, aesthetics, critical thinking, and wisdom:
 - Excellence in all its endeavors;
 - An ethical, caring, and diverse community where honesty, integrity, respect, fairness, empathy, equal opportunity, trust, and civility are exhibited and experienced by all; and
 - Individual well-being, which is characterized by physical, mental, social, spiritual, emotional, and psychological health.
 - The goals of UNI reflect its values, vision, and mission. Strategies to accomplish goals have yet to be devised.
 - Goals have been constructed and grouped into four major areas:
 - **Intellectual Vitality:** Create and maintain an intellectually demanding and stimulating environment for all members of the University community.
 - **Community:** Promote a caring, diverse and ethical University community.
 - **Resources:** Optimize internal and external resources to support responsibly developed

University programs and aspirations.

- **External Relations:** Develop appreciation and support for the values, programs, and services of the University.

E. February Iowa Coordinating Council for Post-High School Education

Schroeder questioned paragraph 3, in Section III, Review of Strategic Planning Goals of the Board of Regents. The report states "Strengthen research and other creative work at the Regents institutions while seeking an appropriate balance between research and institutions." Gable will try to get the sentence clarified.

3. Comments from Provost Marlin:

- Pappas report: There is much to be very pleased about. There are no recommendations about program duplication or elimination. The Provost was gratified by the approach taken. Some of the major themes for all the Universities that the Provost expects will effect UNI are: A real focus on linking program review to outcomes. Program review will emphasize outcomes. There was mention of trying to minimize duplication of data collection. Faculty productivity came up again and again. The emphasis is on what individual faculty are doing. The Provost feels that we are in a very good position (in this area) because of the program we have had on campus to respond to that. The report recommends a 4% reallocation of funds. Pomerantz suggested 2½% annual reallocation. The Provost feels that we have been reallocating funds but we have not been tracking it. We need to articulate our reallocation because we are viewed as the most reticent of the three Universities to reallocate funds. The four categories mentioned for UNI are all items we already have in process. The items are strategic plan, diversity, continuing education of teachers, and better external relations.
- Performing Arts Center: Schematic drawings for the Performing Arts Center were approved except for the facade. Regent Pomerantz did not like the outside. The design presented was for the Performing Arts Center to fit into the current campus. It is limestone and brick. The architects were instructed to come back with a snazzier exterior. The actual functional designs were approved and will be magnificent. The Center will be a wonderful addition to the campus.
- The legislature: The legislature is about at the midway point of the legislative session. They have been addressing agricultural issues and have not spent a lot of time on higher education. The House of Representatives has set its target \$6,200,000 below the Governor's recommendations. The Provost encouraged faculty to talk or write their representatives.
- U.N.I. Strategic Plan: The working draft of UNI's Strategic Plan has been distributed. The President has requested that the Academic Affairs Council and the Senate come to a consensus about any changes. The Academic Affairs Council is working on its recommendations. The Provost will forward those recommendations to the Senate for review.
- UNI's 125th Anniversary: This year will mark the University's 125th year. There is a committee chaired by Don Whitnah, emeritus Professor of History, to plan activities. There will be a week long celebration with a series of events that will culminate with the investiture of President Koob on the afternoon of April 26, 1996.
- Questions:
 - De Nault asked why the enamor with reallocation. Does not setting a specific amount to reallocate mean that someone messed up when the budget was initially formed? Provost Marlin replied that her sense was that the Board wanted the institution to be responsive to change. New funds will not be forthcoming, so the institution must find funds by internal reallocation.

Gable asked where the reallocation for the shortfall for the Performing Arts Center would come from? Provost Marlin stated that she did not know at the present time. There are about 24 months after construction begins to find the funds.

Gable asked if there were any principles upon which reallocations are based? Provost Marlin responded that they should be in keeping with the University's Strategic Plan. The Performing Arts Center has been a high priority on the campus for a long time.

De Nault commented that he hoped the campus would retain the continuity of brick in the exterior

of the buildings. He hoped the Performing Arts Center did not become an artistic expression rather than fitting in with the beauty of the campus. He hoped that the campus brick facades would be retained in the Performing Arts Center. The Provost replied that she had visited campuses where each individual structure was magnificent but the whole did not blend or fit. She felt that our campus does blend and looks like a campus. This is a strength. On the other hand, it is hard to argue with the other options and that was what was requested by the President of the Board of Regents. The Board ultimately has the authority to make the selection.

Gable remarked that she was just getting her copy of the Pappas Report out of its envelope when she received calls from the media wanting her reaction. She asked if copies of reports going to the Board of Regents could be given to the Senate before being sent to the Board Office. Provost Marlin replied that Rick Stinchfield coordinates delivery of documents to the Board Office. She recommended talking to Rick about this matter.

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

584 Proposal from Ed Amend to Establish an Ad Hoc Senate Committee on Community College Articulation. Primrose/Cawelti moved/seconded to docket in regular order. Motion carried. Docket 512.

585 Proposal by Joel Haack to change the High School Course Requirements in Mathematics for Admission to the University of Northern Iowa effective Fall 1998.

The current requirement is "3 years, including one year of algebra and sequential courses of increasing difficulty."

The proposed change is "3 years, including the equivalent of two years of algebra and one year of geometry."

Amend/De Nault move/seconded to docket in regular order. Motion carried. Docket 513.

586 Request from Andy Gilpin, Scott Cawelti, and Ken De Nault that the Senate Review the February 1, 1996, Working Draft of the Strategic Plan of the University of Northern Iowa. Sonesson/Haack moved/seconded to docket in regular order. Motion carried. Docket 514.

587 Proposal by several faculty and endorsed by the Senate of the College of Natural Sciences that the Fall and Spring Semesters contain 15 full weeks of class with one full week break in each. De Nault/Grosboll moved/seconded to docket in regular order. Motion carried. Docket 515.

588 Proposal by Martie Reineke that the Faculty Senate revise paragraph two of Section II, Responsibilities to Students, paragraph 5 of the "Professional Ethics and Academic Responsibility" Section of the University Policy and Procedures Manual.

The current paragraph states "Faculty members may decide for sound pedagogical reasons that it is necessary to use course materials that include representations of human sexual acts. When such materials involve photo or film depictions, information sufficient to enable individual students to make a knowledgeable choice about whether to take that course, or attend a specific class session must be made available. Students will not be penalized for not attending a specific class session if such material is to be shown, but students are responsible for learning the content of the class session."

The proposed change is "In order to facilitate student learning, faculty members should present the appropriate context for course content because learning is furthered when students are adequately prepared to deal with course materials. While students are responsible for learning class materials and completing course requirements, faculty should respect decisions by students, based on the exercise of their own intellectual freedom, to not attend part or all of a particular class session."

Haack/Cawelti moved/seconded to docket in regular order.

De Nault argued for returning the proposal to the petitioner because there was no rationale. The Senate Bylaws state that the Senate is not a fact finding body. He felt that requests for Senate action should be complete with the rationale. He objected to receiving rationale at the meeting where a decision is to be made.

Cawelti stated that he did not have a problem with that as long as the proposer was here and can talk about it. It did not make a difference to him whether it was in writing or not.

De Nault disagreed because he felt that the faculty should be informed.

Gilpin stated that because this is in response to the letter from the Provost to senators that could be viewed as a rationale.

De Nault still felt that the proposal should be complete. The proposal before the body does not have any rationale with it.

Motion to docket in regular order carried. Docket 516.

NEW BUSINESS

De Nault/Amend moved/seconded to take the motion "that the Registrar enforce prerequisites and other course restrictions that are in the University Catalogue" from the table (Calendar Item 577, Docket Number 505). Motion to remove from the table carried.

Haack questioned Registrar Patton about the limitations on enforcing course restrictions.

Registrar Patton replied that they currently are and can do listing of certain courses as prerequisites, whether you require certain majors or minors, acceptance to teacher education, minimum G.P.A. requirement, or minimum classification requirement. They are not currently evaluating minimum grades for individual courses, the stipulations where you say completion of a certain course or equivalent where the equivalent course is not specified, and the option where you may list a pre- or co-requisite. The program prefers to read one or the other. The new registration is enforcing prerequisites for the first time in the University's history. They have loaded over 300,000 courses out to the data system to read for prerequisite checking. It is their intent to do all the prerequisite checking the faculty would like them to do and which they are capable of doing. Patton felt that the genesis of the questions involved was due to a form that was sent out to academic department heads asking for some clarity as to what they wanted the Registrar to check. The Registrar's Office asked whether the prerequisites were valid, did they (department heads) want to change prerequisites, did they want the prerequisites enforced, did they want them not enforced. The Registrar's Office was seeking an understanding from departments as to how to handle their prerequisites. This information was then coded into the computer and was used to check prerequisites during the last registration cycle.

Gable stated that pre- and co-requisites had already gone through the curricular process. These cannot be changed without going through this process again. Individuals cannot choose to not enforce a prerequisite. Patton stated that this should be decided by the Senate. He felt that departments had great latitude in substituting courses on majors and minors. One must make the assumption that department heads consult with faculty and report to the Registrar how it should be administered.

Gable remarked that changes in program requirements and waivers by department heads were in the case of a single student, not for a complete course. Amend remarked that was what Student Request Forms were for.

De Nault remarked that this issue came about because of the notice from the Registrar's Office that stated that prerequisites had been considered to be advisory. The petitioners felt that prerequisites were requirements. He was not sure what the intent of the Registrar's Office was, but in his department each faculty member was asked to fill out the Registrar's form for each course taught. Faculty were resentful of taking time to fill out information that was already in the University Catalogue and that had been approved by the appropriate curricular bodies. They were also concerned that individual faculty, or department heads could change prerequisites. This has apparently happened. A communication from the Registrar's Office to Dean Somervill states "We sought the advice of department heads relative to what the system could do for them in this area (prerequisites). You may be interested to know that some departments did change their prerequisites or asked that they not be enforced." De Nault finds this to be a violation of the curricular process. This may be a good administrative idea, but he felt that prerequisites were part of the curriculum. They are approved by the appropriate curricular bodies and once in place, they were in place. If there was a problem or a change, this was to go through the curricular process. The petitioners believe this to be the case. There is a procedure that should be respected and the Registrar should enforce the prerequisites that are in the University Catalogue. Individual situations should be taken care of through individual student requests.

Patton replied that prerequisites had been viewed in the past as advisory because they were unenforceable by the registration system. They were only enforceable by the individual instructors. Department heads were asked to review prerequisites and make corrections, such as a change in course numbers, etc.

Haack brought up the problem of the prerequisites for Calculus I which is 800:046 or equivalent. Entering freshmen that might very well be prepared to take calculus may not have 800:046 but may have an equivalent in high school. The computer is spitting these out and they end up in his office as Department Head of Mathematics. He did not want to have to deal with all of the entering freshmen on a one on one basis in his office.

Cooper stated that these are things that the University Curriculum Committee should look at. She suggested that the Curriculum Committee examine this problem and bring changes through the proper channels.

Main motion "that the Registrar enforce prerequisites and other course restrictions that are in the University Catalogue" carried.

There being no further business, the Chair declared the meeting adjourned at 4:18 PM.

Respectfully submitted,



Kenneth J. De Nault, Secretary
University Faculty Senate

Minutes Approved March 11, 1996