

9-27-1982

University of Northern Iowa Faculty Senate Meeting Minutes, September 27, 1982

University of Northern Iowa. Faculty Senate.

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Senate Minutes
September 27, 1982
1304

1. Announcement. The Chair informed the Senate that Senate Minutes 1303 and the Report of the Ad Hoc Committee on Grade Inflation (Docket 322 263) had not been received by the faculty.
2. Remarks from Vice President and Provost Martin.

CALENDAR

3. 325 Request for Senate Action on Office Transfer of Harold Burriss, received from United Student Association (see letter dated September 13, 1982, to University Senate Members). Approved substitute motion to docket only issue of affirmative action and equal opportunity for all minority students, faculty, and staff. Docket 266. See Appendix A.
4. 326 Request for Senate to Establish a Committee to Review Procedures for Evaluating Experiential Learning, received from Dean Glenn Hansen (see letter, and attachments, to Dr. Thomas Remington, dated September 9, 1982). See Appendix B.

OLD/NEW BUSINESS

5. Approved motion to accept spring 1982 and summer 1982 graduation lists. Due to the length of the lists, they will not be included in these Minutes. Copies of the lists are available in the Office of the Registrar.
6. Approved Senate Chair recommendation for Senator D. Davis to serve as the Senate appointee to the General Education Committee.
7. Approved Ad Hoc Committee's recommendation of Professors L. Brown and P. Geadelmann to be on the Search Committee for a new EOP administrator.

DOCKET

8. 322 263 Report of the Ad Hoc Committee on Grade Inflation. Senate agreed to postpone discussion until the next meeting due to the faculty not having received the report.

The University Faculty Senate was called to order at 4:04 p.m., September 27, 1982, in the Board Room by Chairperson Remington.

Present: Baum, Boots, Davis, Dowell, Duea, Erickson, Evenson, Hallberg, Heller, Kelly, Noack, Patton, Remington, Richter, Sandstrom, Story, Yager (ex officio).

Alternate: Hermansen for Abel.

Absent: G. Glenn.

Members of the press were requested to identify themselves. Mr. Jim Fickess of the Waterloo Courier, Mr. Tom Davidson of the Cedar Falls Record and Beth Herrig of the Northern Iowan were in attendance.

1. Chair Remington announced that Senate Minutes 1303 and the Report of the Ad Hoc Committee on Grade Inflation (Docket 322 263) had not been received by the faculty for several reasons: a personnel change in the Office of Academic Affairs; a backup in the Mail Center; and a late realization that the Report of the Ad Hoc Committee on Grade Inflation had not previously been sent to the faculty with Senate Minutes 1300 (from the May 11, 1982, Senate meeting). Chair Remington asked that this be taken into consideration when the Senate came to Docket Item 322 263, and suggested that the Senate might wish to postpone this item until the next Senate meeting.

2. Vice President and Provost Martin rose and addressed the Senate. He reported that there has been some reorganization in his office with the resignation of the Publications Coordinator, R. Fairbanks. Academic Affairs has reduced its secretarial staff by one half of a position, and D. Wagner will be assuming the responsibility for the preparation of catalog materials.

Dr. Martin also stated the Doctor of Education will be postponed until the November Board meeting. He said the administration was taken by surprise at the Board Office's recommendation. He believes the Board should be open and willing to consider the Ph.D. on its own merits. The administration will strongly argue for approval now as the University has been patient for some time. Since 1980, the Board has approved two other doctoral programs, one in Pharmacy at SUI, and one in the History of Technology and Science at ISU. Neither program required new money. We are weary of the delay and will make a spirited argument for the program in November.

The Chair asked if there were any questions for the Vice President. Hearing none, he moved to agenda item 3.

CALENDAR

3. 325 Request for Senate Action on the Office Transfer of Harold Burris, received from the United Student Organization (see letter dated September 13, 1982, to University Senate Members. The Chair announced the letter should read from the United Student "Association" rather than "Organization."

The Chair recognized Senator Patton.

Senator Patton moved that since this matter does not fall within the purview of the Faculty Senate, the item be returned to the petitioner without comment or further action. The motion was seconded.

Senator Story said that there were two issues. One seemed to be a personnel issue and the other a discrimination issue. She stated she did not want to abdicate Senate responsibility on a discrimination issue.

Senator Sandstrom questioned if there were not other avenues of investigation available, such as administrative grievance procedures.

Senator Patton stated he believed the Administrative Council or the P & S Grievance Procedure was available, but that he could not be sure without checking.

Senator Sandstrom stated he hesitated to turn the problem away if there were not other grievance procedures.

Senator Kelly asked whether Senate investigation would sway the issue if Reverend Burris had legal counsel and was pursuing the issues.

Chair Remington asked if anyone would care to contribute any knowledge they might have? There was no response.

M. Ewing, a student, said the issue was not just the Burris move but affirmative action was also an issue.

Senator Evenson stated he thought affirmative action had a grievance procedure.

Vice President Martin said affirmative action does have a grievance procedure and it is available to all employees.

Professor Yager asked if the problem has gone before the affirmative action committee.

Chair Remington asked Vice President Martin to respond.

Vice President Martin stated that it had not.

Senator Sandstrom said there were two issues. He suggested the Senate might look into affirmative action policy to see if it is being followed, not because of one person, but whether it is generally followed.

Professor L. Brown said that in terms of the structure of programs, affirmative action is fairly comprehensive, but so far there have been no significant results, particularly in the area of the faculty. If the programs have not resulted in change, that is not in the purview of the affirmative action officers, but in other areas of the University.

Senator Hallberg indicated his review of the Faculty Senate Bylaws did not specify matters which could be discussed. Therefore, any topic the Senate wished to consider would fall within its purview.

Senator Patton said that at this particular time he didn't believe this matter falls under the purview of the Senate because all University grievance procedures and potential legal action have not been exhausted. Once these actions are completed then the situation may fall within the Senate purview.

Rusty Martin, President of the Student Senate, said the student concern was that punitive action might be being taken against people that have spoken out about the EOP problem.

Chair Remington asked R. Martin if the Student Senate had taken any formal position on the matter.

R. Martin said it had not.

Senator Dowell asked if the letter had just been signed by the advisors or if it had been brought before all the students.

M. Ewing responded that the whole group had brainstormed and had come up with the letter.

Senator Dowell asked if a vote was taken on the letter.

R. Martin said that the United Student Association was a group of students, not to be confused with the student body or UNISA.

Chair Remington asked who the officers are and how they acted on the letter.

Senator Dowell asked how many voted on it--a few or as many as 50?

M. Ewing responded that the group represents 30-40 students. Some of the members are listed at the bottom of the letter and he and his brother are advisors of the group.

Professor J. Harrington asked, in regard to affirmative action and the absence of other cultures and races on campus, why we haven't attracted these individuals. What has or has not been done?

Chair Remington said the motion on the floor was not to docket the letter; thus, discussion of what specific action to take on the letter was premature.

Professor Harrington asked the Senate to take a stand.

Senator Sandstrom said he personally felt it was in the interest of the University to protect rights and have grievances heard. Reverend Burris must have a way to air his grievances.

Senator Boots said she had refrained from speaking as she had been an affirmative action reviewer for seven years. She said she would not object to having the Senate look into the affirmative action program and to study the committee's efforts, to see if the program had failed.

Senator Davis asked if a substitute to the main motion could be to return the letter to the petitioners with a request for a more specific proposal. He felt the Senate was not anxious to become involved in the Burris move but would like the issues separated and clarified. Motion was seconded.

Senator Story said the Senate had separated and clarified the issues and suggested motion #10, to return the letter but to look at the general policies of the affirmative action committee.

Senator Duea moved to deal only with affirmative action issues. Story seconded.

Chair Remington responded to a request to clarify the senators' actions. The main motion was the Patton motion to return the letter to the petitioner without comment or further action. The Davis substitute motion was to return the letter

to the petitioner with a request for more specific proposals. The Duea motion was to substitute for the Davis motion a move to docket only issues of affirmative action and equal opportunity for all minority students, faculty and staff.

Senator Boots said the Burris move should go through proper channels.

Senator Duea responded she was not speaking to that.

Senator Erickson asked if motion #6 (refer to Ad Hoc Committee) was in order.

Senator Davis said the Duea amendment would accomplish his motion and he would withdraw his motion with the permission of the second.

Senator Duea said she was the second and permission was granted.

Senator Sandstrom asked if Reverend Burris would investigate grievance procedures and notify the Senate.

Senator Hallberg said the split issue was agreed on by the Senate, but questioned whether the writer of the letter was saying there was just one issue.

Senator Story said the issues were separate and distinct and that dealing with the Burris issue might muddy things and not help.

M. Ewing said the students wanted to know the logic behind the Burris move.

Professor Rider said that this information would come out of a grievance procedure.

Senator Sandstrom said that the issue should go before the proper body first.

Senator Erickson asked who was going to determine if there is such a body.

Senator Evenson said it had been mentioned before that there was an affirmative action grievance procedure.

Reverend Burris said he had not seen the letter the students had written. He has filed a grievance and it is being acted upon. He said the students are asking that the whole problem be looked at: affirmative action, EOP, and the lack of minority staff.

Senator Story called for the question.

Senator Patton asked for the motion to be repeated.

Chair Remington responded that Duea moved to substitute for the Patton motion a motion to docket only the issue of affirmative action and equal opportunity for all minority students, faculty and staff. The motion to substitute the Duea motion for the Patton motion passed. The Chair then called for the vote on the Duea motion. The motion passed. Docket 266.

4. The Chair asked permission to docket calendar item 326.

Davis moved and Boots seconded to docket in regular order. The motion passed. Docket 267.

OLD/NEW BUSINESS

5. Story moved to accept spring 1982 and summer 1982 graduation lists. The motion was seconded. Senator Erickson noted the Education Specialist's degree was left off the summer program.

Chair Remington said missing information should be reported to the Registrar's Office.

The motion passed.

6. Chair Remington recommended Senator Davis be the member designated by the Senate to the General Education Committee.

Senator Sandstrom moved and Erickson seconded to approve the recommendation. The motion passed.

7. Senator Hallberg reported from the committee to screen nominations for a Senate-appointed membership to the search committee for a new EOP administrator. There were twenty nominees and the two nominees recommended are Professor L. Brown and Professor P. Geadelmann. Hallberg moved the Senate accept the nominees recommended. Boots seconded. The motion passed.

DOCKET

8. 322 263 Report of the Ad Hoc Committee on Grade Inflation. The Senate agreed not to discuss this item until it has been distributed to the faculty. It will be the first item on the Docket at the next meeting.

Erickson moved to adjourn the meeting. The motion was seconded. The meeting was adjourned at 5:09 p.m.

Respectfully submitted,

Mary Engen

These minutes shall stand approved as published unless corrections or protests are filed with the Secretary of the Senate within two weeks of this date, Thursday, October 7, 1982.

APPENDIX A

September 13, 1982

United Student Association
University of Northern Iowa
Maucker Union
Cedar Falls, IA. 50613

University Senate Members
University of Northern Iowa
Cedar Falls, IA. 50613

Dear Senate Members:

The United Student Association (USA) of Northern Iowa, call upon your support in resolving the matter of administrative insensitivity to the rights of Rev. Harold Burris, and the disregard of professional courtesy in the matter of his office relocation.

We further call upon you to approach this matter with the utmost urgency and attention.

The university's insensitivity to minority issues and concerns is devastating. The students were surprised and disappointed in the administration's procedures for the Burris move. The administration seems to have forgotten that every employee, Black, White, or other, does not relinquish all rights as an employee. In this case, we question the reason for the Rev. Burris's fast move, which was implemented without respect and consideration for the appropriate protocol.

Concerns of the students and the Black Faculty have been ignored. The procedures employed by the UNI administration raise questions of insensitivity to students' concerns on issues such as the following:

- 1) The Burris move.
- 2) Equal Opportunity for all minority students, faculty, and staff.
- 3) The existence of Affirmative Action at UNI.

We the students of USA seek a rational explanation for the Burris move. If that move can be explained with a satisfactory rationale, then we accept the move. If not then we encourage your support for the return of Rev. Burris to his former office. Let us further state that office space is not our primary concern as much as our dissatisfaction about the procedures used in making the Burris move.

First, the move has essentially destroyed the working atmosphere of the office. This appears too costly of a price to pay by the students, faculty, staff, and other administrative personnel.

Secondly, we encourage this action in two aspects: 1) as a student body on this campus, and 2) as fighters for Equal Opportunity Programs in Education. We believe that Rev. Burris is simply being harassed and punished for his views about the E.O.P. program.

To conclude we request that the Faculty Senate put itself on record as being disappointed with the University's administration for being insensitive to the needs of minority students, faculty, and staff, and for the dismal records to Affirmative Action and Equal Educational Opportunity at UNI.

We are deeply concerned that the quality of the administrative decisions is consistently poor as these decisions apply to minorities. While the decisions impact upon minorities directly, they also poison the total University's climate.

We highly urge your consideration in regard to the concerns outlined above.

Respectively,
ADVISERS OF USA

Daniel Meeks
Adalika
Charles Davenport Jr.
Ely A. Brock

Harold S. Ewing
Marcus B. Ewing

APPENDIX B



University of Northern Iowa
University Continuing Education and Special Programs

Cedar Falls, Iowa 50604
Telephone (319) 573-2121

September 9, 1982

Dr. Thomas Remington
Chair, University Faculty Senate
Baker 224

Dear Professor Remington:

On April 29, 1982 UNI hosted a workshop coordinated by the Regents Interinstitutional Coordinator entitled "Options for Assessment of Prior Learning." The purpose of this workshop was not to promote the granting of credit for prior learning, but rather to explain the variety of techniques used across the country, and to consider their potential adaptability to University of Northern Iowa standards. Enclosed for your information is a copy of the letter I distributed announcing this workshop, a list of participants, and comments from the University of Northern Iowa faculty who participated.

My purpose in writing is to request that the University of Northern Iowa faculty senate consider appointing a committee of faculty to review the many methods currently being used at UNI in evaluating experiential learning and to recommend additional procedures required to assure that granting credit for experiential learning is reviewed in a reasonable and consistent way.

If you think it would be helpful, I would be pleased to meet with the faculty senate at such time as they consider this request.

Sincerely yours,

Glenn Hansen
Glenn Hansen, Dean
Continuing Education
and Special Programs

GH/hs

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APPENDIX B (cont.)



University of Northern Iowa
Extension and Continuing Education

Oxford Falls, Iowa 50614
Telephone (319) 373-2181

DATE: April 19, 1982

TO: Vice Presidents, Deans, Department Heads, Curriculum Committee Members,
Faculty Senate Members and Other Interested Persons

FROM: Glenn Hansen, Acting Dean
Extension and Continuing Education

RE: Workshop: Options for Assessment of Prior Learning

Should UNI be more active in the granting of credit for prior learning experience? This question will be the focus of a workshop, "Options for the Assessment of Prior Learning", to be held on Thursday, April 29. As a person who would be involved in decisions that UNI might make with respect to the granting of credit for experiential learning, we invite you to attend this workshop.

PURPOSE: The workshop is not intended to promote the granting of credit for prior learning. Its purpose is to explain the variety of techniques used across the country to evaluate prior learning, and to consider their potential adaptability to UNI's standards. It will review the current "state of the art", to provide a basis for local faculty and administrators to make informed decisions with respect to the granting of credit for prior learning.

An ever-increasing number of institutions of higher learning are adopting means of assessing an individual's prior learning, and an ever-increasing number of older learners are requesting this assessment. UNI needs to be prepared to respond to these inquiries in a reasonable and consistent way. Some assessment methods are, of course, already in use here, including CLEP tests, departmental examinations, and College Board Advanced Placement Examinations. Credit is also granted for a number of military educational experiences and certain noncollegiate sponsored instruction in the completion of the Counselor Training Program in the alcohol and drug abuse program at the Mental Health Institute in Independence and completion of various hospital programs. In isolated instances, what could be called "portfolio" assessment has been used. Other techniques may also be in use. In any case, we at UNI should be exploring these and other assessment techniques which may be used in the future.

FORMAT: Two identical sessions of the workshop will be held in the morning and the afternoon of April 29, 9:30 - 12:00 and 1:00 - 3:30. Faculty from the College of Education and the College of Humanities and Fine Arts are urged to attend the morning session which will be held in the Georgian Lounge in the Commons. Faculty from the School of Business, College of Natural Sciences and College of Social and Behavioral Sciences are urged to attend the afternoon session which will be held in the large Board Room, Gilchrist Hall. Of course, you may attend whatever session is most convenient to your schedule.

COST: There is no cost to you or your department. The cost of the workshop is being underwritten by the University with matching funds from the W. Kellogg Foundation to the Council for the Advancement of Experiential Learning (CAEL). This grant will also cover the expense of all printed material provided to the participants.

RESOURCE PERSONS: The workshop will be conducted by two experts on the assessment of prior learning:

Joan K. Knapp of the Educational Testing Service is an expert in the various methods of assessing prior learning and is editor of a new book, Financing and Implementing Prior Learning Assessment (Jossey-Bass, 1981, "New Directions for Experiential Learning" Series). A copy of this book will be provided to each workshop participant.

Elizabeth Stanley, Assistant Director of Academic Affairs and Research, Iowa State Board of Regents, has considerable experience with assessing prior learning. Prior to coming to Iowa, she served for several years as Director of the Office of Assessment of Experiential Education at Governor's State University and coordinator of the Board of Governor's Degree Program, a five-campus external degree program for adults.

Please plan to attend one of these sessions, or send a representative. Your presence is important to the University.

APPENDIX B (cont.)

Registration Form

Workshop on

"Options for Assessment of Prior Learning"

University of Northern Iowa

April 29, 1982

- 1) Yes, I plan to attend the workshop. Please reserve space and materials for me.

NAME _____

DEPARTMENT _____

I wish to attend the Morning Session (9:30-12:00) _____
 Georgian Lounge, Commons

Afternoon Session (1:00-3:30) _____
 Board Room, Gilchrist Hall

- 2) Yes, I plan to attend the workshop. Please reserve space and materials for me.

NAME _____

DEPARTMENT _____

I wish to attend the Morning Session (9:30-12:00) _____
 Georgian Lounge, Commons

Afternoon Session (1:00-3:30) _____
 Board Room, Gilchrist Hall

- 3) Yes, I plan to attend the workshop. Please reserve space and materials for me.

NAME _____

DEPARTMENT _____

I wish to attend the Morning Session (9:30-12:00) _____
 Georgian Lounge, Commons

Afternoon Session (1:00-3:30) _____
 Board Room, Gilchrist Hall

Respond by April 25, 1982

Return form to: Glenn Hansen, Acting Dean
 Extension and Continuing Education

PARTICIPANTS
 WORKSHOP ON "OPTIONS FOR ASSESSMENT OF PRIOR LEARNING"

Thursday, April 29, 1982

9:30 a.m. - Georgian Lounge, Commons

Nancy Bramhall - Independent Studies
 Thomas R. Romanin - Vice-President Office
 Dennis Hendrickson - Admissions Office
 Lee Courtnage - Special Education Department
 Harry Moesman - Communication Department
 J. K. Smith - Educational Psychology Department
 Bob Frank - School Administration & Personnel Services Department
 Marilee Thompson - Special Education Department
 Dean Talbott - History Department
 Roger Kuster - Curriculum & Instruction Department
 Glenn Hansen - Extension & Continuing Education Division

1:00 p.m. - Board Room, Gilchrist Hall

Mary Franken - Home Economics Department
 Morris Durham - Sociology/Anthropology Department
 Jim Burrow - Marketing Department
 Marvin Haller - Curriculum & Instruction Department
 Dennis Hendrickson - Admissions Office
 Al Gilgen - Psychology Department
 Bill Henderson - Speech Department
 Jack Reed - Business Education Department
 Fred Lott - Academic Affairs Office
 David Duncan - Mathematics & Computer Science Department
 John T. Fecik - Industrial Technology Department
 Mitchell A. Greene - Social Work Department

Were unable to attend the Workshop but requested information packets

Harley Erickson - Educational Psychology Department
 Beecher Hijin - Geography Department

APPENDIX B (cont.)

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PARTICIPANT EVALUATIONS

WORKSHOP ON "OPTIONS FOR ASSESSMENT OF PRIOR LEARNING"

Thursday, April 29, 1982

1. Reactions and Impressions of the Workshop:

- Well organized - Helpful information - applicable to our interior design area especially.
- It was informative but very broad and general. I thought that some departments that are doing something should have been shared ahead of time. The presentations were good and informative on national and state (maybe) but more effort should have been devoted to status or needs on campus. The review of examples was one step premature since no procedures were presented only global efforts and rationale.
- Informative. The "Portfolio" concept has possibilities.
- Interesting and informative
- Alerted me to a topic which needs to be considered.
- The workshop was well received by all to whom it talked. The portfolio exercise was most informative. Overall assessment of the workshop was a success. Even though I had attended previous conference, I found it valuable and informative.
- Moderately useful - but did not need 2 1/2 hours. During my busiest week of the year I did not enjoy "evaluating" east coast portfolios.
- Some excellent ideas and approaches for looking at learning outcomes in non-traditional educational settings. Good overview and trial practice simulation. More complex than it appears on the surface.
- An excellent opportunity to consider increased flexibility for prospective students. I would have liked to have more time to consider the actual evaluation of portfolios. In our time limit, I don't think we considered the broad potential of that specific tool.
- Quite informational. Presenters were well informed on "Options for Assessment of Prior Learning."
- While I was able to stay for only a part of the program, what I heard was very informative.
- Good. The presentation was well done and the two examples given were worthy of consideration for assessing. A natural question is whether these are typical of the kinds of requests for assessment that might be received.
- Participating in the workshop was a positive experience for me. I especially appreciated having the opportunity to examine some portfolios. The speakers were well prepared and knowledgeable in the area of assessing prior learning. The workshop was worthwhile and, hopefully, just the first of many opportunities for UNI faculty to examine this topic in depth.

2. Would you favor a committee of faculty be formed to study this topic in detail?

Yes 9 No 1 Not sure 2 No reply 1

2. (cont) If yes, what should be the committee's objectives?

- To prepare guidelines for use of this method at UNI.
- Is there a need to determine a policy or guidelines for such assessment? It may be necessary to determine where or what programs (maybe departments) need to use such assessments.
- I answered both. It, "portfolios", almost needs to be studied first at the department level than in order to bring uniformity to the process considered at college/university level.
- To review what we are doing and identify possible improvements.
- To determine feasibility and problems.
- The feasibility for UNI. The reactions of the faculty - UNI. A proposed process by which all types of experiential learning will be utilized for faculty consideration and discussion.
- To make recommendations concerning policy and procedures. One basic rule must be to grant no portfolio credit for subjects for which CLEP credit is available.
- Identify structures and procedures for evaluating and applying out-of-school experiences to formal training programs. Establishing standards for evaluating out-of-school learning experiences.
- It seems that UNI is well on the way with several activities. I believe a committee might help focus and promote those efforts. Promotion. Gaining some university wide consensus and commitment - assist departments that wish to implement specific procedures.
- Determine what other universities are doing for assessment of prior learning. Determine what the community colleges in Iowa are doing. Determine what university departments would be interested in participating. Formulate policies and procedures for an assessment program. Prepare brochure for public relations and promotion.
- The topic should be studied further.
- The Regents Committee on Educational Relations and the Committee on Educational Coordination have been considering the questions of whether or not transfer credit for experiential learning should be accepted and if so, under what conditions. I think it would be best to first find out if any have come to any conclusions in this first. Would it be worthwhile to see if Council of Deans wishes to discuss it? Such a committee should set up policies and procedures under which this would update - how faculty would be involved, etc. It should formulate a draft of appropriate policies and procedures - take them to departments and/or colleges for information and suggestions and ultimately produce a document to recommend to the University Curriculum Committee.
- Determine if there is a need to change and/or improve UNI's techniques for assessing prior learning. Some topics to be examined might include: Shall more CLEP tests be accepted for credit; shall portfolio assessment be implemented and if so, how; shall department heads who are now reluctant to permit departmental exams be encouraged to do so. If there is a need, make recommendation to Faculty Senate.

3. Would you be available to serve on such a committee? Yes 6 No 6