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University of Northern Iowa Faculty Senate Meeting Minutes, April 24, 2017

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Regular Meeting #1792
UNI Faculty Senate
April 24, 2017 (3:30-5:07 p.m.)
Scholar Space (LIB 301), Rod Library
SUMMARY MINUTES

1. **Press Identification:** No members of the press were present.

2. **Courtesy Announcements**

President **Nook** spoke about his recent visit to the Sioux City area to meet with alums, prospective students, donors, and editors of regional newspapers. (See pages 3-6)

Provost **Wohlpert** spoke about the 2017-18 budget, enrollment, and tuition increases and on the committee work on the Quality Assessment initiative for Community Engagement. On behalf of UNI, he will receive an award for Community Engagement as will Angela **Waseskuk** in the Art Program. (See pages 6-9)

Faculty Chair **Kidd** and Faculty Senate Chair **Gould** reminded members of the Special Meeting on Wednesday, May 3 at Oak Room, Maucker Union to discuss Faculty Handbook.

3. **Minutes for Approval:** April 10, 2017 (**McNeal/Zeitz**) Passed.

4. **Consideration of Calendar Items for Docketing**

1316 Diversity and Inclusion Resolution (previously referred to an ad hoc Senate committee) (**Walter/Skaar**) <https://senate.uni.edu/current-year/current-and-pending-business/diversity-and-inclusion-resolution> (Docketed in regular order for consideration today's meeting)

1330 Brief Consultative Session with the Office of Undergraduate Studies (**Burnight/Cooley**) <https://senate.uni.edu/current-year/current-and-pending-business/consultative-session-office-undergraduate-studies> (Docketed in regular order for consideration at today's meeting)

5. **New Business** –election of New Vice Chair.

Amy **Petersen** was elected as Chair-Elect/Vice Chair.

6. Consideration of Docketed Items

** 1328/1218 Brief Consultative Session with Marty **Mark**, Chief Information Officer, regarding email account creation and deactivation parameters

<https://senate.uni.edu/current-year/current-and-pending-business/consultative-session-marty-mark-chief-information-0>

** 1329/1217 Emeritus Request for Alan **Schmitz**, Music (**Campbell/Cooley**)

<https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-alan-schmitz-music>

** 1218/1316 Diversity and Inclusion Resolution (**Walter/Pike**) Passed.

<https://senate.uni.edu/current-year/current-and-pending-business/diversity-and-inclusion-resolution>

** /1330 Consultative Session with the Office of Undergraduate Studies

(**Burnight/Cooley**) <https://senate.uni.edu/current-year/current-and-pending-business/consultative-session-office-undergraduate-studies>

** Motion to extend session by 5 minutes (**Zeitz/Walter**)

7. **Adjournment: (Pike/by Acclamation) 5:07 p.m.**

SPECIAL MEETING:

Wednesday, May 3, 2017 3:30 p.m. Oak Room, Maucker Union

Full transcript of 48 pages with 0 addendum follows

**FULL TRANSCRIPT of the
UNI Faculty Senate Meeting #1792
April 24, 2017 (3:30 – 5:07 p.m.)**

All Present: Senator Ann **Bradfield**, John **Burnight**, Russ **Campbell**, Seong-in **Choi**, Chair Gretchen **Gould**, David **Hakes**, Tom **Hesse**, Bill **Koch**, Ramona **McNeal**, Steve **O’Kane**, Amy **Petersen**, Joel **Pike**, Jeremy **Schraffenberger**, Nicole **Skaar**, Gloria **Stafford**, Leigh **Zeitz**, Senate Secretary Jesse **Swan**, Vice-Chair Michael **Walter**. Also: President **Nook**, Associate Provosts Nancy **Cobb** and Kavita **Dhanwada**, Provost Jim **Wohlpart**, Faculty Chair Tim **Kidd**.

Not Present: Lou **Fenech**.

Guest: Deirdre **Heistad**.

Gould: Welcome to the last regular Senate meeting of the year. First off, I need to make a call for press identification. Do we have any press here? Okay, seeing no press, I will move on to comments from President **Nook**.

Nook: Just a couple of things. Jim (**Wohlpart**) and I actually had a chance to talk about what we were going to talk about. So, I’m going to let him talk about budget.

Wohlpart: He gets to talk about the good stuff. [Laughter]

Nook: That’s right. He gets to talk about the budget. I get to talk about alumni events. We had a couple of alumni events this past week. Jim (**Wohlpart**) and I were both out of town and Michael (**Hager**) was as well for a Board of Regents meeting that was in Council Bluffs last Wednesday and Thursday. We took the opportunity to set up an alumni event in Council Bluffs on Tuesday evening—had 50ish people show up. There were supposed to be 40. We had 50 show up or so.

Great event. We also held an event then on Thursday evening in Sioux City at their Orpheum Theatre. If you're ever in Sioux City, just stop in and look at the Orpheum. They've done a great job of restoring the interior of that building. It's phenomenal. We probably had 25-30ish at that event. When we're at these sorts of events, I like to ask alums, "What is it about UNI that is so great that I've got to make sure I don't mess it up?" That's how I put it to them. And then the other is, "What are we not doing, that we ought to do better?" In both of these events, I only got one reply to that second question, and that is, "We don't have enough swag in Council Bluffs. You can't buy it anywhere in Council Bluffs." So they're upset—not upset: They would like to be able to buy a UNI T-shirt or sweatshirt or baseball cap, and nobody carries them over there. In Sioux City, they can get a few at Scheels, but that's the only place. I think the other thing that did come up sort of one-on-one, is that they'd like to see us have a bigger presence in those communities. One person actually said it would be great if you could play one of your basketball games in the Sioux City Civic Auditorium; it's the Tyson Center I guess, and maybe play someone like SDSU, where there'd be a big fan base. They hold 8,000 people. Those are the sort of things. The only negative things we got—I wanted to share with you more the things we heard. We heard a lot of stories about the positive impact of the faculty and staff on their lives. It was the commitment by a faculty member, an advisor, the department, that really made a difference—the reason they stayed; the reason they're able to do the things they're doing now, and they attributed that to both faculty and staff. Some good things in the classroom; some people that work, and the staff as well, that helped them see that this was the right thing to continue to do. Some of the students talked about people helping them. One alum talked about having a few majors

before they got done, but that a good advisor helped them work through that process and find what really fit them extremely well. It's always fun to get together with these alumni, and as you hear about alumni events and you want to attend any of those, we'd love to have you at them. It's a great way to meet some of the students who come out of your departments and even if there isn't a student from your program, to hear how students talk about UNI is very uplifting to hear these alumni talk about the experiences they had then. We got to also meet two students who are prospective students. They showed up for the Sioux City event. One of them is the daughter of alums that met here and married just after they graduated. They were both swimmers, so the male is wondering when we were going to bring men's swimming back. And their daughter is going to be a swimmer with us this fall as well, but she's extremely excited to be coming to UNI and can't wait to get here. The other young woman is a senior who lives in Sioux City has only been there about eight years, has really no knowledge of UNI ahead of starting to look at colleges, but is interested in our College of Education and Teacher Prep, and is just elated—she could hardly stand still—when we were talking; the way she was wanting to get here and excited about being a part of UNI and getting things started. So, just extremely rewarding events I think for all of us that were there. Michael (**Hager**) was there. Jim (**Wohlpert**) was there. Leslie (**Wilson**) from the Foundation was there.

Wohlpert: And Development Officers.

Nook: And Development officers were at these as well.

Wohlpert: We had alum from the 1950's all the way up to three or four years ago; a wide range.

Nook: A wide range, and some of those alums that are graduated earlier rather than later, were some of them that were most effusive about their experiences here. They've had a little more time to reflect on them, I think is part of it. We also made a couple of donor visits, especially in the Council Bluffs area and one of these is an alum; one of them is not. Both couldn't be happier with what they hear about the Institution and those sorts of things. Great visits. Also took the opportunity to meet with three editorial boards. One in Council Bluffs. One in Sioux City, and then one in Carroll. There's an Op-Ed piece in---I think it's in yesterday's Council Bluffs *Nonpareil*. I expect one in next Sunday's Sioux City *Journal*, and there'll be something probably come out in the Carroll paper and associated papers. The person we met with in Carroll owns the Carroll *Daily [Times]*, but then there's like eleven other small town weeklies. But he'll run a piece about UNI and our visit in all of those papers for us, so there's a great opportunity to get the word out about UNI. In the Council Bluffs paper, you talk about a lot of things and a few things get in. They were good about talking about College of Ed, and College of Business, and what's going on there, and the strength of science programs. What they left off is my comments about the what I see as the importance of the arts in this campus, to the community, and the region. You really can't say enough about the impact of the arts through Gallagher-Bluedorn and the Bengston Auditorium and Russell and Strayer-Wood Theatre. Those sorts of things. It really is amazing. My wife and I had an opportunity to go to "Into the Woods" with Jim and Sasha (**Wohlpart**) this last weekend. Over the top performance by those students. It's hard to believe you've got students standing on that stage, building that set, putting that production

together. It's off scale for most of what you see at institutions of our size and Carnegie-class. The Gallagher-Bluedorn is special, and it helps us do those sorts of things. We're trying to get that message out as well.

Zeitz: When you were just listing all the different departments and things here at UNI, I didn't hear teaching. Did you talk teaching when you were out there?

Nook: Yes. College of Ed.

Wohlpart: Yes. We had that alumni [daughter] that's very interested in coming because of the College of Education.

Zeitz: Just checking.

Wohlpart: Interesting that the alum from the 1950's were all teachers.

Nook: It's actually in the Council Bluffs paper they mention that. It's our Foundation, and we've got a teacher shortage looming in front of us too, so we're going to have some pressure to continue not just crank out teachers, right—that's how a lot of people talk about it, but to continue to produce high quality teachers and probably a growing number. That's going to take some work.

O'Kane: Is there a spot on our main website where there's something like "UNI in the News." It would be wonderful to click and be able to read those editorials.

Nook: Read those? Yeah. We should do that. That's a good idea.

Wohlpart: One of the other things that came up repeatedly from the alum is not just the incredible work that happens inside the classroom, but all of the opportunities that they got outside of the classroom. They talked about that over and over again as something special and different and unique to their experience here at UNI, and the way that set them up for success in all sorts of ways. Many of them who went on to careers that had nothing to do with their major—but it was the skill set that they developed that launched them into all sorts of things.

Nook: Other questions? Alright. Thanks.

Gould: Thank you. Comments from Provost **Wohlpart**?

Wohlpart: You don't want to talk about the budget? [Laughter] So let's talk about what we know and what we're hoping and where we think we are. So you all know we took a \$3.3 million-dollar hit. Right? \$2 million in the middle of the year last year, another \$500,000 and then another \$800,000 was added for fiscal year '18. So \$3.3 million down from our State appropriation. We are making—I think we've talked about this—a \$3.3 million investment in health care that is increasing our costs. We have faculty raises, staff raises, utilities costs. What we hope will offset some of that, and this is the piece that has not been determined, is potentially a tuition increase on top of the 2% increase that's been approved. This is an awful thing to add to the student burden, but at the Board of Regents, at the press release afterwards, President Bruce **Rastetter** talked about a potential 3% increase on top of the 2% that will help fill that hole; that gap. That will unfold over the next couple of weeks. It has to be announced, and then voted on at least it has to be 30 days later than it's announced. Potentially at some point beginning of May that would be announced, and then maybe voted on at the June

8th Board meeting on our campus. Questions about that? So, we're waiting to hear before we finalize.

Nook: Tristan (**Bernhard**), could you carry that message to Student Government tomorrow? I won't be able to attend the meeting. So could you kind of relay that to them? [Laughter] I'm really good at this. If you want us to put together a couple of bullet points we can get those for you.

Wohlpert: I did share that with Jamal (**White**), so Jamal should be aware of the additional 3%.

Bernhard: We met with the Board of Regents in Council Bluffs actually just last week, and so we have quite a bit of details on that: Maggie (**Miller**), Jamal (**White**), and myself filed a report for Senate.

Nook: Thank you. Good.

Wohlpert: Any other questions about that?

Zeitz: Tuition here for a year is about \$7,000, isn't it?

Wohlpert: Yeah, about \$7,200.

Zeitz: So that means that your 5% would be \$350?

Wohlpert: That's about right.

Bernhard: One thing that's concerning there from our student standpoint is that we've worked very hard with the Board of Regents is slow, incremental increases. And when we get appropriation hits like this, it doesn't allow us to plan for that,

and to get that slow and steady change that's helpful for students to be able to budget for. So when we experience hits like this, then we have to have choppy increases, it really hurts planning. That was a big concern for us, and something that we really wanted to keep on the forefront with Board of Regents members and the legislature as well.

Wohlpart: So then the other wildcard in all this is what our enrollment will be. We are still projected to go up from where we were last year, at 11, 905. We probably won't break 12,000, but we will hopefully get close to a 12,000 enrollment. We've continued to push out-of-state enrollment, and while we think our freshman class won't be as big as last year—we had 2,000 which was really good; probably closer to 1,900, but we will have more out-of-state freshman than we had last year. And last year we had more out-of-state freshmen than we've ever had. That obviously increases the tuition revenues. That's the other piece to it, that we're watching daily. Other questions?

O'Kane: Not really a question—more of a comment. When I moved here 21 years ago, Iowa was known as the education state. In fact, on our quarter, there's a schoolhouse.

Wohlpart: Yes, there is.

O'Kane: I'm just wondering if that angle has ever been explored by either UNI, or all of the Universities or somebody kind of bring us back—look at that quarter. We were the education state.

Wohlpart: Steve (**O’Kane**) that quarter has been brought up many times, and then taken away from us every time. [Laughter]

Nook: One of the things to share, coming from the outside is, this state is still in pretty good shape. When you look at our neighbors and you look at places around the country, the money invested in higher education is still solid and high compared to sort of the average. So, I think we could still claim we’re at least one of the education states. It always is hard when there are these sort of reductions going on to say, do we still hold that place. We’re in a lot better shape than the state I left—the last two states I left, Wisconsin and Montana. It does hurt. It’s hard when these are going on.

Wohlpart: I don’t know if you’ve all seen the latest from New Mexico. Like Illinois, the governor didn’t sign the budget, so there’s no budget for higher education next year in New Mexico.

O’Kane: The problem, speaking to the choir of course, is it might be called ‘Creeping Normalcy.’

Nook: Exactly.

O’Kane: Where we raise the tuition 5%, and that means that the percent given by the state goes down. I think we’re at 54% now, and then it’s 53, and then it’s 52.

Nook: Correct. Especially if you look, not at just the percentage of the cost of the education, but at the total cost to run the Institution, we’re talking about now \$93,000,000 out of \$350,000,000, so it’s down around a quarter of the actual cost

to run the institution, not just the educational costs. But it's a national conversation: How do you have a conversation around the public good that is Higher Ed? There's a recent article in fact out to a group called AGB, the Association of Governing Boards. It's some talking points for Board members, both public and private educational institutions, about how to talk about budgets, and significance of Higher Ed and the strange nature of budgeting in Higher Ed compared to anything else. It just came out. I'll be sharing it with the leadership group; the cabinet and things. But if you'd like a copy, just send me an email. I can send you the electronic version of it as well. It's got some interesting points in it that will help people understand our budgeting in particular, and why it's different. You're absolutely right. We've kind of lost the debate on the public good of Higher Education--public and private. We've got to get that back. We're just so much easier to cut than anything else because we've got another stream, and unfortunately, it's our students. It doesn't make sense to us in the business.

Wohlpart: Anything else about budget? Two other things quickly. The quality initiative that you all were a part of giving us feedback on, and deciding last year. We selected community engagement last April. We spent the last fall and spring semester developing that proposal. Several of you have been involved in that. We were hoping actually to do a Faculty Senate presentation, but the Faculty Senate has been very busy with presentations. We will get this out to the University community so that everybody could see what we've done with this. It follows along the lines of the proposal that was developed, so we will send that out, and if you have feedback, for that you can send it my way or to **Julianne Gassman**. We have to get it to the Higher Learning Commission by the middle or end of May is

the deadline to get that out. We will get that out as quickly as we can. Look for an email from me about the Quality Initiative. And then the last thing is I understand is the Faculty Handbook. There's one more meeting Friday morning to put it into final shape, and it will get out to you all so you can review it for your meeting next Wednesday, which I apologize, I will be in Des Moines. I won't be able to attend but Nancy (**Cobb**) will be here and will take notes. So, any feedback that you can provide will be useful.

Nook: So you're going to be in Des Moines receiving an award, correct?
[Laughter]

Wohlpert: That's true.

Nook: I don't remember all the details. I signed the letter this morning. It is civic engagement--he has been selected as the civic leader of...

Wohlpert: Iowa Campus Compact.

Nook: Iowa Campus Compact. So he's going down to receive the award.
[Applause]

Wohlpert: And Angela **Waseskuk** in the Art Program will also be receiving an award. So we have two from UNI. Any other questions you have about any of this? I am scooting out because I get to teach a class at 4:00, and I'm bringing the President. Thank you all very much.

Gould: Thank you. Comments from Faculty Chair **Kidd**?

Kidd: The handbook is coming along. Hopefully there will be no surprises. Hopefully as good as we can do. Just a reminder that we're going to be working

on this next year, so it's not the end of the story. But I won't talk much because we've got a lot to do today.

Gould: Yes, we do. Brief mention, we have a meeting next Wednesday from 3:30-5:00 in the Oak Room. This room was not available for the Faculty Handbook [meeting] so I hope to see as many of you there as possible, and the other thing I wanted to say is this is Nancy's (**Cobb**) last official Senate meeting. [Groans] We will miss...

Cobb: I'm joining you though!

Gould: Yes, she's joining us. You could be a Senator. So, I just wanted to wish you well. We'll miss you in your role as Associate Provost.

Cobb: Can I take 15 seconds?

Gould: Yes.

Cobb: I want to tell everybody it has been a real pleasure to be an administrator at UNI. It's a really great place and I agree: I've been in other states. It hurts when you get caught, but when you're already at a much higher level than some other institutions... You need to know that your work is valued and I've been happy to try to help faculty in their roles, so thanks.

Gould: Thank you. [Applause] Next up we have the April 10th minutes for approval. I believe Kathy sent those out last Monday to all of you, so any questions, clarifications? Okay, can I have a motion to approve the April 10th minutes? So moved by Senator **McNeal**, seconded by Senator **Zeitz**. All in favor of

approving the minutes from the April 10th Senate meeting, please say “aye,” opposed, “nay,” abstain, “aye.” Motion passes. We have two Calendar Items for Docketing that I’m hoping we can get to today. Both of them shouldn’t take very long. The first one is the Diversity and Inclusion Resolution. If you all remember, we sent that out to a committee of our Senate colleagues and they came up with a newer draft. So, can I have a motion to docket this? Moved by Vice-Chair **Walter**, second by Senator **Skaar**, all in favor of docketing Item Number 1316, please say “aye,” opposed, “nay,” abstain, “aye.” Motion passes. The second thing we have on the Calendar Items for Docketing is a Brief Consultative Session with DeeDee **Heistad** from the Office of Undergraduate Studies. They just want to run an idea past us and see what we think. It shouldn’t take more than 15 minutes. Can I have a motion to docket Item 1330? Moved by Senator **Burnight**. Do I have a second? Seconded by Senator **Cooley**. All in favor of docketing Item Number 1330, please say “aye,” opposed, “nay,” abstain, “aye.” Motion passes. So now we have New Business, which is the election of our new University Faculty Senate Vice-Chair. I understand we have three nominations on the floor. So, I’m going to ask the three candidates to briefly make a statement as to their interest and why they want to do this position. And then really quickly we’re going to go into Executive Session to take the vote, and then once that’s done we’ll call everybody back in and announce our new Vice-Chair.

Swan: We can’t vote in Executive Session.

Gould: We’ll vote when we come back in regular session. So the first person up is Nikki **Skaar**. Do you want to make a few statements?

Skaar: Sure. I'm Nikki **Skaar**. [pronounced "Score"]

Gould: I'm Sorry.

Skaar: I am faculty in Educational Psychology in the College of Ed. This is my second year on the Senate, and it has been an amazing experience to learn so much about the University and how the University works and meet so many wonderful faculty leaders across campus. One of the reasons I'm interested in doing leadership position on the Senate is I've liked how Michael (**Walter**) and Gretchen (**Gould**) have moved the Senate to try to do something other than just the day-to-day business of the University, but to really have some of those deeper conversations about some of the issues across campus and I'd really like to be part of that.

Gould: Thank you. Next up we have Amy Petersen.

Petersen: I'm Amy **Petersen**. I am also in College of Education. I teach in our Department of Special Education and I...It's always a little bit awkward to self-promote especially when there's an election involved. My interest is really in, what I see as being a very critical moment for our University, and the need for strong faculty governance and the opportunity to work with faculty in a very collective way so that we can continue to have an impact on our future as things shift and change in our current climate.

Gould: Thank you, and third we have Jeremy **Schraffenberger**.

Schraffenberger: I teach poetry, creative writing and literature in Languages and Literatures, and I'm just interested in the money, fame, and power that goes along with the position. [Laughter] But seriously, I too would echo what you said,

Nikki (**Skaar**) about the shift in the Senate. I've only been here for a year but I've been lucky to witness that sort of as it's happening. It was January I think when you proposed a new initiative to have a Consent Agenda for those kind of efficiencies to get the minutes approved. I really like that idea and I assume that we'll move forward with that. I also appreciate Robert's Rules of Order, because it preserves democracy. But it's also kind of stultifying at times, and so I like the idea of finding a negotiated balance, so we can have those more meaningful conversations.

Gould: Thank you. So now we should go into Executive Session.

Campbell: Can I ask where these names came from? Was there a committee that came up with these names, or did they just email you, or what?

Gould: Faculty Chair **Kidd** and Vice-Chair **Walter**—kudos to them for finding...

Walter: We twisted arms. [Laughter]

Campbell: That was the question. So they were endorsed by you in some capacity?

Schraffenberger: Some have greatness thrust upon us. [Laughter]

Swan: So you want to move into Executive Session so that we can discuss this freely? Is that the point of Executive Session?

Kidd: Yes. It's a tradition for elections, at least when I was elected.

Walter: I'll go with precedent.

Swan: And then we'll rise and vote by ballot?

Gould: Yes. I have blank slips of paper.

Walter: We'll vote in regular session. Is that okay with everybody?

Swan: So do you want a motion to go into Executive Session?

Gould: Yes. Can I have a motion to move into Executive Session? So moved by Senator **Zeitz**, seconded by Vice-Chair **Walter**. We are now in Executive Session.

[3:59-4:07]

[Returning to Regular Session]

Gould: If you would like to ask the candidates any questions you can.

Swan: Can we just vote and have Chair **Kidd** collect our ballots?

Gould: I get to count? I want you to verify my count. By a majority of the vote, our next Vice-Chair, Chair-Elect is Amy **Petersen**. [Applause] Congratulations.

Swan: Unlike France, we don't need a second election.

Gould: Okay, moving on we now have our brief Consultative Session with Marty **Mark**. She's passing out a paper copy. I had posted this on the Senate website. She would like to talk to us about email account management. So I'm going to turn it over to Marty.

Mark: Thank you for the opportunity to be here today. Maybe I'll just go through it, give you a few highlights and then spend the bulk of our time listening to your responses. In 2011 when we moved to Gmail, a decision was made at that time to implement something at that time that was referenced as email for life. Prior to

then we had a regular schedule for de-activating accounts as people left the University. But in 2011 we stopped that process, and that introduced a number of unintended issues, and I've listed a few of them on the handout. The first one being sometimes former employees continue to conduct business after leaving the University. We've also had the opposite as an issue: unused mailboxes are collecting messages. Sometimes important contents are in there that we're not aware of, like contracts. Just a little side note on that: I have a statistic that currently we're managing 54,183 Gmail accounts and 48% of those aren't in use. So we have some clean-up to do. And then finally, another example that we see sometimes is that when someone leaves the University, maybe they go into private business and they conduct it through their UNI email account, which is an issue as well. We needed to take some action and so this is the proposal that we put together and need your input on it. In terms of creating the accounts, we'll continue to do that the way that we always have, and that's driven by our HR system and our student information system. So, no change there. Where the change comes in to play is the de-provisioning process, and that would be the process we use to disable accounts. So in the student realm, essentially all of this text can be summarized in that it would be driven by the Registrar's Office and the status of a student. And so, when the Registrar's Office designates a student as no longer being a student here in different capacities, then the email system would disable their account. Now upon graduation we did have a request from the Foundation to continue to offer our graduates the use of an email account so that we could have a way to continue to reach out to them. And so that is in the proposal now: That we would continue to offer that opportunity to graduates who want it, but we would also be running a background process so that if we

saw a graduate account wasn't used within 12 months, then we would also deactivate that account to keep things cleaned up. In the area of faculty and staff accounts, I think we have a pretty good plan here that has a lot of flexibility built into it. For faculty, we would default to 90 days after the last date of employment, allowing faculty time to complete end of semester duties, and the other kinds of things that you do. Yet we could override that default, depending on your circumstance, and so there are a lot of options here and that would be done through a change to our PAF system. The same would be true of staff accounts with the default being the last day of employment, plus one. Moving on the emeritus accounts: This is one where I'm probably receiving the most feedback. Currently as it's written, we're proposing that emeritus accounts move to a new domain; an email domain, and so the email account would change from first.last@uni.edu, to first.last@emeritus.uni.edu. The feedback I've been receiving is that this would pose difficulty for our emeritus staff in that they've built up a career building up contacts with colleagues, and it would be difficult to maintain that connection if we changed the email address. And so we put together an alternative approach that I wanted to talk with you about.

Pike: My question is for the emeritus particularly, why are they only forward for 30 days? Could you not set up a permanent forwarding to the new email address?

Mark: Yes, we can. That's part of what I'm going to propose to the group today, is an alternative based on the feedback I've received. What we'd like to do is continue with this separate domain so that we can apply different rules to these different categories of accounts. So maybe as we need to put more cyber-security techniques in place for active employees, maybe we don't necessarily need to go

to that extent for emeritus. So we'd like to keep them separate. However, to maintain that continuity, and to your point—we'd like to propose that we indefinitely put in a forward so that the original email address would still be usable, and you could address messages to it and it would find its way over to the emeritus account, and no one is the wiser that it's in a different domain.

Zeitz: But when we sign on, would we be signing in to an emeritus account? And then when we send it, it would say 'emeritus'?

Mark: You would continue to use your CAT ID credentials, and behind the scenes your actual email account is first.last@emeritus, but this other layer is in place so that you never have to use that emeritus account. You're continuing to use the email address you've always used.

Zeitz: When you mail it, does it as a return address, does it have emeritus in the name?

Mark: No. It should not.

Zeitz: Got it. Thank you.

Campbell: I guess that was the question. First, before you went to Gmail, I think that the faculty had their emeritus as the regular accounts, when they became emeritus and they weren't terminated. The second, you say first name, last name, which is fine, but I'm getting it with my user name **Campbell** and will that still be working?

Mark: That is still workable.

Campbell: I would have the same CAT ID, and that will still send the email to me? CAT ID@uni.edu?

Mark: Exactly. So we've got this alias in place, so that all appears to be the way it's always been, but behind the scenes we're able to segment things so that rules we've applied to one population don't impact rules we've applied to the other.

Zeit: So you were saying, when you were saying that making accounts safe based upon authorizations and things like that. So what would happen is that the emeritus account would be less safe? That's why you're separating it?

Mark: I don't know that it would be less safe, but maybe we would use a different technique. So, I think what you're referring to is our earlier conversation about multi-factor authentication? One thing that we're looking at right now is a technology that would help protect our CAT ID accounts from phishing attempts, which are really prevalent. Are you familiar with phishing attempts and obtaining credentials? Okay. So, what we're doing is really common practice right now. We're looking into adding a second factor to that, so if your account is phished, the individual who has obtained it cannot use it without a second piece of information. So what we're looking at is, I don't know if you're familiar with the product called Duo, we've purchased a license for Duo and that will allow us to send a one-time unique code either to telephone, or a token or to your cell phone. There are lots of different options and we're in the early stages of implementation. We would apply those kinds of technologies to the active accounts at UNI, but not necessarily to the emeritus account, because of the added level of complexity in the support that's required.

Campbell: And we all become senile. [Laughter]

Mark: And that doesn't mean you can't use Google's built-in multi-factor authentication, but—so I wouldn't characterize it as less secure, but maybe a different approach.

Pike: My other question is not just for emeritus, but for faculty who leave, potentially taking another position somewhere else. So they can also implement basically automatic forwarding, as long as they get the other email account to you before the de-provisioning date, and then it would continue to forward even after the de-provisioning date?

Mark: Under this scenario, we might be able to do that for a while, but the intent here is to de-activate that account. That individual's no longer an employee here.

Cobb: That's normal at most universities.

Pike: Maybe. I know at my last university, basically they had the email for life thing, too. What they did was you gave them the forwarding, and it would just continue to forward to your new email address without...But, maybe they've changed that, but as far as I know they haven't.

Mark: I know at Iowa and Iowa State they de-activate accounts routinely, and the forwarding and the options that we put forward here aren't present there, just as a point of reference.

Kidd: A question about de-activation for faculty accounts. One thing is sometime people's emeritus [requests], especially with the paper forms, get side-tracked. I'm not saying that's going to be immediately fixed, but...

Gould: I have to check with Chad **Wittrock**, but I think that will be fixed.

Kidd: Maybe.

Cobb: Emeritus status, is that what you're talking about?

Mark: The form. There's a gap period?

Kidd: Sometimes, yeah. So 30 days is pretty fast. Could that be extended to at least six months?

Mark: Sure. We could build that in.

Kidd: People could apply for emeritus shortly before they retire...

Mark: We could override the 90-day default and replace it with nine months if we know that you're in the queue for this.

Gould: Like any emeritus request that we receive after today won't be taken up until the fall.

Mark: So would nine months be sufficient?

Gould: Oh yeah.

Kidd: Six months would be sufficient.

Mark: So we've got that built in as an option then.

Kidd: Yeah. That would be helpful. The other question I had is so what does the Foundation think of changing the student accounts? Once you change an email account, you're just never going to use it. Like once you go to alumni, it's pretty much going to be dead, right? I understand that there are unused email accounts. If they haven't been used for a year, toss it. But, what is the incentive for changing this to alumni?

Mark: Again to put them in a different domain so that we could apply different parameters to it.

Kidd: I understand that. I thought the point of email for life is for a way to reach our alumni in some fashion. Does that not work?

Mark: Well, 48% of our accounts are dormant and not active, and so I think sometimes it's giving the Foundation sometimes a false sense of reaching out to alumni who aren't reading those email messages. So the thought here is they've applied to retain that account, so we know they intend to use it.

Kidd: Well, no one's going to apply. Why would they apply? What's the incentive?

Mark: One thing I have heard from students is upon graduation they're in the beginning stages of a job search, and so they've used their email account here at UNI and they want to retain that through that process.

Kidd: I understand that, but it's all about consistency. Once you change consistency, no one wants to deal with that.

Cooley: Another argument that I've heard for maintain the email for life, and something that I've actually employed in my classes is I've had students build electronic portfolios as they do some pre-professional work that they intend to carry with them while on they're on the job market, and who knows how many times they're going to change jobs. Is the idea that they're just going to have to download that, and we're back to paper portfolios and forget about electronic portfolios?

Mark: We can assist with migrating them, their content, to a new account.

Campbell: I want to go back to the faculty members who leave UNI, and I think that one year would be a more reasonable courtesy period for mail forwarding than three months, just because again the professional addresses that are out there; the professional directories and the like, and I also don't think that one year for mail forwarding is going to be that big a problem.

Mark: Okay. Thank you.

Schraffenberger: Three questions: One is it's often the case I have students that take a year or so off. I know there's a year grace period here. Especially with some graduate students who finish some coursework, and I don't know how long...then they have seven years. We often try to reach out and try to get them back to finish up. So that's one concern about students who might have gaps longer than that year, especially with tuition hikes, right?

Dhanwada: So technically they should be on continuous registration. We're trying to get everybody, if you've completed all of your coursework and all you have left

to do is write, you should be—that's technically what you should be, so that you have rights to the library and have all of these and your email and so forth.

Mark: Yes. Under that situation they would continue to have email access.

Schraffenberger: But then if they don't, then how do you get in touch with them to make sure that they stay in...I know it's not ideal, but this conversation is for the exceptions, right? And then the second question I have is about instructors who aren't eligible for emeritus status, and also maybe even faculty who've taught for nine years, and aren't eligible for emeritus status, and is this only for emeritus status people, or is it just the name 'emeritus' that you're attaching to former faculty? So the question of whether they have emeritus status.

Mark: It was intended to reference individuals who still have a connection to the University as opposed to having resigned and moved on.

Schraffenberger: Right. Right. So not official emeritus, the university is not required?

Mark: No. It is required.

Schraffenberger: It is required. So former instructors who taught here for 30 years are not eligible for that emeritus status account?

Mark: Under this proposal, yes.

Schraffenberger: I think that's wrong. I think that should be amended so that...

Kidd: Just a reminder that the only requirement for emeritus status is pretty much teaching here for over 10 years.

Schraffenberger: Ten years.

Campbell: Don't you have to be a tenured faculty member for emeritus status? I'm looking at Bill **Koch**. He won't be eligible for emeritus status as an instructor for how many years? Seventeen or eighteen now?

Schraffenberger: That's the kind of exception I'm thinking about.

Pike: I'm just curious right now, what are the policies—if I was a new faculty member coming in? Am I required to have an official @uni.edu? Or can I use another email account that I could...again, I would not want to use an @uni.edu account for very much at all, if I chose to leave here and then everything just goes away. Right? Again, I've had enough email addresses. I'd like to have...Again, you talk about professional directories, contacts, everybody has that address, and if it's not going to be forwarded, then I might not want to use it. So I'm asking, what are the requirements? Is there a requirement that you use that official, or could I use some other Gmail account and have that be my official contact point?

Mark: Well I think I would need to do some research on the requirement question, but as an employee of the University, I would encourage anyone to use the University resources to do business on behalf of the University. I will get back to you on that, but it would seem that that would be the appropriate thing to use an email account from your employer for University business.

Cobb: Do you want the statement about emeritus from the policy? It says, emeritus/emeriti honorary status conferred upon certain non-temporary—which actually leaves it open. Everybody who is a term, renewable term, in fact

academic administrators and so forth, and again it's a minimum of 20 years of credible, full time service in Higher Education. Minimum of ten years. So the temporary faculty—you're right.

Zeitz: Is it possible you could put a final sentence that says "Special cases will be considered"? It seems like there's always new ideas that are coming up, and there are situations...

Mark: Exactly. We do have a sentence at the very end of the document. Do you think that captures what you were hoping to read?

Zeitz: Okay, "It's important to note..." That looks good. That way, it covers your back, and one of the reasons you're doing this I'm guessing is because the added security cost per user. Is that correct?

Mark: Added security and also those unintended issues that I referenced earlier: the fact that...

Pike: Misrepresentation being the one I picked up first.

Mark: And the risk that comes associated with that.

Zeitz: Sure. Sure.

Bernhard: I just want to add that I think that when you look at this issue as like an email issue, that's looking at it in a one dimensional aspect. I know that the greatest use that I think my peers get as students out of this system is actually through the Google Docs side of the system. Many of my classmates run all of their academic work through Google Docs. They have folders for each class. It

creates an academic portfolio over four years of everything they've worked on as an undergraduate. So, that's really valuable when you say "email for life" for them, because they know they're going to have this resource to show employers their whole life. They know five years down the line someone's going to say—like I'm working on a really big eminent domain paper right now. It's like 20 pages, and so I know if that comes up in five years down the line it would be interesting to show my employer; like go back. "I know I have this in my college portfolio. Let me look at what my thoughts were on this topic at this time." It's really valuable to be able to have a comprehensive education digitally available, even though looking at this it's kind of an email issue, but it's all encompassing for that Google account. That's one thing to think about. And the other thing is I haven't heard anyone talk about it, but having this system of email for life is a pretty good marketing tool for the University. I know 48% sounds like—it's not a great figure, but you still have well over 20,000 people, that on an everyday basis are using email with UNI in that. So people are seeing that, and that's a really good tool for the University that I think is fairly cheap.

Hakes: I think half is huge. Unbelievably huge. I would have never guessed it's that large.

Zeitz: But those would be discontinued, right?

Mark: We'll retire those that are inactive.

Hakes: I don't understand that for students at all.

Zeitz: Your point about the portfolio is well taken.

Walter: Just to summarize the risk here. Probably what you're talking about is probably the known or calculable costs of having 48% of these empty, versus the possibility of benefit of having 52% of them being used. I think the 52% of them that are being used with our name on it, far outweighs its cost—whatever it is. And since your security system operates on events, not just space in some hard drive, they operate on events—transactions, security costs are based on that, so 48% of these mailboxes are not incurring any events. It's probably a very small cost, as compared with being able to keep this as Tristan (**Bernhard**) pointed out as a promise made when they signed up.

Mark: What are your thoughts on the appropriate use of these accounts after you've left the University if we were to retain the email for life? There's risk that comes with that in that you're representing yourself as part of the University, even though you're no longer here.

Cooley: I have a thought on that. It's already happening, whether we like it or not. I don't know what 12,000 students right here on our campus are using their email for. And I don't know what the 500 graduate students who are out there in cyberspace and in May are in limbo—I don't know what they're using their email address for. That's not a new issue that arises once you graduate. That's already in play. I don't know what the professionals are doing with their email for that matter. I don't. To me, it's not a new calculated risk that we have to take into consideration the day somebody graduates, or the day someone resigns. It's already out there.

Pike: I was reading this: “Former employees continue to conduct business on behalf of UNI while no longer employed by the University.” That seems to me to be a problem. I guess I’m not sure what the problem is with private businesses associated with former UNI employees or students processing transactions. Well—by processing transactions, I’m assuming you had somebody got Paypaled at the email address, or some other kind of transaction, at that address but...I guess I’m not sure what ...or “forwarding sensitive information.” I mean current students could be doing that too.

Mark: Well, that third item violates State of Iowa Code, that these are services and products that were purchased by the State, and to use State-owned resources for private gain is an issue. The other issue we’ve seen are Social Security numbers going through email, which puts us at risk.

Swan: UNI doesn’t own the email, does it? Google does, doesn’t it?

Mark: Google hosts it, but we use it under contracts.

Pike: How is this different for someone who is a former student doing this, versus someone who is a current student doing this? Would that not still violate the code?

Mark: Yes. It does.

Pike: I don’t see how that, if that’s the problem, this doesn’t really seem to address that problem.

Mark: Yes. It's a problem under either scenario. I think we've just seen it more with people who—employees who have left because they are transitioning to a new career and continuing to use this. So it's raised itself through that.

Hakes: Is there any way to be able to eliminate the 48% without eliminating the 52%? Meaning could the burden be placed on the user to have to continually reapply in some extremely small way, so that those accounts that are in fact completely idle cease to be used, but for those who are actively using that account and have to continue to use that account? For example, the emeritus people that I spoke about in my department that are retiring, are continuing to be treasurer and secretary-treasurer of academic organizations and will for many years. So, they don't want that to say 'emeritus.' They don't want it to say anything else, and they'll continue in that role.

Mark: I think with the revised proposal it wouldn't say 'emeritus.'

Hakes: I understand.

Marks: It would still say 'UNI,' and they would still have that connection.

Hakes: You're saying that it will never expire? Nine months is nothing.

Kidd: No—that's the bridge to get emeritus status.

Marks: Right.

Hakes: Emeritus get it for life, then?

Marks: The forwarding would be indefinitely, and we could do it one of two ways in terms of sun setting those accounts. We could continue to watch for inactivity

for twelve months, or as you suggested, maybe apply for it annually if that's a better approach.

Hakes: I don't know. But if the account's not used at some date—you could make it longer; make it two years, it doesn't matter. If you want to get rid of it, get rid of them, but those that are active, that's why they're using them.

Marks: Exactly. We would not want to get rid of them.

Zeit: As far as re-upping, the mere fact that we have to redo our password. There would be a system built into that. If you don't update your password, then you're not using it. And after sixteen months, or something like that...now that you have to have a passphrase that's as long as my arm—which isn't so bad. A passphrase isn't so bad. Since we have that, that would be the place where you could put the closeout.

Marks: The checks and balances. Thanks.

Campbell: Two comments: One to Senator **Pike's** question about, 'Do I need to use a UNI email account?' And the answer I tell my students is "If you don't mind, use it. Go in and set up mail forwarding to your own account, and then you never have to go into the UNI account. As for the alumni, I personally would like to have forwarding from uni.edu. But I would like all their outgoing mail, the alumni.uni.edu so they are definitely identified as alumni, and not current students of this University. I think that would help some of your liability issues, if they were identified as alumni of this University, and if they're 40-year old men with uni.edu maybe people would think they work for the University. So I think

that you could forward all the uni.edu to them, but make their outgoing, unlike faculty outgoing, which would be uni.edu. Make the alumni outgoing alumni.uni.edu to prevent them from misrepresenting themselves as University members.

Mark: Okay. Thank you.

Gould: Marty, do you feel like you've gotten enough feedback?

Marks: I do. Thank you so much. I'm going to take this back to the group, and we will update the document, and I really appreciate the time you've taken to give me the feedback.

Zeitz: Thanks for running this by us, instead of saying, "This is the way it's going to be."

Gould: Yes. We really appreciate it. Thank you. Moving on. Next thing up we have Docketed Item Number 1219, Emeritus Request for Alan **Schmitz** from Music.

Anybody wish to say anything on behalf of Alan Schmitz?

Bradfield: I'd like to speak on behalf of Alan (**Schmitz**). I'm unsure of how long he's been here, since it's been quite a bit longer than me, but he has been working as our undergraduate admissions person, and he's been wonderful in that capacity. I've had to work with him in that capacity quite a bit. He also teaches Music Theory currently and Composition and he's been wonderful when I need to check up on students and follow up and see how they're doing in the other music classes. So he's been a great asset in our department for a long time.

Gould: Thank you Ann (**Bradfield**). Anybody else? Okay. Can I have a motion to grant emeritus status to Alan **Schmitz** of Music? So moved by Senator **Campbell**, seconded by Senator **Cooley**. All in favor of granting emeritus status to Alan **Schmitz**, please say, “aye,” opposed, “nay,” abstain, “aye.” Motion passes. Okay moving on, the two items we docketed for today. We have the Diversity and Inclusion Resolution, which an ad hoc committee of the Senate worked on, and so I’m bring it back to the floor to see if you guys would like to move on this.

Pike: Is this the one we beat the heck out of a couple of months ago?

Campbell: Do we have a new version of it?

Gould: This is a new version.

Campbell: Why does it say, “January 23rd draft”?

Gould: Because we posted it on January 23rd and we never got to it, and it sort of slipped through the cracks. But this is the version that our Senate colleagues worked on. Do you want to speak to that Vice-Chair **Walter**?

Walter: I appreciate the people who stepped up to work on the January 23rd draft, and I suppose this would be an early April completed product. Something like that.

Gould: Yes, I can remove that [date] if we choose to pass it.

Walter: I think it’s a lot more comprehensive. We removed some of the objections that we found.

Campbell: So has this been changed since January 23rd. That was the question.

Walter: Yes.

Gould: This is the most recent draft.

Walter: Probably April. Committee? Something like early April.

Gould: I never received that. I have the one that we originally saw on January 9th, and the one that the ad hoc committee drafted on January 23rd. Never mind.

Walter: The one that's up there first is the most recent edition.

Schraffenberger: I will say this briefly. I don't want to open up a can of worms. A lot of things going on campus nowadays. Freedom of speech is a huge issue, and we did include freedom of thought and speech in this statement for a very specific purpose. But if you want to discuss that, that's fine. Of course, Dee Dee's (**Heistad**) over here, and we want to talk to her, too.

Gould: Do you want to table this then?

Walter: I move that we vote on it such as it stands.

Pike: I'll second that.

Gould: It has been moved by Vice-Chair **Walter** and seconded by Senator **Pike** to vote on the Diversity and Inclusion Resolution.

Hakes: Are we just accepting the statement?

Gould: This is a statement from the Senate, and we had that long conversation at the January 9th meeting. This is the Diversity and Inclusion Resolution Statement from the Senate. All in favor, please say, "aye," opposed, "nay," abstain, "aye."

Motion passes. Thank you. And last but not least, we have DeeDee (**Heistad**) to run an idea past us. She has a handout that she's distributing. DeeDee, if you want to sit up here and talk to the Senate?

Heistad: Sure. My name is DeeDee **Heistad**, and this idea was actually docketed by one of the administrative fellows, John **Ophus**, who's the administrative fellow to the Provost, but does work in my office. Basically, what this proposal relates to is it speaks above everything else to what we're doing well at UNI. And one of the things that we seem to be doing really well with our students, and always have, is providing them with many engaged learning opportunities. So it's this moment when our students move beyond the classrooms and have learning experiences that may or may not be captured on their transcripts. I know that there's been talk at different points about co-curricular transcripts and that type of thing. But as far as I know, there's nothing right now in the works where that would be...where that's something we're considering. So one of the things that came out of this was an effort to recognize engaged learning, or at least to provide the students with the opportunity to really work through 'How did these different experiences fit together?' So the document that I gave you, I'm just going to highlight a couple of places here. In the second paragraph...I'm sorry...In the first paragraph we say that "UNI students engage in high impact learning that transcends the classroom and enhances their academic, personal, and professional lives." The idea here is that we would provide some type of recognition. And here we're just calling it "Graduation with Leadership Distinction." And basically the recognition would be a cord, and I mean quite literally a cord that they would I guess wear at graduation. And so the question is

“How do you earn Graduation with Leadership Distinction”? And basically what it is, is the students are provided the opportunity to reflect on their own learning. So if you turn the page over, if you look at the second full paragraph, it says, “UNI excels at providing engaged, integrative, and applied learning experiences for students. However, these efforts have often existed in somewhat isolated pockets throughout the institution. We have not been intentional and systematic about helping students to synthesize these experiences as relating to their entire UNI education experience.” We quote a little bit from employers, but basically what this is, it’s a proposal to encourage students to practice their communication skills while demonstrating their ability to think critically and synthesize their undergraduate education; that we would provide the students and opportunity to basically work with a faculty mentor, as well as a group of their peers, to kind of think through some of these experiences. In order to join the program that we would do as a pilot, maybe with five or six students to start out with. To get into the program, you’d have to have a minimum GPA, and then what you really have to do, is you have to identify the relationships between coursework and your co-curricular experiences. And what we’ve done is we’ve taken a lot of this idea from the University of South Carolina, but we tailored it to the concentration areas that we think a lot of our students are working in. So for example, we have a lot of students who are let’s say civically engaged or peer educators. We have peer mentors. We have NISG students. We have RA’s. We have different officers in a lot of different student organizations, and so what they could do is they could use that as their experience. They could then look to their classes that they’ve taken, and justify what is the connection between this class and this experience. That would generate some type of key insight. Perhaps about globalization. Perhaps

about working in groups, or group communication, or whatever it is. And then they would have to write a couple essays. The result of that would turn into some type of portfolio that the students could have. It could have their key insight essays in it. It might have their introduction to themselves, and then each year that group could decide what they wanted to do as a community to kind of demonstrate to the rest of us their integrative learning experiences. So it's really kind of a hands-on proposal. One, hands-on in the sense of taking a small group of students, and seeing what this would lead to in terms of them articulating for us their integrative learning experiences, and us on the other hand being able to collect and understand how students are using these different types of experiences to look forward as they become leaders upon graduation. There are institutions that are doing this. Like I said, it was the University of South Carolina that inspired John (**Ophus**) to start looking into this and working on it. And today, we're just looking for some feedback on how do we capture these integrative, engaged experiences? We have shared this with the student government, and I don't know if you were there, Tristan (**Bernhard**) when it was shared. My understanding from the VP was that people are pretty enthusiastic about it. I don't know if you remember, or if you want to share with the group their reaction?

Bernhard: I was a senator at the time; a second year senator, earlier this year. You were maybe talking about VP **Jones**. Yeah, the sense was a lot of excitement around this. People love to be recognized for their efforts. One of the things I do remember hearing about it was that there was some concern over-particularly—you did present it to NISG, where a lot of the NISG people would fall under this

umbrella would be the professional and civic engagement aspect. It even mentions NISG there. A lot of people thought that 60 hours was a little light for that. I know I put in probably 25 hours a week or so for NISG, and about that for the RA, too. So a lot of people thought that you could thin the herd a little bit by making that a little bit more difficult. Yeah, mostly like small knick-knacks that students could pick out in this. As a whole as an idea, I think it's really good to incentivize students to continue to get those roles outside of academia to develop leadership.

Campbell: My question is, is there a Leadership Studies at UNI already? I thought there was something under Gerry **Perreault** or something where they brought in...

Heistad: I think there are several curriculum-based leadership experiences that either lead to certificates. This really would be less formal in that it's not for a leadership certificate. It's not for a minor. It really happens at the end of the experience, and it's also open to students all majors and all experiences. So for example, there is a community, like the nonprofit Leadership Alliance actually has a certificate in community service. Clearly, some of the students might want to do this, but they actually have the degree. But we have a lot of other students who do a lot of community service, but who don't fall into one of these categories. So this would be an opportunity basically for them to reflect on their learning and be recognized for the connections they can make.

Zeitz: I've got a series of questions if I can do that. First of all, let's see, as you pointed out, one of them is 200-hours and the other is 60. Where do the number 200 come from?

Heistad: Those were basically kind of thrown out as best we could think of. That would be the type of suggestions we would want from areas where they're actually doing this. We could think that students who in NISG would be attracted to this type of opportunity, so we'd really probably have to go in and calculate those based on the experience. The same thing with the study abroad one semester; a short term study abroad. We're not sure, but we would welcome feedback on that.

Zeitz: And speaking of study abroad, one of the things that I think is a misconception is that study abroad means you have to get on a plane and go someplace. And I think that you might also look at the idea of interacting through the Internet or global collaboration, where it's actually something where I can work with people all over the world and together we can create a project. And I think something like that would fit very nicely.

Heistad: Yeah. I agree. The idea isn't really to limit people. This isn't even really for necessarily our highest achieving students. It's really to recognize that most of our students are involved in other things and even setting these limits—it's a little disingenuous because the idea is that we're going for accessibility here. We want the students who have these type of experiences to have an opportunity to think about the experience; to look at it in an integrative way. Instead of saying, "Nope. You're 287 hours—you're not going to cut it," type of thing.

Schraffenberger: My question is: Who is reading these essays and evaluating them, and does it matter if they're good?

Heistad: Right. I think that what we'd probably need to do is we would have to start very small to kind of see what the type of workload is. One of the ideas about working with a community—so we're talking about fourth year, fifth year seniors—is that we probably want to use a type of peer review process. Part of this is becoming part of the community. Whoever would be working with this group would probably have to experience multiple drafts in addition to the peer review, and I guess at some point, do they have to be good if it's not for academic credit? Yes, they should be good, but it really is about trying to integrate the learning with the recognition that whoever does this would have to read multiple drafts and do peer review and provide feedback.

Schraffenberger: I'm just concerned also with faculty and compensating faculty who are participating in this also, if they're going to be evaluating any or all of these things.

Heistad: Yes.

Gould: We have one minute before the meeting is officially adjourned. Can we extend for five minutes? Moved by Senator **Zeitz**, seconded by Vice-Chair **Walter**. We are extended for five minutes.

Campbell: Don't we have to vote?

Gould: Oh, yes. All in favor of extending the meeting five minutes, please say, "aye," opposed, "nay," abstain, "aye." Motion passes.

Kidd: One is that it would be important I think to have some sort of faculty oversight of the process. Second is under research. Creativity activity might be a good thing. And the third one was you might want to look into how many would qualify for this; some kind of idea, because you don't want like 50% of our students to get this distinction, just to make it something prestigious.

Heistad: Right. That's ...We've toyed with that. On the one hand we don't want it to be all the same students who are recognized for everything else that they do. On the other hand, it can't just be given away. I know of one school who started a similar program that began with 40 and had 500 very quickly.

Kidd: Yeah, right.

Heistad: I definitely agree that would be something we'd have to watch.

Cooley: I think this is a great proposal. I think it's very appropriate for something that we seem to be very invested in at UNI. I have couple of just comments I guess. I don't think that the notion of the essay necessarily matches up with the intended outcome of such an endeavor. I think that there could be lots of different ways you could synthesize—that's a great verb, and reflect upon how these experiences have changed you as you go through a series of what seem like disparate experiences in an undergraduate program. In fact, I've had my students do it, and it doesn't always culminate in an essay, and the essay doesn't fit all the stuff you might be doing out there, right? So to me, that's something I would really concentrate on.

Heistad: So there could be an oral presentation or performance? What are the other things you have your students do?

Zeitz: A video.

Cooley: There could be so many different formats that would be meaningful to different kinds of experiences, right? And the essay to me seems very limited in its scope, and it's also harder to share. So if we really want to be celebrating a wide array of experiences and accomplishments, the essay is very closed as just like between Jeremy and a student, and that becomes kind of cumbersome, and not as fruitful an experience in lots of instances. So those are just some comments. The other thing I have a question about how this might impact transfer students. Do you think that transfer students would be equally as eligible to earn this distinction as students who've been around here for four, five years?

Heistad: I think we would want to have some opportunities. I mean I think that is a little difficult in terms of predicting what their engagement level, and their experiences at the community college. But maybe we would want to have a group of transfer students, and maybe it would look a little different. I don't know that we've really thought it out in terms of the difference between having a four year engaged experience here at UNI, and having a 2+2 engaged experience.

Cooley: For both of those questions, as unrelated as they may seem, I think you go back and think about outcomes before you get to these specific ways to show, right? Think about what's the ultimate outcome that you want this kid who has a cord around their neck to be able to...

Heistad: One of the things I did bring just to show what has guided our thinking in this, were some of the integrative learning outcomes from the AACU and how they came together with the different levels. Yeah, I think that the transfer question is a really good one that we'd have to work out.

Zeitz: I'd like to support what Senator **Cooley** said. I really think that if you were to either...there's so many things you can do with video or...what that would mean is you would still have to have some way in which you're going to evaluate it. That would mean that if you created a rubric, it would be on content rather than on medium. So, I think that would be an interesting thing to point. Another one has to do with if we're talking about leadership, 200-hours or 300-hours really that doesn't have as much to do with leadership as projects. In other words, it needs to be a massive—I mean substantial project, where there actually is an end. It isn't just going down and picking up trash at the park for 200 hours. I think that might be another way to hold it together.

Campbell: I want to go to my previous question. If there are other leadership programs on campus, here you're getting Graduation with Leadership Distinction, to someone who has done less than completing one of the other leadership programs, and it's going to be awfully confusing for what the transcript means. Our students should be able to write a resume. They should be able to incorporate this appropriately in a resume, and I think Graduation With Leadership Distinction sounds like a lot more important than it is, as I say, especially if some of our programs our leadership programs really go through a lot more work.

Cooley: It might be an outcomes question. I'm not totally convinced that leadership is what this shows.

Heistad: I'm not either. I think that what it really is, is it's about engaged learning, and we're certainly not married to the title at all. We're trying to figure out something that's going to speak to the engagement, but will in fact lead them to reflect as their futures, as future leaders. So it's not that they've assumed that necessarily here, is that they're putting themselves in the position to do that. But, yeah, I do agree that we don't want to diminish the curricular minor, certificates et cetera, with an honor cord.

Gould: We have time for one last comment.

Pike: I agree. I thought this was more about the integrated. My question is this: I just want to be really clear. That's me. I don't know what's going on—so I want to ask. Is this something that's going to show up—you said a cord in recognition at graduation—and then it's going to show up in the transcript, right?

Heistad: You know, I don't think that it can show up on the transcript, unless we would create a one-hour kind of study.

Dhanwada: We are in the process of developing a co-curricular transcript, and so that's the reasoning behind that. Right now the professional program that they do all four semesters that is currently acknowledged on a co-curricular transcript. So this could be put on that type...

Heistad: If it was developed to that level. I don't know that we're proposing that this is. I think that...

Pike: But right now the proposal is just basically a recognition at the graduation ceremony with the cord.

Heistad: Yeah, exactly.

Pike: Thank you.

Gould: We are past our time. All in favor of adjourning, please say, "aye," opposed, "nay," abstain, "aye." We are now adjourned.

Respectfully Submitted,

Kathy Sundstedt
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