

11-27-2017

# University of Northern Iowa Faculty Senate Meeting Minutes, November 27, 2017

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## Recommended Citation

University of Northern Iowa. Faculty Senate., "University of Northern Iowa Faculty Senate Meeting Minutes, November 27, 2017" (2017). *Faculty Senate Documents*. 1198.

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Regular Meeting  
**UNI FACULTY SENATE**  
**11/27/2017 (3:30 – 4:19)**  
**Meeting #1800**

**SUMMARY MINUTES**

**1. Courtesy Announcements**

No members of the Press were present.

President **Nook** announced **three** new committees: A Budget Advisory Committee including faculty, staff, and students to work with administration and give advice on the budget. The second committee would work with insurance, which is no longer bargained due to changes in Chapter 20. The third committee will examine non-insurance benefits. President **Nook** has been working with legislators and will make a presentation to the Governor regarding the request for \$2,000,000 for financial aid to offset increasing tuition. He will present a \$36,000,000 plan for a multi-year renovation and expansion of the Industrial Technology Center. (See Transcript Pages 3 to 7)

Provost **Wohlpert** announced a proposed plan to change UNI hours of operation from 8-5 to 8-4:30, hours similar to other State offices that have been favorably reviewed by Staff Council and P&S. An honorary degree request for Nancy **Price** will be brought to Faculty Senate at the Dec. 11 meeting. Noting that no policy for the Handbook currently exists, **Wohlpert** will draft one and share it with the Faculty Handbook Committee and Faculty Senate. Additionally, the Educational Policies Commission and the Faculty Handbook Committee have been discussing common topics (such as faculty office hours) and need direction on who will take the lead on such policies; Wohlpert suggests this important philosophical question be discussed by Faculty Senate. (See Transcript Pages 7-11)

Faculty Chair **Kidd** questioned the interface of the President's proposed budget committee and the Senate Budget Committee. Provost **Wohlpert** will draft policy to establish the Handbook. It will go first to the Handbook Committee then come to the Faculty Senate for discussion in January or February. Senator Lou **Fenech** volunteered to serve on the Faculty Regents Award Committee. **Kidd** announced a charge given to the Student Assessment Committee to examine the current instrument used to evaluate faculty. (See Transcript Pages 11-21)

Faculty Senate Chair **Walter** solicits feedback on the new Faculty Senate website and at mid-term, comments regarding his role as chair.

2. Summary Minutes/Full Transcript Nov 13, 2017 (**Campbell/Stafford**) Passed.

### 3. Consideration of Calendar Items for Docketing

#1358. Emeritus Request, Melissa L. **Heston**, Curriculum & Instruction  
\*\*Motion to docket 1358, 1359, 1360 as a bundle (**Campbell/Stafford**) Passed.  
<https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-melissa-l-heston-curriculum-instruction>

#1359. Emeritus Request, Rex **Karsten**, Management  
<https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-rex-karsten-management>

#1360. Emeritus Request, J. Philip **East**, Computer Science.  
<https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-j-philip-east-computer-science>

### 4. No New Business

### 5. Consideration of Docketed Items

Cal# 1355/Docket 1243. 2018-2019 Curriculum Proposals - College of Social & Behavioral Sciences \*\*Motion (**Stafford/O’Kane**) Passed. All aye.  
<https://senate.uni.edu/current-year/current-and-pending-business/2018-2019-curriculum-proposals-college-social-behavioral>

Cal# 1356/Docket 1244. 2018-2019 Curriculum Proposals - College of Humanities, Arts & Sciences \*\*Motion (**Campbell/Skaar**) Passed. All aye.  
<https://senate.uni.edu/current-year/current-and-pending-business/2018%202019-curriculum-proposals-college-humanities-arts>

Cal# 1357/Docket 1245. Emeritus Request – Margaret G Holland, Assoc. Professor, Philosophy & World Religions \*\*Motion (**Burnight/Neibert**) Passed. All aye.  
<https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-%E2%80%93-margaret-g-holland-assoc-professor>

6. Adjournment (**Gould/Campbell**) 4:19 p.m.

### Next Meeting:

Monday, Dec. 11, 2017 Rod Library (301) 3:30 p.m.

**Full Transcript follows of 33 pages and 1 addendum**

**Regular Meeting**  
**FULL TRANSCRIPT OF THE**  
**UNI FACULTY SENATE MEETING**  
**November 27, 2017**  
**Mtg. 1800**

**PRESENT:** Senators Ann **Bradfield**, John **Burnight**, Russ **Campbell**, Seong-in **Choi**, Lou **Fenech**, Faculty Senate Secretary Gretchen **Gould**, Senators David **Hakes**, Tom **Hesse**, Bill **Koch**, James **Mattingly**, Amanda **McCandless**, Peter **Neibert**, Steve **O’Kane**, Senate Vice-Chair Amy **Petersen**, Senators Jeremy **Schraffenberger**, Nicole **Skaar**, Gloria **Stafford**, Faculty Senate Chair Michael **Walter**, Senator Leigh **Zeitz**. Also: UNI President Mark **Nook**, Provost Jim **Wohlpart**, Associate Provost John **Vallentine**, Interim Associate Provost Patrick **Pease**, and NISG Representative Tristan **Bernhard**.

**NOT PRESENT:** Senators Tom **Hesse**, Mitchell **Strauss**.

**GUESTS:** Greg **Bruess**, Julia **Bullard**, Siobahn **Morgan**, David **Saunders**.

**CALL TO ORDER AND CALL FOR PRESS IDENTIFICATION**

**Walter:** Shall we get started? Okay. Any press present today? None to speak of. Okay, President **Nook** do you have comments for us?

**COMMENTS FROM PRESIDENT NOOK**

**Nook:** Yes, just a couple. First of all, we’re at that time of year that things get a little stressful around here as students come back from the Thanksgiving break and we get into finals and things, so keep your eyes and ears and hearts open for how students and your colleagues are doing. It can also be stressful for many faculty and staff, so take care of each other, and help each other out. Especially our students as they work through this period. I want to update you a little bit on some things going on this week and some things we’ll be back to you with within

the next—certainly by the end of this semester. So, we're going to form three new committees. These are going to be advisory committees and you've probably heard about them. At least one of these we've talked about a little bit. We'll have them the charge shaped up and sort of the basic committee structure done, hopefully by next week at this time. The first of those is a Budget Advisory Committee to work with administration—to look at the budget, give advice on the budget. It will include faculty, staff—both P&S and Merit and students as well as administrators. Relatively small group. You know, probably not 45 or 50 because it's too hard to get advice out of a group like that, but a group that can really dig into this budget. One of the things that we know just in talking to people almost everybody believes that we have \$175,000,000 budget. We have a \$350,000,000 budget. But the \$175,000,000 is the part that everybody knows about and talks about. It's what we call the General Education Fund, and it's most important, especially for the academic endeavor. But we have also a large amount of money that we have to deal with and budget that has to do with Res[identical] Life and Room and Board: those sorts of things: parking, auxiliary services, and so hopefully that will help people understand the larger picture of our budget, both away from GEF, the General Education Fund, but also inside that General Education Fund, and how some of those decisions are being made.

The other two committees, really I'm suggesting we put forward actually—I'm going to put them forward—we'll figure out how we can populate them, are really coming out of changes to Chapter 20, and changes that in the way bargaining is no longer done. Some things aren't bargained. One of those is going to be an insurance committee that again will have faculty, P&S people on it, and merit staff as well as a student or two. Students here a little less important on this

one, but I do want to bring them in, at least so they understand what's going on. But this is really an employment thing that used to be completely bargained, and so it was really not discussed much ahead of time. People held their cards kind of close to their chest and the people down at the Regent's Office bargained with United Faculty. I think it's really important that we open this up and have people understand what's going on—what the pressures are, where those dollars come from, how they're used. So one will be this insurance.

The other one will also be also related to this. It's about benefits. So that's the non-insurance benefits. Insurance benefits is such a big deal. There are so many dollars involved there. It is so impactful directly to people day-in and day-out. The rest of the benefits are a little bit different, but again I think we need somebody that—a group that can provide advice on that; give comment. We, as an administration can make sure that we're getting responses back on those sorts of things. They can come and talk with Senate, United Faculty, others. But have a real conversation about what some of these pieces are. So we'll get those three formed probably starting next semester, but we'll get the announcement out on the charge, and what we see is the makeup of those and how people will be selected for those committees. Questions on those? I've got one other thing to update you on, but those are probably the biggest things.

**Petersen:** I just wondered, do you have a sense of how our Senate Budget Committee might interface with this new budget committee?

**Nook:** I don't really because I don't know enough about how your Senate Budget Committee works. Right? But at first blush, it might make sense for the Senate Budget Committee to put one of those people on this Budget Committee. But we

want this one to include P & S and staff as well; a little larger circle. Okay. Thanks. The other thing that I want to update you on: This week I meet with Governor and give a presentation on our budget request to Legislature. You all know what's going to be in that. We talked about it at the opening. But, to remind you, it's a \$2,000,000 request for the General Education Fund all for financial aid to help offset for Iowa students what would be an increase in tuition. If that happens we won't be talking about tuition. The Board of Regents aren't going to discuss tuition at their December meeting. They're going to wait until later and know a little bit more about where the Legislature is going with State appropriations before they take on tuition. The other request for funds that I'll be presenting to the Governor will be a \$36,000,000 request for a capital improvement, and that is to renovate the Industrial Technology Center. It's a three-year, \$36,000,000 project. Approximately \$2.5 million the first year. Basically, design plans and things of that sort. Most of the money actually comes in Year Two. I think there's \$20,000,000 in Year Two and something around \$13,000,000 in Year Four to get the building completed. It is a renovation and expansion. There's 45,000 square feet of additional space that will be added to that building, plus complete renovation of that building as well. It will bring us up to speed with what's actually going on in the industry right now. That building was built in the 70's to train really shop teachers—metal shop and wood shop, and it is much, much different than that now. In that space so we really do need to have some updates; a complete renovation. I've spent quite a bit of time this fall meeting with various members of the Legislature, from Speaker **Upmeyer** to Senate President **Dix**, to **Kraayenbrink** who is the Senate Appropriations Co-Chair, and others about our budget and our request; kind of walking them through that so that they know

what we're going to be coming in with, and what we need to continue to operate and how we put it together. They have had a lot of good questions. They –the State's facing a pretty difficult budget, as you can imagine, so I'm not holding my breath on what we can get here, but we're going to continue to push pretty hard. I've already walked the Governor's Budget Director through this. He knows what's coming. We spent an hour and a half together. We were supposed to meet for about 30 or 40 minutes. We ended up with an hour and a half meeting, and he had a lot of really good questions about how we could do this, and why we were taking the approaches we were. He was actually kind of surprised, so I take that as a good sign. So we'll walk him through the numbers the way we have with all of you in the past as well. So, questions on what's coming up? Alright. Thanks very much.

**Walter:** Thanks President **Nook**. Provost **Wohlpert**, comments?

#### **COMMENTS FROM PROVOST WOHLPART**

**Wohlpert:** Yes. A couple of things that we're thinking about and one thing that's going to come down the pike to the Faculty Senate hopefully relatively soon: The first thing we are thinking about is changing the hours of operation. I wanted just to let you all know that if you have feedback. Our hours of operation are now 8 - 5 during the academic year and 7:30 - 4:30 during the summer. Many offices in the State of Iowa and this includes the University of Iowa are open from 8 - 4:30, so staff take a 30-minute lunch and go home 30 minutes earlier. So this is a shift that we are thinking about making. We've taken it to Staff Council; P & S Council to get their feedback. They're in favor of this. But if you all have any feedback in terms of the hours of operation, we would love to hear that feedback.



**O’Kane:** Is it a budget-saving measure?

**Wohlpart:** It isn’t. It would simply be morale booster for staff, I think. If staff wanted to take an hour lunch, they could, and then they’d stay until five. So that would still be an option. This is really about when your offices are open. Right? Official opening. There are some offices that have to be open longer hours, and those offices will continue to be open and staffed those longer hours. That’s the way it is, but generally, then our offices would close a half an hour earlier. Other questions, comments?

We will be bringing here I hope soon an honorary degree request for Nancy **Price**. I was surprised when I heard that one that we hadn’t done that before, so that will come hopefully very soon and it goes to the President first. The President will ask for a recommendation from the Faculty Senate. The Faculty Senate makes a recommendation, and then it has to go through the Board of Regents. We’d like to be able to do this for the spring graduation, so we will need to kind of expedite it. So hopefully, on the 11<sup>th</sup> we’ll bring it and docket for the January 18<sup>th</sup> meeting, and we’ll bring a biography and information on the 11<sup>th</sup>. I just wanted to give you a head’s up about that.

And then one other issue that has come up that I think Faculty Senate should be aware of and provide feedback in terms of one of your standing committees, it’s the Education Policy Committee. Scott **Peters** chairs that and works on...

**Campbell:** Having been on that committee, it’s the Educational Policies Commission.

**Wohlpart:** Educational Policies Commission. Russ (**Campbell**), what are we going to do when you retire? [Laughter] The Provost will get everything wrong. So we now have the Faculty Handbook Committee, and we have the Educational Policies group, and the question is, should many of the educational policies be in the Handbook? This is actually kind of a philosophical question about where faculty want things located. We do have some policies that just relate to faculty. Should we keep that and have policies there, and should this Educational Policies Commission continue to work on those? And then, what is the role of the Handbook and the Faculty Handbook Committee? If you have thoughts about that please send to John **Vallentine**. He's been talking with Scott **Peters**, who's chairing that. We don't want to duplicate efforts. And the reason this came up is that one of the things we need to do for HLC is to have some kind of set guidelines for office hours for faculty, and we've been asking for department heads what it looks like, and it's all across the spectrum, but then we found out that actually Scott **Peters'** group was working on that question. I don't really care who works on it, who has purview, and where it goes, but I think the faculty should be thinking about that kind of thing. For me, I will tell you it's a philosophical conversation about the difference between a policy and a Handbook, and I think it's something that you all should probably engage in a conversation about at some point.

**Zeit:** Isn't the Handbook governed by the policies?

**Wohlpart:** Leigh (Zeitz), great question. There is actually no policy that currently allows us to have the Handbook, but one of the things we need to do is write a policy that...

**Zeitz:** What I'm saying is the decisions and the things that are offered in the Handbook, some of them are being controlled by policies.

**Wohlpart:** Actually, there's not. There's really nothing in the Handbook right now, because that was all in the Master Agreement, which was bargained, so it's not in policies. This is the question of overlap. Should those things be moved into the Handbook, or should we continue to have some policies that deal with faculty issues separate from the Handbook?

**Zeitz:** They would no longer be policies, they would simply be part of the Handbook as the rules that are negotiable?

**Wohlpart:** That's the question that needs to be discussed and asked. That's the question. We probably do need to have a policy that talks about the Handbook. And that would be a really good thing to do, so that if you have transition of a provost or a president, that there is actually a policy which is harder to change, right, that authorizes the Handbook. That's something else that needs to be worked on. We need to have a policy for the Handbook: talk about the parameters for it, the approval for it, the process; who's on it, Handbook Committee: things like that. That is something that I am thinking about and that we will work on. So you don't all have to rush in with thoughts now. You're still letting your turkey settle. [Laughter] But if you have thoughts about that, it's

probably a good thing for you all to be talking about. I don't think you need to rush to decide this, except that I know that Scott **Peters** doesn't want to be duplicating work, as the Faculty Handbook Committee doesn't want to be duplicating work. Something to think about.

**Nook:** Just as Jim (**Wohlpert**) said, just to lend a little urgency under it here, we have no policy for how to approve a Handbook. [Laughter]

**Wohlpert:** We will work on that. That's all I have. Any questions for me?

**Walter:** No questions?

**Wohlpert:** I don't know if you all have thoughts about that?

**Kidd:** I do actually.

#### **COMMENTS FROM FACULTY CHAIR KIDD**

**Walter:** Why don't you just follow right up?

**Kidd:** The first thoughts were actually from the Budget Committee. Do you want me to go with that? So, we--Amy (**Petersen**) and I presented some requests from Bruce **Rieks** who is in the Finance office. This is in regards to a policy put forth a couple of years ago, and the idea was to disseminate information about the budget to departments and colleges and such. And we believe we have a good format for these things. I think at this point, maybe we could disseminate it to the Senate. And we could share it with you to see if the format looked okay. Basically, this is something which is supposed to be easy to request and automatically generate a report which would be generated each year and have three-year

rolling averages for the budget for college, Academic Affairs, and different departments.

**Wohlpart:** So Tim (**Kidd**) you might describe to them what's in the spreadsheet so that they could visualize what you're talking about.

**Kidd:** Sure. The general thing would be like let's say for a—the requests are for all, the requests are the same for each division: department, college, or Academic Affairs. So there would be job classification and money spent according to institutional official, academic administration, P & S, Merit and faculty. And then there would be supplies and services budget broken down into how the expenditures were done. There would be—that's the main two things, right? Oh yeah, basically personnel, faculty broken down into temporary faculty, which is adjunct but not term; and of course, fringe benefits. Things like that. And what we would like to have in there would be a comparison of the June budget, the actual expenditures at the end of the year for three years. Just to see what kind of trends there are in terms of the academic spending. Any questions on that?

**Walter:** So, budget versus actual expenditures, year-to-year, and three-year average?

**Kidd:** Three years presented. So, presented three years at a time.

**Neibert:** Would that be via department?

**Kidd:** Department, College and Academic Affairs.

**Wohlpart:** So there's a roll out for Academic Affairs and all of the areas under Academic Affairs.

**Kidd:** Right.

**Wohlpart:** Then there's a roll out for each college with each department broken out.

**Nook:** Is there any thought about breaking departments out at all? Do we have any departments that have schools within them, or are subdivided in a way that would make sense or not?

**Wohlpart:** It's broken down pretty straightforward.

**Nook:** Okay. Good.

**Kidd:** I don't know all the intricacies, so we're hoping that any problems that come up will be seen in our first year of doing this. And it's mostly just for disseminating information to people, and also it will give a picture of what happens when you have extra money or a budget cut. What happens? Where does the money go? Extra money?

**Wohlpart:** Do you find that?

**Kidd:** No. That gets taken away really quickly. We can't say that word 'extra money' by the way. Never say that. We said that one year. It went away really fast. So the second thing, and I guess Amy will send that out this week?

**Petersen:** Yes.

**Kidd:** We can get comments via email. I think that will be fine. Second things is yeah, this Handbook: Some sort of meta-policy for the Handbook, and that brings up the other thought, right? So we have the Handbook Committee which is a mixture of faculty and administration, and as the Handbook Committee is in charge of a lot of the things from the Master Agreement—faculty, workplace, roles, office hours, evaluation—things like this. However, there's going to be some overlap with the traditional Senate and different policies, and so far we haven't had that problem because we've just been rolling the Master Agreement into the Handbook, and now we're looking at other things, like maternal leave and such. So these become more related to policies that might need the Senate's at least consultation. So, I would recommend that at some point, maybe do two things: Maybe we select a couple of people—if they'd like to volunteer, that would be great, who would like to work on such a meta-policy, because that just sounds exciting and thrilling.

**Wohlpart:** I think we could draft something. It's not going to be long. You don't want this policy to be long.

**Kidd:** No.

**Wohlpart:** You want something that simply authorizes the document.

**Kidd:** Sure we could draft something and send it out for comment.

**Wohlpart:** We'll draft something, have the Handbook Committee look at it, and then we'll bring it here.

**Kidd:** Sounds good. Yeah. It just sounds thrilling.

**Walter:** Start here as a draft?

**Wohlpart:** Probably send it to Handbook.

**Kidd:** Handbook Committee first. But that does come into—what is the purview of the Senate then, and how does that work? Is the Senate then just the body of policy, and the Handbook Committee has purview of the Handbook, but is the Handbook a policy? And I don't want to think about it too hard, but it makes my head hurt a little bit, and I do think it's something important to think about. So, I think after we have this meta-policy drafted, we should just sit down and consult with members of the Handbook Committee. Have them come in. Maybe Scott **Peters** of the EPC? And just have a discussion on how we're going to organize things. Does that seem reasonable, Michael (**Walter**)?

**Walter:** Yeah. When would you expect to be able to do that?

**Kidd:** After we get the draft of the meta-policy.

**Walter:** The spring?

**Kidd:** No. No,

**Walter:** The sooner the better, actually.

**Kidd:** Sure. Maybe January-February? We will work on that. I am definitely looking for a volunteer for the Faculty Regents Award. Would anyone like to volunteer for that committee? It's not a very complicated committee. You review some applications and have a meeting in February, and then you get to award a prize. Would anyone like to volunteer for this wonderful service?



**Bernhard:** Are you looking for a student?

**Kidd:** No, I'm not. Tristan (**Bernhard**), thank you. Alright.

**Walter:** Lou **Fenech**.

**Kidd:** Thank you very much. I will send you an email and we'll set up the meeting. The meeting isn't until February and the application materials aren't even posted until January, so I'm actually ahead of things. That's unusual. The other thing that came up was the Student Assessment Committee is going to be—I would say re-established, but it has been given a charge I believe, or a meta-charge to examine the assessment instrument used to evaluate faculty. I believe the committee is composed of administration, three faculty, and three students. I'm not sure when it will begin work. Do you have an idea Jim? (**Wohlpart**)

**Wohlpart:** I don't. We have the three faculty names. We're getting the three administrators, and I don't know John (**Valentine**) if you're reaching out to students to get student names?

**Valentine:** I am now. [Laughter]

**Kidd:** The faculty names are the three that were on the committee before actually.

**Walter:** Betty **Zan**, Bob **Dise**, and Amy **Rohrberg**? Is that correct?

**Kidd:** They've been on it before, so it seemed a reasonable assumption to continue them because they're on the committee. And as far as I know, the

charge would be to “examine the instrument.” Examine it for if we need to have an online version...

**Wohlpart:** Which we do.

**Kidd:** I believe so, too. Allow departments to introduce their own questions, and also give some kind of rubric for how to utilize the assessment. Because it scares me, myself. There’s too many questions and I don’t understand what they all mean. I’m in Physics, so I know a little bit about numbers, but I’m not in Social Science. Which I think is who should be on there, which is good.

**Zeitz:** Can I say something about assessment?

**Kidd:** Absolutely.

**Zeitz:** A very important aspect about assessment is the difference between face-to-face classes and online classes.

**Kidd:** Yes.

**Zeitz:** At this point, there is nothing that requires the students in an online classes to fill out an evaluation. So, typically the ones who do fill it out are the ones who are really angry at you, or they just love you. So, I could have 20 students in a class and have four evaluations, and that’s how I’m being evaluated, and two out of the three of my classes are online. I’ve spoken with Kent **Johnson** about this and it seems to me that what there should be is before you get your grade, there’s a page you have to go to, and that page will either say, ‘I don’t want to fill this out,’ or I fill it out. And once you do that, then we know that at least—I guess we can’t force them to fill it out, but at least we know that they’ve gone that far and that move has been made.

**Wohlpart:** You could put it in front of your final exam.

**Zeitz:** If you use a final exam.

**Wohlpart:** Or final paper or project.

**Zeitz:** We have projects and things like that that they turn in and that's their final. I'm just saying that...what they're—aren't they kicking off as of today; we're kicking off the on-line evaluation system?

**Campbell:** They've done some of them already.

**Kidd:** So yeah, I think you might be someone the committee should talk to.

**Zeitz:** I'd be glad to talk. I just don't want to be on another committee.

**Kidd:** Consult right?

**Zeitz:** I will consult, right. No problem.

**Kidd:** Alright. Well, that's it for me. Thank you.

**Bernhard:** Just going off that, I was on a committee last spring that talked about that, and I had a concern then that I think did end up playing out, and it's very similar to yours. I just got an emails from most of my classes to get—to fill out the assessment form. And, particularly if I'm busy, I feel a lot more motivated to fill out only the ones that I have strong feelings of, one way or the other. In addition to that, the numbers are a lot better for classes that essentially give you time in class. So, for two of those classes, I got an email from my professor that said, 'Bring your laptop to class. If you don't bring it, we'll provide them for you.'

**Campbell:** Tristan (**Bernhard**) Not from your professor—from the administration somewhere.

**Bernhard:** Right. I got an email. Excuse me, that said, 'We'll give you time to do that,' and obviously most of the class then would fill that out. But if it's left as just a 'Hey fill this out. Here's an email in your in-box,' I can't imagine the numbers will be good for that. But, that is just my opinion. Perhaps something for the committee to look at again in looking at the data.

**Kidd:** The problem with an assignment is that would go right to the professor, so there would have to be some other way to...

**Walter:** Yes. It would have to be remote.

**Kidd:** Thank you.

**Vallentine:** One things that we are trying is to leave the online assessments open for two weeks with multiple reminders, hoping that will increase, because the numbers on the return over the summer were not very strong. So, we'll see if a larger window will help because students don't necessarily work on Monday, Wednesday, Friday for that class, too.

**Wohlpert:** John (**Vallentine**) do we get reports back in terms of the number of students who completed the assessment?

**Vallentine:** We will be able to.

**Wohlpert:** So one of the things I will tell you as faculty that you can do is you can tell students that everybody will get an extra point added to their grade if you

have 80% completion rate. Believe it or not, that works because then it's peer pressure. 'Have you filled out the form? Have you filled out the form?' Those kinds of things make a big difference if you incentivize the students to put peer pressure on each other.

**Campbell:** We, faculty, do not get any information from the assessments until after grades are turned in. That would be information from the assessment, so it cannot be done.

**Wohlpert:** Well, we could allow you to know the percentage of students who have completed. That's something that we can do.

**Zeitz:** How about raffling off gift cards?

**Wohlpert:** Who's going to pay for those? [Laughter]

**Bernhard:** One thing to note is that if you do leave it open for two weeks, when you start that two weeks matters a lot. For example, I just got my first email for a lot of my classes today. The chances that I'm going to go and fill it out with the two weeks leading up to finals I would say are probably less than if that two weeks includes some time after my finals, when that's more of a reflective period. Just like maybe having time within that two weeks that's not super-heavy with student work.

**Wohlpert:** Tristan (**Bernhard**), once you get done with finals, you're not going to go in and fill out yours. You're going to be doing something else. [Laughter]

**Bernhard:** Maybe if that two weeks starts before Thanksgiving Break? Just trying to maybe target times when students aren't as busy. Because this two-week period is where things start getting really intense for a lot of students.

**Choi:** The institution that I worked at before I came to UNI had some incentive for the students who completed the course assessment, which is that they were able to check their final grade faster than other students. A few days before. [Murmurs of assent]

**Walter:** It does sound a little complicated. Did it work?

**Choi:** It worked. Yes.

#### **COMMENTS FROM FACULTY SENATE CHAIR WALTER**

**Walter:** Other comments on this? So a few comments from me. I'm glad everyone had a good break, sufficient hopefully to sustain you through finals and various things. The Faculty [Senate] website is looking...pretty good. There it is. So, don't stop commenting on that. Constructive or otherwise comments are really helpful. I personally think it looks great and it works pretty well, even the backside that we have to deal with is a little bit better than it used to be. So please keep those comments coming in. Do you have any comments on that right now? Does anybody have anything?

**O'Kane:** This is live now?

**Walter/Petersen:** Yes.

**Burnight:** Is this mobile friendly?

**Walter:** I haven't opened it on my phone yet, but I think it is, based on the size of those icons, I'll bet it is. Try it.

**Petersen:** We still are working on a few updates. The membership list is not entirely accurate. And we need to load the most current Committee on Committees documents. There are a few things that aren't quite right just yet. It's a work in progress.

**Walter:** There was a little bit of a scramble I noticed doing some of the emeritus petitions had links to things that had nothing to do with that, so I tried to clean that up today, so if that got a little confusing, please bear with us.

**Wohlpert:** It is mobile friendly.

**Walter:** Thank you very much. You've worked really hard on that and DeWayne (**Purdy**) has worked on that as well. He is the lead guy. Comments on the Faculty Senate Chair. Keep commenting please. If you have any helpful comments or tips for me, I would really appreciate it. This is kind of my halfway point, so if you have comments on what I could do better, I'd appreciate those. Please, no foul language. [Laughter] Okay, I'm kind of a safety guide guy. I'm the safety guy in my department in biology so I tend to pay attention when there's a major accident on University and College. There was a car flipped over this morning there apparently. I didn't see it, so you can still get killed, so keep your eyes open and keep your head on a swivel. That's a bad intersection and it always has been, so just please be careful.

**O'Kane:** One woman had a concussion.

**Walter:** Senator **Hesse** is not here because his water heater almost blew up. It's another safety thing. There's a valve on the top and a pipe that comes off and goes down the side, and you're instructed to open that up like every six months for three seconds with a bucket under it to get rid of the water. So a water heater can make a really messy and inefficient rocket if you're not careful, so just keep on top of that. Safety first. That's not funny. That's serious. Okay. I think I have the minutes.

**Gould:** I learned something new.

**Walter:** Let's move on to the Approval of the Minutes for November 13<sup>th</sup>. These have been posted to all of you, and I think we made corrections on these regarding who was here and who was not. So they've been edited at this point. Do I have a motion to approve these? So moved by Senator **Campbell**, second by Senator **Stafford**. All those in favor of approving the Minutes for November 13<sup>th</sup>, please indicate by saying, 'aye', opposed, 'nay', abstain by 'abstain.' The motion passes.

### **CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING**

**Walter:** So that moves us to three emeritus requests up, and I wanted to remind all of you that if you're dealing with somebody who's putting up an emeritus request, make sure that they know that they're supposed to have a College Senate signature on there, and a letter testifying as to their meritorious service. I've got Melissa **Heston**'s emeritus request here, but there's no letter. So we can docket that, but we can't really vote on it once it's docketed until all the documentation is in place.



**Zeitz:** Who writes the letter?

**Walter:** The letter is supposed to be written by department head and college senate chair. There are blanks for both of those. So it's not infrequent that I get these signatures flipped around and all that, but I can deal with that at my level, but I do have to have complete documentation. So I think what I'll do is bundle these for docketing and next time these are Calendar Items 1358, 1359 and 1360, which would be Docket Items 1246, 1247, and 1248. Do I have a motion to move all of those to docket? Moved by Senator **Zeitz**, seconded by Senator **Mattingly**. All those in favor of moving Calendar Items 1358, 1359, and 1360, all emeritus requests to the docket, please indicate by saying, 'aye', opposed, 'nay', abstain? The motion passes. Done.

**Zeitz:** Now does this mean that these people are going to be retiring at the end of this semester?

**Walter:** What a great question.

**Campbell:** Some of them I know are at the end of the academic year I looked at. Probably most of them. I don't know. I'm probably strange. [Laughter]

**Wohlpart:** No Russ, that's not true.

**Walter:** You're the new normal.

**Wohlpart:** Most of these are at the end of the academic year.

**Walter:** So it's up there. They're available there for viewing, and I'm sorry if some of the supporting documentation got switched around. I'm going to blame it on the website committee, but it probably is my fault.

### **CONSIDERATION OF DOCKETED ITEMS**

**Walter:** So, College of Social and Behavioral Sciences Curriculum Proposal, Docket Item 1243. Associate Provost **Pease**, are you presenting for this one?

**Pease:** Yes, I am. So CSBS. I assume everyone read the entire minutes, so I won't go through all of the details. I'll say for CSBS this was a fairly routine curricular packet. There were eight edited programs, one added certificate, a few added courses, 42 edited courses, and ten dropped courses. So, all things you would normally expect. Since it's often asked, 'What was controversial about this?' I'll fill you in on that. We did actually—the UCC denied one course number change. It was because the course was a Cooperative Ed course, and the department didn't realize that was a University standard number, and so we denied that and made them keep the 3179 number that Cooperative Ed courses have. And they were quite happy to do that once they realized it was a standard course number. There also was an objection on a course—the certificate in Political Science is Public Personnel and Human Resources. CVA raised some questions about the use of the phrase 'human resources,' in the program. This was considered. It was talked about a long time, but the UCC decided that the objections weren't really all that significant, and moved the proposal forward with that phrase. Russ (**Campbell**) those were the controversies this time. Any questions about that packet in general or specific? Okay.

**Walter:** No questions for this at all? You're sure? Okay. I did forget something. I'm usually kind of okay with hospitality, but I forget to ask any guests we have today to please introduce themselves. Would you?

**Morgan:** I'm Siobahn **Morgan**, Environmental Sciences.

**Bruess:** Greg **Bruess**, Associate Dean, CSBS.

**Bullard:** Julia **Bullard**, Music.

**Walter:** Thank you. Sorry to interrupt. So I suppose that puts us in a position to...Oh! David, my own department head—David **Saunders**. [Laughter] You're really quiet. David **Saunders**, the head of Biology. Let's see. This would put us in a position to seek a motion to approve Docket Item 1243, these Curriculum Proposals for the College of Social and Behavioral Sciences. Do I have a motion? Senator **Stafford**, motion. Second by Senator **O'Kane**. So all in favor of approving this set of curriculum proposals, please indicate by saying 'aye,' opposed, 'nay,' abstain by 'abstain.' The motion passes. So next, we are looking at curriculum proposals for the College of Humanities, Arts & Sciences. This is Docket Item 1244. I assume this huge crowd is here to support and witness this event.

**Pease:** Just in case there are questions.

**Walter** Interim Associate Provost **Pease**, are you handling this one as well?

**Pease:** I am. This was again a pretty routine packet, although a pretty large one. Actually it had to be broken out into two parts to get it through the UCC. There were 22 edited programs, one added program, a dropped program, 72 edited

courses, seven dropped courses, and 12 added courses. This was spread across I think every department—if not—pretty close to every department in the college. The only issue that really came up that was out of the ordinary, there was a discussion related to the Comm. Visual Rhetoric class. This was a new course and some Art raised some questions about originally a lack of consultation but that was taken care of, and just a question some about overlap. But within the UCC meeting, I think there was a good discussion about how programs can collaborate, and I think we ended that on a good note with minimal concern at the end.

**Campbell:** Those are both programs within the college?

**Walter:** So comments or questions on this? Would our guests like to speak about any of these items? With that, I would entertain a motion to vote on these curriculum proposals, Docket Item 1244 for CHAS. Moved by Senator **Campbell**, second by Senator **Skaar**. All in favor of passing these curriculum proposals for CHAS, Docket Item 1244, please indicate by saying ‘aye,’ opposed, ‘nay,’ abstain by ‘abstain.’ Hearing none, the motion passes. Pretty quick, guys. Not bad. Thank you for showing up. See you later, Julia (**Bullard**)

**Walter:** I have a shameless plug. Julia and I are both on the Cedar Valley Chamber Music Association, so anytime you see our posters up, please come to the concerts. They’re in very small venues. Yes, this is a shameless plug, and I don’t care. They are wonderful concerts. If you haven’t been to one yet, you got to go. Trust me. Okay, the only other item that has a Docket Number is 1245 which is an emeritus request for Margaret **Holland**. Unfortunately, the supporting letters

aren't there. So if we could just wait on this, we could kick it back to December 11<sup>th</sup>. I really don't have anything else for you today. Does anyone else have a shameless plug or comments for the good of the order?

**Gould:** I don't have a shameless plug, but I have a couple of comments. I am getting to the very end of IT with getting the online emeritus request forms processed.

**Walter:** The end of your patience or the end of the process?

**Gould:** So, I'll have to find out more details, but that's coming along. Faculty Chair **Kidd** and I worked on drafting a very brief emeritus revocation policy. It is with the University Council right now, and I am hoping to meet with Kyle (**Fogt**) maybe during finals week to firm that up.

**Campbell:** When I filled out the form, I didn't think it asked for a letter. I think it said the college chair was signing off, attesting to the 20 years of meritorious service. Please use the back if necessary.

**Walter:** You're right.

**Campbell:** But I think the signature of the college chair is certifying that he believes there's meritorious service.

**Walter:** I guess I'm sort of used to seeing these come along as a supporting letter, and it looks like even though the faculty senate chair and the college chair on yours were inverted—anyway, we won't hold it against you Russ (**Campbell**), we already passed it. But I think when somebody retires and seeks this status, it's

probably a nice idea to have somebody write a few words about them. I would encourage it. But you're technically right. It isn't absolutely required. So, when this comes up in the next session, the one I just mentioned, Margaret **Holland**, when it comes up, it's up to this body to say, 'We'd like to see more documentation.'

**O'Kane:** When I was chair of the Senate, I would call up the departmental heads to make sure there was a letter.

**Gould:** Some department heads responded to me. Some didn't. I figured if all the department head, the college senate chair, and college dean's signature was there, we could move it forward.

**Walter:** And as usual, if things are posted, and you guys see something that's missing, it's up to you as well as me to see this.

**Campbell:** I think with mine, the first form got lost—I suspect on my department head's desk, but he denies that. The second time though, it was a matter of here's a form, I need a signature to clear this out, and if you tell them he needs a letter, he would have been happy to write one, but if you don't tell him that, he has loads of other things that can occupy his time.

**Walter:** That's a very good point.

**Skaar:** I'm just looking at Margaret **Holland's** here, and it says 'include a statement verifying.' It's a little confusing though because of that parentheses—'Use the back of the form if more space is needed, and there's no space for a

statement. So it's a little confusing, but it does say include a statement, so I don't know.

**Walter:** We'll muddle through until we get the electronic version. This is not fatal for anyone.

**Gould:** I was just going to say I know the new form online does have the ability to attach supporting documentation, et cetera so...

**Burnight:** Actually, I'm in Margaret's (**Holland**) department and Jerry (**Soneson**), our department head, sent me with a statement. [Laughter and applause.] I didn't know if that needed to be submitted ahead of time or if I could...

**Walter:** Why don't you read it to us right now?

**Burnight:** Okay. [Reads statement prepared on behalf of Margaret **Holland**]

*Margaret **Holland** came to UNI as Assistant Professor of Philosophy in Fall 1991, having recently graduated from the Philosophy doctoral program at SUNY Buffalo. Professor **Holland**'s favorite courses have been "Philosophy: The Art of Thinking," "Dawn of Western Thought: Ancient Philosophy," "Ethics," and "Philosophy of Art." Over the years, Professor **Holland** has published 10 articles, encyclopedia entries, and conference proceedings, earning tenure and promotion to Associate Professor in 1998. Her dedication to the promotion and cultivation of the philosophy major has been tenacious and inspiring, helping to double and even triple the number of philosophy majors in our department over her many years of service. Among her many contributions was the founding in 2008 of a very active Philosophy Club, for which she served as advisor during its first three years. Our department and our students have been fortunate to have her as a colleague and teacher for over a quarter of a century, and so we are happy to endorse her petition for emeritus status.*

**Walter:** Wow. That's great. Then I'll entertain a motion that we vote on the emeritus request for Margaret G. **Holland**, Associate Professor of Philosophy and World Religions. I think that John **Burnight** has moved this. Anyone going to second this for us? Seconded by Senator Peter **Neibert**. So all in favor of passing this emeritus request, please indicate by saying 'aye,' opposed, 'nay,' abstention by 'abstain.' None, so this passes.

**Wohlpert:** John (**Burnight**) you're keeping us on the edge of our seat.

**Walter:** You would probably want to hand that to me or send me the text. Whatever works for you. Okay.

**Zeitz:** One of the points I was thinking was that what you just did is you just entered that into the minutes, and one of the things when people go through the emeritus, people work to talk about the things that they honored them. I didn't know that these letters were made. Perhaps they should be read into the Minutes every time, because even if there isn't too much that's coming in, at least you have that.

**Walter:** Technically, our agenda is in the minutes. It's easily accessible, but that's a very good point.

**Zeitz:** Just so it's there and it's not something you have to dig out. It's just part of the way things are set up.



**Kidd:** When I was chair, we started to do this—I think we still do this--we take the letters and attach them to the end of the minutes. Is that still done? We would literally attach them to the end of the minutes. All the letters that came in.

**Gould:** We attached them to the petition.

**Walter:** We attach them to the petition. They're on the website.

**Zeitz:** I think the most important thing is that they're easily found. They're not hidden on some attachment that's stuck someplace.

**Kidd:** No, I like them at the end of the minutes. That way that's a permanent record. That would be my suggestion about how to do that.

**Campbell:** As a representative of the library, you can tell us the best way to get the information into the Archives.

**Gould:** I'll have to think about it, especially with the new online emeritus form and how all of that works.

**Walter:** Well, I'd be happy to attach those letters to the end of the minutes during my term, and then it will be Amy's (**Petersen**) decision, or we'll come up with some official policy. Comments for the good of the order? Shameless plugs? Do I have a motion to adjourn? Gretchen **Gould**, motion to adjourn. Seconded by Russ (**Campbell**). Be careful crossing the street, okay?

**Submitted by**

Kathy Sundstedt  
Administrative Assistant/Transcriptionist  
UNI Faculty Senate

**Next Meeting:**

Monday, Dec. 11 2017  
Rod Library Room 301  
3:30 p.m.

## **Addendum 1:**

Letter in support of Emeritus Request for Margaret G Holland,  
Associate Professor, Philosophy & World Religions.

**Margaret Holland** came to UNI as Assistant Professor of Philosophy in Fall 1991, having recently graduated from the Philosophy doctoral program at SUNY Buffalo. Professor Holland's favorite courses have been "Philosophy: The Art of Thinking," "Dawn of Western Thought: Ancient Philosophy," "Ethics," and "Philosophy of Art." Over the years, Professor Holland has published 10 articles, encyclopedia entries, and conference proceedings, earning tenure and promotion to Associate Professor in 1998. Her dedication to the promotion and cultivation of the philosophy major has been tenacious and inspiring, helping to double and even triple the number of philosophy majors in our department over her many years of service. Among her many contributions was the founding in 2008 of a very active Philosophy Club, for which she served as advisor during its first 3 years. Our department and our students have been fortunate to have her as a colleague and teacher for over a quarter of a century, and so we are happy to endorse her petition for emeritus status.

*Submitted by Jerome Soneson,  
Chair, Department of Philosophy and World Religions*