

2-26-2018

# University of Northern Iowa Faculty Senate Meeting Minutes, February 26, 2018

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## Recommended Citation

University of Northern Iowa. Faculty Senate., "University of Northern Iowa Faculty Senate Meeting Minutes, February 26, 2018" (2018). *Faculty Senate Documents*. 1208.

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**Regular Meeting**  
**UNI FACULTY SENATE MEETING**  
**02/26/18 (3:30- 5:03 p.m.)**  
**Mtg. # 1805**  
**SUMMARY MINUTES**

**1. Courtesy Announcements.**

No members of the Press were present.

Provost **Wohlpart** is upbeat about recent meetings with legislators in Des Moines and the future of the \$35 million ITC Building project. Shortly, he will begin an internal search for a position with Research and Sponsored Programs and Dean of the Graduate College. Wohlpart encouraged faculty to take up the work started several years ago on an honor code at UNI. The Provost shared that President **Nook** will launch a Task Force on Diversity, Inclusion and Campus Climate. **(See pages 5-7.)**

Chair **Kidd** had no comments but gave time for Senator **Zeitz** to discuss UNI active shooter policy. **(See pages 7-11.)**

**2. Summary Minutes/Full Transcript of the Feb. 12, 2018 meeting**

**\*\* (Mattingly/Strauss) Passed.**

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

- 1375      Petition for Executive Session Discussion – Request to Award an Honorary Doctor of Humane Letters- Executive Session  
**\*\* (O’Kane/Stafford) Docketed** with 1378 for action at the end of today’s session      <https://senate.uni.edu/current-year/current-and-pending-business/petition-executive-session-discussion-request-award>
- 1378      Petition for Executive Session Discussion - Notification of Regents Award for Excellence Recipients - Executive Session  
**\*\* (O’Kane/Stafford) Docketed** with 1375 for action at the end of today’s session      <https://senate.uni.edu/current-year/current-and-pending-business/notification-regents-award-excellence-recipients-executive>

- 1373 Athletics Dept. - Proposed visit to Faculty Senate – (Mar 26<sup>th</sup>, 2018)  
**\*\* (Skaar/Zeitz) Docketed.** <https://senate.uni.edu/current-year/current-and-pending-business/athletics-dept-proposed-visit-faculty-senate>
- 1374 Emeritus Request for Howard L. **Barnes**, Assoc. Prof, School of Applied Human Sciences <https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-howard-l-barnes-assoc-prof-school-applied>  
**\*\* (Stafford/Gould) Docketed with #1376.**
- 1376 Request for Faculty Emerita Status for Professor Katherine **van Wormer**, Department of Social Work <https://senate.uni.edu/current-year/current-and-pending-business/request-faculty-emerita-status-professor-katherine-van>  
**\*\* (Stafford/Gould) Docketed with #1376.**
- 1377 General Education Approval Process Proposal <https://senate.uni.edu/current-year/current-and-pending-business/general-education-approval-process-proposal>  
**\*\* (Schraffenberger/Zeitz) Docketed.**
- 1379 Open Review of RSP Policy on Effort Certification  
<https://senate.uni.edu/current-year/current-and-pending-business/open-review-rsp-policy-effort-certification>  
**\*\* (Skaar/McCandless) Docketed.**

## No New Business

## Consideration of Docketed Items

**1255 (Cal. #1367)** Eliminate Using Transfer Credit in Calculating Cumulative GPA

**\*\*** Motion to table for further discussion among members of the Transfer Council (**Strauss/Schraffenberger**) (**See pages 15 – 33 and Addendum #1.**)

<https://senate.uni.edu/current-year/current-and-pending-business/eliminate-using-transfer-credit-calculating-cumulative-gpa>

**1256 (Cal. #1368)** Invitation for Seat at the Table to UF (United Faculty)

**\*\*** Divided into two votes: (**O’Kane/Stafford**) to seat UF. Passed, all aye. (**Schraffenberger/Smith**) to allow regular comments by UF Passed; two nays.

<https://senate.uni.edu/current-year/current-and-pending-business/invitation-seat-table-uf>

**(See pages 33-42.)**

**1257 (Cal. #1369)** Request for Consultation on UNI Mental Health Counseling Progress and Status <https://senate.uni.edu/current-year/current-and-pending-business/request-consultation-uni-mental-health-counseling-progress> **(See Addendum #2)**

\*\* (Hakes/Schraffenberger) Motion to move to Executive Session, 4:54

\*\* Rose from Executive Session at 5:02

**1375 (#1262)** Petition for Executive Session Discussion – Request to Award an Honorary Doctor of Humane Letters Degree <https://senate.uni.edu/current-year/current-and-pending-business/notification-regents-award-excellence-recipients-executive> **with 1378 (#1265)** Petition for Executive Session Discussion - Notification of Regents Award for Excellence Recipients - Executive Session <https://senate.uni.edu/current-year/current-and-pending-business/petition-executive-session-discussion-request-award>

\*\* **Passed.** (Mattingly/Gould) All aye.

**Adjournment (O’Kane/Hakes) 5:03 p.m.**

**Next Meeting:**

**Monday, March 26, 2018**

**Rod Library (301)**

**3:30 p.m.**

**Full Transcript follows of 54 pages includes 2 (Two) Addenda**

**Regular Meeting**  
**FULL TRANSCRIPT of the**  
**UNI FACULTY SENATE MEETING**

**Feb. 26th, 2018**

**Present:** Senators Seong-in **Choi**, Faculty Senate Secretary Gretchen **Gould**, Senators David **Hakes**, Tom **Hesse**, Bill **Koch**, James **Mattingly**, Amanda **McCandless**, Steve **O’Kane**, Heather **Peyton**, Faculty Senate Vice-Chair Amy **Petersen**, Senators Jeremy **Schraffenberger**, Nicole **Skaar**, Sara **Smith**, Gloria **Stafford**, Mitchell **Strauss**, Shahram **Varzavand**, Faculty Senate Chair Michael **Walter**. Also: Provost Jim **Wohlpert**, Associate Provost Patrick **Pease**, Associate Provost John **Vallentine**, Faculty Chair Tim **Kidd**, NISG Representative Tristan **Bernhard**.

**Not present:** Senators John **Burnight**, Lou **Fenech**, Peter **Neibert**, U.N.I. President Mark **Nook**.

**Guests:** Tim Bakula, Juan Carlos Castillo, Becky **Hawbaker**, Paula **Knudson**, Nicole **Lehman**, Kristin **Moser**, Joyce **Morrow**, Shelley **O’Connell**, Diane **Wallace**, Kristin **Woods**.

**CALL TO ORDER**

**Walter:** Welcome, Senators. I would like to call for Press Identification. Are there any members of the Fourth Estate? Seeing none, we will proceed to comments from Provost **Wohlpert**.

## COMMENTS FROM PROVOST WOHLPART

**Wohlpert:** I do have several things. This last week, as you all know, there was a lot of time spent down in Des Moines. UNI Day at the Capitol was very successful. A lot of students who were down there met with their legislators. In addition to that, the three presidents got to meet with the House Appropriations Committee. Usually that meeting is a joint meeting, but the House and the Senate I think are – is this being recorded? Oh yes [Laughter] of course. So they met with the House Appropriations Committee. Some of the Senate Appropriations folks did sit in on that. From what I understand, there's a disagreement about where the budget in the State is going, and that's why they have not been working on the de-appropriation. They are waiting until the March 9<sup>th</sup> Revenue Estimating Committee, before they then figure out where the revenue is for the current year, to decide if they actually have to do a recision and a de-appropriation. Right now, things are looking far better than they were in the past, and that's why they are not moving quickly. That's really good news for us. Any questions about that? In addition, there was some conversation about the ITC, the Industrial Technology Center. The Governor's Budget didn't fund any renovation projects but she said we should really be emphasizing deferred maintenance. The project for the ITC is about \$36 million: There's almost \$20 million in deferred maintenance, so we think we could slide it in under deferred maintenance. That's what we're going to be talking about. So that's part of what happened last week down in Des Moines, which I thought was very interesting.

We are—the President is going to be launching a Task Force on Diversity, Inclusion, and Campus Climate to try and do some analysis of the kinds of things we've been talking about and working on and data we've been gathering over the

last several years. Look at some of the structures and systems we have in place and make recommendations for how we should go forward. This will not duplicate efforts, but actually try and pause for a moment, look at what we've been doing, and then figure out the best pathway forward. If you have interest in serving, or would like to nominate someone, please let me know.

Two other things: I've talked here I think and have certainly have gone around campus talking about the possibility of a position to oversee Research and Sponsored Programs and Dean of the Graduate College. Since that is not a formal part of Patrick's (**Pease**) job any longer, I will probably launch a search—an internal search soon. We don't have the money to do a national search, as much as I might like to do that. If you have thoughts, questions, ideas about that, please do let me know. I hope to do that maybe in the next week or so, but we'll see if I get time for that. Questions about that?

And then lastly, there was a really wonderful conversation last time about an honor code, and I did get the—Gretchen (**Gould**) I think you shared with all of us the minutes from that. It was a very strong report. Mitch (**Strauss**) you were on it. Several of you were on it. I would encourage you all to take that back up. Not redo the wheel, because a lot of work has been done. I don't think there's actually much that you need to add to it, but maybe update some stuff and see if you want to move that forward. But, that's your call. I thought that the work that the Senate had done was outstanding, and I think it may have been towards the end of Jim **Lubker**'s term as Interim Provost, and maybe that's why it didn't get acted on. I'm not sure what happened in terms of the administration. But, it was very good work, and it stands strong today. I did some work at Florida Gulf Coast on an

honor code a few years after you all did that, and everything that you all said was true at the time that I did that as well.

**Strauss:** The big motivation at Kansas State was nationally published cheating scandals.

**Wohlpert:** Yes.

**Strauss:** It's always better to be ahead of that curve if you can.

**Wohlpert:** We do have a very strong element of academic honesty in our student policy—student code of conduct. So all of that is there. The honor code would really be a layer on top of that, working on changing culture; shifting culture, and getting students aware of the importance of this. As you report showed, when students have this as part of the culture—an awareness—that really does change the tenor and tone of what they're doing on campus. Other questions or comments? Cool. Take it away.

**Walter:** Thank you, Provost **Wohlpert**. Faculty Chair **Kidd**?

**Kidd:** I was not at the Board of Regents meeting, so I won't have any comments because you'll have some. Leigh (**Zeitz**) did you have something that you want to bring out?

**Zeitz:** I'd like to talk about active shooter. And one of the things that I did last week—I teach in Education, and when 9/11 happened, we just went along. The next day we had a lecture, and we went along as though nothing happened. And one of my students came up to me and said, "You've got to talk about this." And so I vowed that from that point on, I would never let that sort of thing happen again. And there's been a couple of times when I've spoken with students, and what I did is last Wednesday, I said, 'Let's spend a couple of minutes here. I'd like



to talk about the shooting. How do you feel about this?' You've got to remember that these are all preservice teachers that are in my classroom. I said, 'How do you feel about this?' And they were talking about how scared they were, and that sort of thing. And then they said, 'What if it happened here?' Now, I've taken the Active Shooter Training, and I actually had some slides that I'd created that talked about the 'Run-Hide-Fight.' I've been talking with Joe **Tyler**, who is the Associate Director of Campus Safety. I've been talking with him for over a year because I said, 'What is it that we...there has to be at least a couple of paragraphs that we as professors need to put out there—I don't know if you call it a policy, but at least—these are the things to think about. And he said, 'yeah,' and I even called the company---the active shooter company. They didn't have anything like that. But it seems to me there needs to be something. Some professors will say, 'That's not my job.' Well, so be it. But people like me: I want to know--is there a policy? Maybe it's not even policy. But we were able to do is I got students thinking about it, and talking about it. Later on, I asked students, 'So what did you think about me bringing that up?' They said, 'Why didn't anybody else? You're the only teacher in my whole program who's even talking about it.' And I think that's a mistake. It's a terrible truth, but I think it's something that we need to confront. So I'm wondering who would go about working on putting together—I'd love to work with them—on putting together a couple of paragraphs as to how to address this; a short video or whatever. Or, get people's reaction to it.

**Strauss:** What is it you want to address? I went through the Active Shooter Training, too. Is that what you're trying to push downwards, or is there something else, more like a counseling session?

**Zeit:** No. What I'd like to do is –the idea is do all of our students know that the first thing to do is not hide, it's run. It's get out of there. I was asking Joe (**Tyler**) I'm over at Schindler Education Center, and that whole thing is set up, and we have a few other buildings here, where they'll actually just press a button and the whole thing locks down. And I said, 'So why don't you just lock us in here? If it's happening over at Seerley, and why don't you just lock us in here?' He said, 'Because the guy can just blow out the windows.' I hadn't thought of that. He said that if something like that happens, get over to the WRC. And another thing in the Active Shooter they say that if your teacher or the person in charge isn't taking control, you do it. It becomes part of the discussion. Like I said, it's a terrible thing to talk about. So what I'm wondering is there a way in which we could get a University-wide process here, or verbage or some tool or something like that? They have active shooter training, and right now it's going to be four sessions of 45 apiece. That's 180 people. I tell our students that they should sign up for it, and I think three or four of them did, but the thing is, unless there's been something where people are talking about it, and they see that there's a need, I don't see anybody signing up for it. That's just something I wanted to bring up.

**Bernhard:** This is something we talked about at Student Government the other day and something we were able to come across might be useful to send to you or disseminate out to the rest of the faculty, but the UNI police division did put together kind of a one-page poster, I guess you'd call it. It has pretty much the exact process used that you talked about. That's helpful to maybe have on hand I think in some classrooms—when we're talking about the awareness bit. So, if you're looking for a place to start. Or especially for students, that might be hard to convince them to go to a two-hour training on gun safety like that, but a one-

page checklist that has the exact processes. It starts with leave the area immediately if safe, and then goes on to if you're staying in the area because you have to, lock or barricade the doors, turn off the lights, close blinds, block windows. Turn off radios and dim computer screens, so on and so forth. I'm sure you all have access to that as well, but I could e-mail that to you, if you felt like that would be useful. But I just know that's something that the students talked about on our end.

**Zeitz:** Thank you.

**Stafford:** I think that should be posted in classrooms and hallways.

**Zeitz:** Yeah. That would be a good idea.

**Walter:** I've been through that training myself, and I hate to be sort of casting aspersions on it. It seemed futile to me, but we might as well do something.

**Zeitz:** What do you mean, 'futile'?

**Walter:** Against an automatic weapon like an AR-15...

**Zeitz:** The point is, like I said, just that first part, I would hide. That would be the first thing I'd try, and if my students were in danger, I'd be fighting, but the idea is just run like hell the other way, is something that people don't typically think about.

**Walter:** So probably having that posted in plain sight so people get used to seeing it all over the place would be a good idea.

**Zeitz:** Or talk about it. Yeah.

**Kidd:** Just a quick thought. The reason why most people don't run is because often people don't know which way to go.

**Zeitz:** What he said was, I asked Joe (**Tyler**) about this, and he said the idea is that if something like this happens, immediately there's going to be text messages, and your phones are going to blow up all over campus, and they'll say that there's a shooting happening in Seerley—I hope it's not Seerley, but I'm just...[Laughter]

**Wohlpert:** Thanks, Leigh (**Zeitz**). I am starting to take this personally.

**Zeitz:** So if this happened in one corner of UNI, okay? And so with that, we find out what the other way is, and that's how we'd get there. But people don't know that, either.

**Wohlpert:** I do want you to know that before this, he would use Sabin and Russell...[Laughter] One of the things you could do is to ask Joe **Tyler** to come just talk with you all if you're interested in that. He'd be probably willing.

**Walter:** Petition this? We have a really full docket and calendar right now, so whether this could even get on by the end of the year, I don't know. But please petition this, and we'll move it up with approval.

**Zeitz:** I understand that, but still I think there's stuff that needs to be done before that. It isn't something that we can simply say, 'Well, this will take six, eight weeks for us to talk at the faculty level.'

**Wohlpert:** Well we have the document that Tristan (**Bernhard**)—so I would encourage Tristan, if you can send it to me, we can get it out to Faculty Senate and we can look at that the next time. That would be great.

**Walter:** Getting that posted all over the place would be a good idea. Definitely if you want to discuss this with a little more time, please petition this and we'll move it up as quickly as we can.

**Zeitz:** Thank you, Tim (**Kidd**).

**Walter:** I don't have any comments myself, but I would like our guests—we have many guests—to introduce themselves, please, starting anywhere.

**Lehman:** I'm Nicole **Lehman**. I'm the Assistant Director of Scholarships and Communications in the Financial Aid Office here on campus.

**Bakula:** Tim **Bakula**, from the Financial Aid and Scholarships Office. I'm the Director.

**Castillo:** I'm Juan Carlos **Castillo**. I'm professor of Spanish in the Department of Languages and Literatures, but I'm here as a representative of the Transfer Council.

**O'Connell:** I'm Shelley **O'Connell**. I'm the Executive Director for Health and Recreation Services, and the Interim Director for the Counseling Center.

**Woods:** Kristin **Woods**, Director of the Student Success and Retention, and Co-chair of the Transfer Council.

**Knudson:** I'm Paula **Knudson**, Vice President for Student Affairs.

**Morrow:** Joyce **Morrow**, University Registrar.

**Wallace:** Diane **Wallace**, Assistant Registrar.

**Walter:** Welcome. Thank you for showing up.

**Hawbaker:** Becky **Hawbaker**, Vice President of United Faculty.

### **MINUTES FOR APPROVAL**

**Walter:** Thank you. Okay, so we can move to approval of the minutes from February 12<sup>th</sup>. They have been posted for the usual amount of time. Are there any comments on the minutes at this point? Hearing none, I would entertain a motion that we vote to approve the minutes. Moved by Senator **Mattingly**, seconded by Senator **Strauss**. No further discussion? All in favor of approving the minutes for February 12<sup>th</sup>, please indicate by saying, 'aye,' opposed, 'nay,' abstain? The motion passes. I'm really hoping my voice holds out as I slide from baritone to bass.

**Wohlpert:** Amy (**Petersen**) could take over for you.

**Walter:** Amy (**Petersen**) has done it already once.

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

**Walter:** We have two different items which are kind of on the hurry-up. They require a very short Executive Session. They are Calendar Items 1375, a Request to Award an Honorary Doctor of Humane Letters. This is a typo on this particular item. Humane Letters at the University of Northern Iowa. With your approval, we will go into Executive Session. We have some literature to pass around. It shouldn't take long at all. The other item that is going to require Executive Session was brought by Dr. **Kidd**. Notification—not a discussion—just basically making it known of the Regents Award for Excellence recipients. I would

propose that we bundle those two, #1375 and #1378 as one and move them to the end of today's proceedings as a short Executive Session after which we go home. So, I'm going to try to keep this from going overtime today. It's a high priority. So, do I have a motion to move those two items to the docket: #1375 and #1378? Moved by Senator **O'Kane**, seconded by Senator **Stafford**. All of those in favor of moving Calendar Items 1375 and 1378 together, to the end of today's docket, please indicate by saying, 'aye.' Opposed, 'nay.' Abstentions? Motion passes. Done.

**Walter:** Alright, so let's get through the rest of these. Some of these items on the calendar have been proposed for later dates, including the proposed visit to the Faculty Senate by the Athletics Department. So, do I have a motion to move Calendar Item 1373 as Docket Item 1260—unless I messed the numbers up. Do I have a motion to move that on to the docket? Moved by Senator **Skaar**, seconded by Senator **Zeitz**. All in favor of moving the Athletics Department Proposed Visit, Calendar Item 1373, onto the docket, please indicate by saying 'aye.' Opposed, 'nay.' Abstentions? Done.

**Walter:** There are two emeritus requests: there is #1374 and #1376 Emeritus Requests for Howard **Barnes** and an emerita request for Katherine **van Wormer**. I would entertain a motion to move those onto the docket together. Moved by Senator **Stafford**, seconded by Senator **Gould**. All of those in favor of moving Calendar Items 1374 and 1376 onto the docket, please indicate by saying 'aye,' opposed, 'nay.' Abstentions? Done. The motion passes.

**Walter:** The General Education Approval Process, #1377—now these have been posted, so I trust you've read them. Does anybody need this to be opened up? I

don't want to rush this too much, but we're really full today, so I'm going at top speed before I lose my voice. So this is Item 1377, the General Education Approval Process. This would come in as Docket Number 1264. Do I hear a motion to move that item onto the docket? Moved by Senator **Schraffenberger**, seconded by Senator **Zeitz**. All in favor of moving #1377 onto docket 1274, please indicate by saying 'aye.' Opposed, 'nay.' Abstentions? Motion passes.

**Walter:** And last, but certainly not least, An Open Review of the RSP Policy on Effort Certification. This is Item #1379. This would move in as docket number 1266. Do I have a motion to move that item onto docket? Moved by Senator **Skaar**, seconded by Senator **McCandless**. All in favor of moving Calendar Item 1379 onto docket as 1266, please indicate by saying 'aye.' Opposed, 'nay.' Abstention? None. The motion passes. Question? I would note also that we have—people are petitioning like crazy right now so it's kind of entertaining. There's three different emeritus requests (emeriti?) and also a request by Dr. **Gassman** to talk to us about the Civic Action Plan. Those are posted on the website as up for docketing, but they didn't make the agenda. So we'll catch those next time around, so I'm not going to bring any more of that up today. Okay.

### **CONSIDERATION OF DOCKETED ITEMS**

**Walter:** So the first item is Docket Number 1255, Eliminate Using Transfer Credit in Calculating Cumulative G.P.A. So I understand we have a few guests that want to weigh in on this. I'd encourage you to move closer, except that I don't know where you'd sit. There's a couple of spots here and there, and there are chairs



over here if you want to get a little bit closer up. Tim (**Kidd**) why don't you go ahead with your introductory remarks, since you petitioned it.

**Kidd:** Sure, since I can't use my little PowerPoint for notes...

**Walter:** I have that.

**Kidd:** It will provide a little guidance.

**Morrow:** Would you be able to pull up the Transfer Council?

**Wohlpart:** The Transfer Council response is coming around.

**Walter:** So go ahead, Tim (**Kidd**). The floor is yours while I locate your PowerPoint.

**Kidd:** Sure, basically my thoughts are that claiming work done not at UNI as part of a student's cumulative grade point is misleading, because we are neither responsible for the standards set at other institutions, nor should we be taking credit for the performance of a student done at other institutions. Currently, I believe we have four different G.P.A.'s. We have a UNI G.P.A., we have a Cumulative G.P.A., we have a Transfer G.P.A. and we have a Major G.P.A. This is actually very similar to how it's done at the College of Letters, Arts, & Sciences--- or Liberal Arts & Sciences—sorry, at Iowa. At ISU, they do not accept grades in transfer-in classes, so it's much simpler. I personally feel that that's the proper way to go, mainly because again, we don't control what happens anywhere else. This doesn't mean that those records are gone. This doesn't mean we don't respect other institutions. So, basically it just means that we don't worry about it. That's it. So, why do the Senate have anything to say about it? Because we have ownership over the curriculum, and so we really should be making decisions about what that curriculum represents. And again, this is my opinion, so I'm glad

to see that other people have a different opinion. Great. Next slide, please. So, the way that we can actually control how things work, is through control over our academic catalog. This is within the province of the Senate. Although there are lots of policies in it that it refers to, however the Senate has a lot to say about what goes into the catalog.

**Kidd:** So, there's our Current G.P.A. The transfer G.P.A.—perfectly normal: That's all the G.P.A. that students have done at other institutions. It's a little more complicated in that I believe there's some mechanism for how repeat courses are transferred in. As in, if you take a course more than once at different places, the last time you took it is the grade which counts. I'm sure I'll be corrected if I'm wrong. The UNI Cumulative G.P.A. which is all the courses taken by students at UNI; Cumulative G.P.A. is [all courses] taken by all students at UNI and elsewhere, except the ones that are repeated. So for example, you could fail a class at UNI and then take that class at Hawkeye, and that grade from Hawkeye would count. Then there's the Major G.P.A., and that is from the classes explicitly listed in the Course Catalog for a given major. And that G.P.A. would come from any institution that the credit was taken from. So if a student took credit from most of it at UNI, but some at say a different—ISU, those grades would transfer in also. Now, this is where there appears to be confusion as the process is now. For example, I believe that the process, and I think it's applied this way: For probation, academic standing—is based on UNI G.P.A. alone. I also believe, and here please correct me—that University scholarships—and this is where you guys can help me out, are supposedly based on UNI G.P.A. but I'm not sure about that completely. So if anyone could chime in on that?

**Lehman:** That would depend on the scholarship.

**Kidd:** University level; only University level scholarship, so say Presidential Scholarship, Distinguished Scholar—those kind of things.

**Lehman:** Those usually utilize the Cumulative G.P.A.

**Kidd:** I was right then. So that is also something which students can use grades from anywhere to get a G.P.A. Alright, thank you. When I visited—I was invited to two College Senate meetings, there was a lot of confusion there, also over what the grades meant, as in what was Cumulative, what was UNI Cumulative. UNI Cumulative made sense, but the phrase ‘Cumulative’ didn’t always evoke images of a combined G.P.A. from every source known to man.

**Kidd:** So there are rules about how we transfer in credit, and maybe a small reminder: These rules are for University credit, and there are articulation agreements set forth by the State, especially with community colleges, as far as I know, otherwise these things are negotiated between institutions. However, there is no mandate for grades being transferred in, as can be seen at Iowa State, which does not transfer grades into their system. They maintain a Transfer G.P.A. and that is all. At least, the best that I can tell from the Registrar’s Office. Second, any given department, any given major, any given college, can determine how a class applies to that major. I’m not saying it’s appropriate or inappropriate, but if let’s say the Physics Department decided that Physics 1, Calculus-based from some institution did not meet the standards of the major, they would not have to accept it. Or, they could accept it only if the student got a ‘B’ in it. That is totally appropriate. And also, as is frequently done at Iowa State, these classes do not have to be used as prerequisites from the class. So at Iowa State if you take

Calculus 1 at UNI, to take Calculus 2, you must take a competency exam. This is not the ALEKS score, this is the competency exam set forth by Iowa State. So Iowa State has a lot of different rules that we don't have for transfer, and I think Iowa does also, depending on the college. Next, please.

**Kidd:** So this is the Principles of Transfer Credit from our website in Admissions: Your curriculum and Grade Point Average is used for purposes of admission and advisement for your first term enrollment at UNI. And this is really what I think it should be used for: It's used for setting the stage. And then, that's wonderful. I'm not saying it should be ignored. You have earned a record, and maybe that's a good record or a bad record. But you have earned a record, and that should be reflected in your transfer credits. However, I don't understand personally why that has so much influence over things after you come to UNI, where I believe the standards of UNI should hold, for better or for worse.

**Wohlpart:** What kinds of things does the Transfer G.P.A. continue to control?

**Kidd:** It controls, like she said, University-level scholarships.

**Wohlpart:** Can you explain why that is?

**Kidd:** I don't know.

**Lehman:** When scholarships are awarded, it's up to departments, whether they'll utilize Transfer, UNI G.P.A., or Cumulative G.P.A., but the renewal typically on those Admissions-based awards (the Distinguished Scholar award, the Merit Scholar Award) those scholarships are currently set up to utilize the Cumulative G.P.A. The Transfer G.P.A., since that is part of the Cumulative G.P.A. would be used in that sense.

**Wohlpart:** And do you know the reason why the Cumulative was used for that?

**Lehman:** That would pre-date me. Do you have any ideas Tim (**Bakula**)?

**Bakula:** I would think, like you said—for better or worse, it was for the better of the student at that point. So if they were below that, we would simply remove the scholarship, which would allow more to qualify and receive it, we use the Cumulative.

**Wohlpart:** What else Tim (**Kidd**), does the transfer GPA continue to have an influence over?

**Kidd:** The other main impact it has is on the repetition of courses. So the other main impact it has is that if you take a course at UNI, you can replace the grade for that course by taking it elsewhere.

**Woods:** To clarify that though, if they take—if they repeat the course at a different college, the original grade drops out of the UNI G.P.A. but the course grade is not replaced by the...it affects the Transfer G.P.A., but not the UNI G.P.A.

**Kidd:** Is that correct?

**Wohlpart:** Yes.

**Kidd:** I'm asking them because I'm not sure how that actually works out.

**Wohlpart:** So if you go to Hawkeye Community College to retake a class you got an 'F' in, you get an 'A' at Hawkeye, that 'A' doesn't transfer in and become part of your UNI G.P.A.

**Kidd:** It does change the Cumulative However, however I thought that the class dropped out of your UNI Cumulative?

**Woods:** The 'F' drops out of your UNI Cumulative, but the 'A' does not come in to your UNI Cumulative.

**Kidd:** But the 'F' does leave in your overall Cumulative, which is used for many decisions based at UNI, including the University-level Scholarships.

**Wohlpart:** Well that's the only one I've heard—University-based Scholarships.

**Kidd:** Well it also applies to admissions to various colleges, and also graduation requirements. Many majors have graduation requirements for their Major G.P.A. that includes classes taken elsewhere, and the grades earned elsewhere.

**Wohlpart:** And that's up to the colleges.

**Kidd:** That's up to the colleges.

**Wohlpart:** The colleges get to determine whether they want the UNI G.P.A., the Cumulative G.P.A.—that's completely up to the colleges.

**Kidd:** That is very true, and in some places it even states it explicitly. They'll say it like, "UNI or Cumulative," or "UNI and Cumulative."

**Wohlpart:** And so if you vote to accept this, you're taking this out of the hands of the colleges.

**Kidd:** That is not true.

**Hakes:** Yes, it is.

**Kidd:** No, it is not.

**Hakes:** How so?

**Kidd:** Because they still have the Transfer G.P.A. You can still use it. There's nothing wrong with that.

**Hakes:** They have to calculate it on their own though. Because to combine them, they'd have to combine them on their own.

**Kidd:** You mean you'd have to multiply two numbers together?

**Hakes:** No, I'm saying you don't know how they're weighted.

**Kidd:** They're weighted based on number of credits. It's actually a very simple calculation. And again, what I'm saying is yes—that's up to the departments, the colleges. That's fine. That's up to individuals. Right now, the norm is to use the Cumulative, which combines all different G.P.A.s. That's the norm G.P.A. which was represented for the students, and I don't think it's that's appropriate. If you want to call it Combined G.P.A., which includes that, it's fine. If you have trouble calculating things—I don't think it's that hard to calculate. I did it when I was a student. But my main concern is that what you have is an incentive for students to take classes as easy as possible to boost their G.P.A.; to replace standards done at UNI. You have an incentive to not even take AP credit, because AP credit, you get credit. You don't get a grade. You can take an easier way out than AP credit and boost your G.P.A. at the same time, and that G.P.A. will count toward prestigious scholarships. That scholarship money is not infinite. Should that money go to a different student who might be more deserving? I'm not trying to be a jerk here, but that's my thoughts.

**O'Kane:** Are we trying to solve a problem that does not exist?

**Kidd:** I believe there is a problem.

**O’Kane:** Based on?

**Kidd:** Based on my particular students that I’ve advised.

**O’Kane:** You’ve had students that have gone here and gone to Hawkeye and come back?

**Kidd:** No, if you look at enrollment patterns you can see what happens. Take a look at the enrollment patterns of General Physics 1 before and after they fired the guy at Hawkeye. It like doubled. There’s no question that it has an impact on enrollment. The second thing though, the way I understand the problem is actually from my students who can’t get rid of their bad grades done somewhere else. There is no Academic Forgiveness for a bad semester done 20 years ago. It stuck. You’re stuck with it. The only way to get rid of it is to retake classes and that’s ridiculous. Why should you have to retake a class you took 20 years ago that may or may not be in your major anymore? It affects your Cumulative G.P.A.—terribly.

**Bernhard:** I guess I think some people would respond to that with the notion that if you did poorly in the class, and you don’t think that reflects your level of knowledge, then somehow as an institution we have to make them show that they have that knowledge, and retaking the class seems like a pretty logical way to go about that.

**Kidd:** But it’s not my business. I didn’t run that class. UNI did not run that class. We had no influence as an institution on that course. We have no idea what happened there.



**Hakes:** Aren't we already always taking somebody else's okay, even if we bring it in as a credit or not credit?

**Kidd:** Barely.

**Hakes:** So we don't want these other lines, but we'll let them have the D/F line. Any way you look at it, if somebody transfers in credits that pass, we're already taking it.

**Kidd:** Sure.

**Hakes:** We can take your pass/fail lines, but we don't want to take any of your other lines.

**Schraffenberger:** That seems to be beyond our reach though.

**Hakes:** That's what I'm saying. If somebody else gave them credit for it, then we're taking their credit.

**Kidd:** That depends, if you're talking about University Credit or Major Credit. There's differences.

**Walter:** Would you say that there is language in policy right now that is unclear?

**Kidd:** In some cases, yes. However, I do believe it's clear that...

**Walter:** Is there language in our UNI policy that's just wrong?

**Castillo:** I wouldn't say it's unclear. I would say it's inconsistent. In some cases, we apply one type of G.P.A. In other cases, we apply another type of G.P.A. But, each one seems to be very clear to me. Some use the total, Cumulative G.P.A., including Transfer G.P.A. Others only use the UNI G.P.A.

**Wohlpert:** Juan Carlos (**Castillo**) that's a choice of departments or colleges, right now, and what we're talking about is taking away that choice.

**Kidd:** That's not what I'm talking about. I'm talking about University-level decisions.

**Woods:** One of the concerns we shared on the document was that this has a broad potential impact on student's access to scholarships; on student's progress ticket to degree, among other things. And I think at minimum, we need to flesh out a lot of these things before anything like this would happen. So for example, if a student—Nicole (**Lehman**) correct me if I'm wrong—transfers to UNI, if we don't accept their Transfer G.P.A., they have an NA in the Transfer G.P.A. category and scholarship applications can no longer be eligible for scholarships in the first semester in many cases...

**Lehman:** [nods]

**Woods:** ...And so that's just one example of how this could really impact students, so I think at minimum, we really need to dig deeper and understand impacts.

**Walter:** Is the Transfer Council a good place to have that discussion? It seems like a silly question.

**Wohlpert:** So you all should know this: We have a Transfer Council made up of experts who deal with transfer students and things like G.P.A. They have voted unanimously against this, and it includes faculty. So Juan Carlos (**Castillo**) is a faculty member, Ken **Atkinson** is on the Transfer Council, Rex **Karsten** was on it for a very long time, and so they did review this and they wanted to share this handout with you all.

**Walter:** So the handout just went around.

**Strauss:** Is it safe to assume that our Transfer Council uses best practices across U.S. institutions? Are we in line with them?

**Woods:** Yes. We work to advance the experiences of transfer students on our campus. So it's a combination of gathering best practices nationally, taking feedback from students and others. Just last spring we had small teams of faculty and staff who conducted focus groups on eight different community college campuses to learn more about our relationships, barriers to student transfer, and to try and really work on those relationships, so pulled the information that we use in our work from a lot of different areas.

**Castillo:** And we're a purely advisory council. We don't make any decisions. We make recommendations based on the things that we work on like for instance, a big study that we did last year with community colleges in Iowa. But we don't make any decisions.

**Wohlpert:** And one of the aspects of that study that the community college presidents were very interested in, and we give them this feedback, is the success of their students when they come to UNI. So if the classes that they're taking at the community college are not as rigorous as they are when they're here, they don't succeed, and we give the community colleges that feedback so they can have individual feedback on the success of their students. The ones where students aren't as successful, they want to work with us to help elevate the work of the students. So this is ongoing. This kind of policy would likely damage our relationship with the community colleges.

**Kidd:** Just to respond to that...

**Strauss:** I noticed when I asked that question, that Dr. **Kidd** down there was shaking his head.

**Kidd:** We have two Regents institutions—they both do completely different things. ISU does one thing. Iowa does another. The colleges in Iowa would do another. I don't think Iowa State's having any problems attracting transfer students.

**Woods:** I think that's another example though of where we would need to share more information on their policies, because University of Iowa's practices are actually very similar to the way we approach things here.

**Kidd:** They are.

**Woods:** And Iowa State's approach is nuanced in a way that it would take quite some time to talk through how that works, so we would need to come back with that information.

**Walter:** Would it be constructive if I were to suggest that you focus on the language that's either clear or needs work. That you meet, Tim (**Kidd**) and other interested parties meet on this topic with the Transfer Council? And then bring this back. I'm suggesting that we table this for further discussion unless someone has an objection to that. There are more remarks to be made obviously, but we have a pretty full docket, so that's my suggestion.

**O'Kane:** When this was a Calendar Item, it seemed to me that the main thing that was of issue was that it was ambiguous on what G.P.A. you were looking at on any particular website at the University, unless I'm remembering wrong. I think at the

time I suggested that the fix isn't to not accept G.P.A. from the outside, but rather to make it much more clear which G.P.A. you're accessing.

**Kidd:** I think that's definitely a first step. The second question is about University-level decisions using different G.P.A., and the third thing which has to be addressed would be—in my mind to be addressed, is what do you do about retaking classes at different institutions? Or do you keep the system the same? These are both practices that I don't think are done at Iowa or Iowa State. So we do things differently.

**Walter:** Well we are different, so that makes sense. So, can I entertain a motion to table this for now, pending further discussion?

**Strauss:** So moved.

**Walter:** Do I have a second on that?

**Schraffenberger:** Would it be possible to have the best practices that you're informed by, to have them at our disposal to see where we are in comparison, not just to the two other Iowa schools, but across the country, to see what other peer institutions are doing? I think that would help me.

**Woods:** In terms of G.P.A. is used?

**Schraffenberger:** In terms of G.P.A. and transfer and maybe even throwing Wartburg in there, because they're among the colleges that we get transfer students from.

**Walter:** It seems like a very reasonable suggestion.

**Hakes:** Not just from around the country, but I do think our local competition is more important than across the country. That is, if someone transfers it into Iowa and they'll accept it, and we're saying 'no, we won't accept it with grade,' I'm not sure that that's a good idea.

**Kidd:** You're also stuck with an 'F' forever.

**O'Kane:** Or an 'A.'

**Kidd:** Or an 'A,' but you're stuck with an 'F' forever.

**Petersen:** Kristin (**Woods**) I would be interested if your council [Transfer Council] could tell us more about the third bullet around diversity, and how this would impact those students.

**Walter:** [Reads from Transfer Council document] "Transfer students are more diverse than our direct high school population...Is that the right one? Please, go ahead.

**Petersen:** I'd just like to consider that within our unique context.

**Woods:** Absolutely. What we pointed out on the handout was when you compare our direct-from-high school-population with our transfer population, the transfer population is more diverse by almost every measure: race and ethnicity, veteran status, socio-economic status as measured by Pell eligibility, and so on. And so any impact that this change would have would disproportionately affect certain groups of students. We'd be happy to share more about that as well.

**Skaar:** Could it positively impact that population, and not necessarily negatively impact that population? If we're going to think about an 'F' forever or an 'A' forever--I don't know the answer. How would it disproportionately affect that

population? In a negative way or a positive way? Do we have data on that? That would be nice to know.

**Woods:** I think we could take a look at that. What I would say is that the ability for students to repeat a course elsewhere, and have that replace or drop the UNI grade in that particular course is something that if that went away would definitely have I think more of a negative impact than positive. I think to...did you want to say something?

**Kidd:** I agree, but that doesn't mean we should do away with UNI standards? That's all. I agree that that would have a benefit for the student's G.P.A., but is that a benefit for the students?

**Schraffenberger:** I think we should go back to Michael's (**Walter**) tabling this because I would like to have this discussion, but I don't feel like I have clarity of the question.

**Skaar:** I would like data. I would love to see the data on that by digging into that.

**Castillo:** I totally agree with you.

**Woods:** And maybe one last thing I'll mention is that when we talk about transfer students nationally, there is research on 'transfer shock,' and many people have heard about this. When students transfer to a senior institution, largely you see a dip in G.P.A. We see the exact same phenomenon for students coming from high school. So students their senior—the average G.P.A. in high school is 3.51. First semester UNI average G.P.A. is 2.8. It varies slightly semester to semester, but right around 2.8. And so we see the same phenomenon. I think that's something to keep in mind, too because sometimes people talk about transfer students

differently than students direct from high school. It's just that student's adjustment is happening in the junior year instead of the first year.

**Skaar:** So it might not have to do with the rigor of the courses, but just about that transfer shock?

**Woods:** Sure. Absolutely.

**Hakes:** I still have a question about an 'F' staying forever. If we don't allow someone to take the course elsewhere for something they flunked here, then doesn't the domestic 'F' stay forever?

**Kidd:** No, it does not. It does not stay forever.

**Hakes:** I mean at present. You don't transfer the grade in.

**Kidd:** You transfer the grade in.

**Hakes:** Well, under the transfer credit, but it doesn't become part of the UNI...

**Kidd:** The U.N.I. Cumulative doesn't count those as far as I can tell because they're not part of your...

**Hakes:** But they're not part of your UNI Cumulative?

**Kidd:** When you fail the class at UNI and take it elsewhere, that 'F' goes away from your UNI Cumulative.

**Hakes:** But the new grade does not come in? It just goes away? Having been for years, although not just recently, but at least 15 years on the Admissions Committee, which is really the Re-Admissions Committee, so you're dealing with all the people who have flunked out and are re-applying, that technique is used nonstop. That's what we do, is to have them take a class that they have failed



here someplace else to remove that 'F.' But they don't get to replace the grade, that may transfer in as a grade as far as their transfer credit, but not part of the UNI Cumulative.

**Kidd:** It goes into their Cumulative G.P.A. which is used for most decisions.

**Hakes:** No, no, it's used for some decisions, but I can't say 'most.'

**Kidd:** It's used for almost everything except for probation and baseline graduation requirements.

**Hakes:** Not where I'm from.

**Zeitz:** Would this also apply to the AP classes coming from high school?

**Kidd:** AP classes don't have grades.

**Zeitz:** They don't have grades? Okay, thank you.

**Bernhard:** So one thing you could say, it's used for everything, except for the things you mentioned. But on the flip side, you could say that the other is used for everything except for Institutional Scholarships. So I don't think we've named a lot of...There's not like a ton of different points that our G.P.A.s are differentiated and used for. But back to his point, which I don't think necessarily got answered, if there's a class that a major requires you take at UNI, and you get an 'F' in that class, you have to retake that class at UNI to address that course, which is the same issue that we have with the transfer credit. So that's already a problem that exists for classes that require be taken at UNI.

**Hakes:** It's a big problem for people who are changing majors.

**Bernhard:** Yeah.

**Hakes:** It's always been a problem. I don't know if there's an answer to it which kind of tangentially relates to this, but not exactly in that someone who fails a class here, changes their major, and then to get their UNI Cumulative up, because their other cumulative doesn't matter, then they have to keep pounding away in an area that they've left, to try to raise that grade or have it removed, when you would just like to divorce yourself from that. You're now over here. And I don't know that there's a solution to that.

**Kidd:** I've advised three different students on how to retroactively waive a semester because they had an issue during a semester. So, at least at UNI there's some recourse.

**Walter:** Thanks. Okay. Now, I had a motion from Senator **Strauss** to table this for further discussion. There's at least six people sitting in the room who are really interested in meeting with the Transfer Council, and I enthusiastically encourage you to do that. Do I have a second to Senator **Strauss's** motion? Senator **Schraffenberger** seconds. All in favor of tabling this for further discussion ostensibly among the Transfer Council, please indicate by saying 'aye.' Opposed, 'nay.' Abstentions? That passes, so we hope to see you before the end of the semester. Excellent discussion. Very important, but we have a whole load of stuff on this. Tim, (**Kidd**) you're up for this one as well: An Invitation for a Seat at the Table for United Faculty.

**Kidd:** I think it would be good for United Faculty to have an invited seat, similar to what we have for members of administration.

**Walter:** I couldn't agree more. Does anyone have an opinion on that?

**Kidd:** Any questions?

**Strauss:** I just have a question: Why now?

**Kidd:** Chapter 30 [sic 20] I'm tired. Help me out, what number is it? We have had some changes in that Chapter, and so now the University Senate and the Union—the overlap of their spheres of influence—it's getting shadier, and I think it's good to have people with experience and opinions and knowledge represented when we have discussions.

**O'Kane:** Tim (**Kidd**), what is Chapter 20?

**Wohlpert:** It's the collective bargaining law in the State.

**Kidd:** I'm not sure what Chapter 30 is. I got that one wrong.

**Walter:** It's the chapter after Chapter 20. Ten chapters later. When I came in as Chair, I had hoped to move toward substantive discussions in here, and having the Union, United Faculty, with a seat at the table, really lends itself toward that. Again, we can't negotiate in here, but we can darn well talk about things that are important to us and to our students.

**Hakes:** Aren't the majority of the people in here members of the Union?

**Walter:** I have no way of knowing that.

**Hakes:** But if that's the case, then the Union has a seat at the table. They're sitting here right now.

**Walter:** The Union, their organizing bodies generally has a more granular, stronger grasp of things that are being negotiated, things that are being debated at the House and Senate right now, and I think having the Union here as a personage, invited, a non-voting position would be an excellent idea.

**Hawbaker:** I think the important point and thank you to all of you who are on the Senate who are United Faculty members and if you're not, I have membership forms in my bag. I think the important point to distinguish here is that in the evolution from Chapter 20, and we're moving into a new realm of shared governance, faculty leadership at UNI is defined as the Chair of the Senate, the Chair of the Faculty, and the President of United Faculty, and so when we have Senate meetings, two of those three leaders are here at the table, and one is not. As we've been working through issues this year and last, we have all found that a united front, open lines of communication, and on-going collaboration between those three parts of faculty leadership has been really critical. It is to all of our benefit for your three representatives of faculty governance to be working together more often, more collaboratively, and it's just a win-win.

**Strauss:** Could we clarify one more time, and I think this is spelled out in the Handbook, but could we clarify one more time for the minutes, where the domain of the United Faculty exists versus the Senate in terms of faculty governance?

**Wohlpart:** That would not be in the Handbook, Mitch (**Strauss**).

**Strauss:** I thought it was. I thought somebody informed me of that the other day. If not, what is the domain difference between the...I'd like to know that.

**Walter:** Can you answer that, Becky? (**Hawbaker**)

**Hawbaker:** There is a section in the Faculty Handbook that kind of delegates out, but it's not completely clear cut. It's not always this issue...I can say one thing: curriculum will always belong primarily to the Faculty Senate, but then there are other issues like academic freedom that are always going to have overlap. That's always going to be something that the Union has a strong voice in, but it also

applies to academic freedom for curriculum. But I would say that in general, the general areas that United Faculty takes the lead on are things that are about working conditions, that are about benefits such as insurance, are about sick leave, working—those kinds of labor relations kind of issues. And that’s not to say that those things would never come before the Senate, and that’s part of why it would make sense to bring all of those rounds of leadership together. But it also—look at the agenda today. If we were also adding all those other items as well, we’d never get anything done, or you’d have to meet every week. And so there is always going to be some kind of general delegation, and I think it makes sense for that to happen in a more transparent way, and to have those open lines of communication occur.

**Walter:** Other comments? Let me just read this. I know the font’s a little small. “Therefore be it resolved that the Faculty Senate invites the UF, United Faculty President or their delegate to have a standing invitation to take part in the Senate meetings, as is allowed for administration and student government. UF representative will have the same privileges as members of administration and being allowed to participate in discussion, making opening remarks, participating in discussion at the Faculty Senate, mailing lists, and have a reserved seat at the Senate table. So, do I have a motion to vote to approve this?”

**O’Kane:** Could I ask a question? The Provost, the President, the Chair of the Faculty all have a standing slot for comments at our meetings. Are you suggesting that UF President also have that?

**Walter:** It could be arranged. All I have to do is...

**O’Kane:** I think we need to decide whether that’s the case or not.

**Kidd:** That was the intention, yes. It does say that, yes.

**O’Kane:** I didn’t see it, at least not in the action.

**Walter:** Item D.

**O’Kane:** Okay. “Same privileges.”

**Walter:** We’re suggesting that Item D [Refers to agenda] become Comments from United Faculty and E becomes Comments from Chair **Walter**, or whoever that is.

**O’Kane:** Okay.

**Walter:** If we don’t have any other...

**Strauss:** I hate to be devil’s advocate on this, but I used to be in the Union and I was on the Executive Council and I was also on several negotiating committees, and I remember every time we had an issue where the Union wanted to intercede, it was clearly spelled out in Chapter 20, and was spelled out in the contract. Right now as I understand it, the contract squeezes the Union down to one key issue which is biannual review of salary, and even there it’s very narrow in terms that I think the ceiling is 1%. So, with all due respect, I hear all of these nice things that the Union is involved in, but there is very little actual legal leverage as I understand it now because all we’re relegated to is the raise. So now I’m not sure what the Union is bringing to the party anymore.

**Mattingly:** I would like to correct that notion. It is true that what the Union has been reduced to in terms of contractual arrangements is negotiating salary with the Board of Regents. However, United Faculty has expanded its role in shared governance on the campus and our involvement in dealing with our local administrators.

**Hesse:** Just to follow up on what Jim's (**Mattingly**) said, United Faculty's responsibilities are spelled out in the Faculty Handbook. It's Chapter 1. It's the very first page, so it is in writing.

**Wohlpart:** Can you read that, Tom (**Hesse**)? It's Wages, Terms, and Conditions.

**Hesse:** [Reads]: "United Faculty is a certified, exclusive, and sole collective bargaining representative for the faculty, pursuant to the relevant public employee relations (PERB) orders." Here's the important part: "It is primarily responsible for issues of salaries, working conditions, and other labor relations matters. Details of the current collective bargaining agreement are available at the website."

**Walter:** So, obviously important items can be brought in here. We don't negotiate in this room. It isn't part of what we do, but I think that the United Faculty representative would have the ability to bring forward some very important items with regards to our work conditions and our dealings with students. This shooter business came up. If that doesn't end up as part of a faculty-union discussion, I'd be surprised. So, there's a lot of spread here.

**Kidd:** Just a thought. That's true, however like all decisions, what I'm thinking of is the experience. When we had questions about benefits, questions about insurance or that kind of discussion, it helps to have someone who has that perspective, and has done in the past negotiations on that issue or is part of the at group to be able to speak intelligibly on this issue and help guide us. I think that's important.

**Strauss:** I appreciate the clarification. Thank you.

**Hakes:** I do think there's a difference between being ex officio, and responding to our questions to them, versus having a seat at the table equivalent and introducing issues. That's a huge leap. You described the expertise in the room, which is very reasonable. That describes a role at the beginning of each meeting as to—layout out which I would not support. No, I would not support. But the expertise in the room is of great value.

**Walter:** Other comments?

**Schraffenberger:** If other people agree with Senator **Hakes**, would we have an amendment then to this?

**Hakes:** I imagine that there isn't.

**Schraffenberger:** I've been a life-long member of a union, but I think there are legitimate intellectual...separations.

**Hakes:** There should be separation between the two. Even though we can overlap an enormous amount, that doesn't mean we're the same unit, and there's a difference between having—I've been ex officio in all sorts of committees on campus, where I am called upon to provide information, but I don't make motions. I don't have a statement at the beginning of the meeting and so on.

**Hawbaker:** I understand the concern. But I also understand that the intention is that the communication would be two-way. That you would also have that chance to learn more about what United Faculty is advocating for on behalf of the faculty, to make sure that we're taking a stand that is in line with your wishes and to know, and a chance for us to learn more about the direction to push those issues. Again, this is a new era.



**Hakes:** Then would the Senate have a representative on the Union to push issues?

**Hawbaker:** I think that's a fair question.

**Hakes:** If these are separate organizations, I understand what you just said and that's what I disagree with.

**Kidd:** Just a quick question. Many university senates do not have the administration at senate meetings. So we allow space for many people to come and speak.

**Mattingly:** To Senator **Hakes'** concern, I would just suggest that if we had a person from the Union here--Union leadership here that is—each time, then certainly we would have many voices on the Senate that were influencing the UF leader.

**O'Kane:** I think I'm tending to agree with the Senator **Hakes**. I think we'd all agree that having Tristan (**Bernhard**) here is extremely, extremely, valuable and Tristan's not up here on the dais either, so I suspect you're looking at the Union's role would be sitting right there, and putting their two cents worth in.

**Schraffenberger:** But United Faculty represents all faculty, whereas he (**Bernhard**) is representing the Student Government. Even if you're not a member of the Union, you still argue on behalf of faculty, and that might be what would convince me that they deserve a spot on the dais even though otherwise I think you make a good case.

**Bernhard:** I'm technically all students in the same way that they're representing all faculty.

**Kidd:** As a petitioner, would you like to break apart the question for that one separate issue? As in, then we could ask the question everything but the speaking privileges? And then we could ask the speaking privileges separately. Would that make sense? I think that would be fair.

**Hakes:** It would be to me. What number is it?

**Kidd:** Number five. Right. That would be five. So right now we have the President, Provost and Faculty Chair have the right to speak. That's who we've invited, and then it would be that's the current? One through six are current, right? And so the action would be to have the same privileges as the administration in being allowed to participate in the discussion, *make opening remarks*...So the question is, we could just omit those three words, vote on that, and then see if we should add those three words. I don't know if that follows Robert's Rules of Order, but something like that? The essence.

**Hakes:** Yes, the essence.

**Kidd:** Okay.

**Walter:** I can't edit it from where I'm sitting right here.

**Wohlpert:** You could just break the sentences apart.

**Kidd:** Yeah, it's not that big a deal.

**Wohlpert:** The first sentence includes Tristan (Bernhard) sitting here. The second sentence gives opportunities.

**Walter:** So, do I have a motion to vote to approve the first sentence?

**O'Kane:** So moved.

**Walter:** Moved by Senator **O’Kane**, seconded by Senator **Stafford**. All in favor of—can everybody see this? [Refers to Item 1256/1368 on screen] Would you like me to blow this up? Of approving the first sentence of what’s up here in terms of action, please indicate by saying ‘aye.’ Opposed, ‘nay.’ Abstentions? That motion passes. So do we need to have further discussion for this part here?

**Schraffenberger:** I’d like to hear where other people are standing actually who haven’t had a chance to speak.

**Walter:** Any other comments on this? Should we go ahead and vote on the second one? Do we need to edit this? Was I clear on that? Or just vote on it generally?

**O’Kane:** They would certainly get a mail to [facultysenate@ uni.edu](mailto:facultysenate@uni.edu), wouldn’t they?

**Kidd:** Tristan (**Bernhard**), are you on that mailing list?

**Walter:** Do you get *Senators.Only*?

**Bernhard:** For Faculty Senate materials? Yes.

**Walter:** Yeah, you’re on that.

**Kidd:** So yeah, that would be fine.

**Walter:** Okay, so do I have a motion to vote for the part that is now highlighted in blue [the part regarding a chance for UF to speak at the start of each meeting]?

**O’Kane:** With modifications, right?

**Walter:** No modifications. Straight up.

**Kidd:** Let's start with that, straight up.

**Walter:** Straight up. So, moved by Senator **Schraffenberger**. Do I have a second? Second by Senator **Smith**. All in favor of approving the part of the text that is highlighted in blue here, please indicate by saying 'aye.' Opposed 'nay.' Two nays. The room is full of ayes. Abstentions? The motion passes. So, we've got both of those sentences in there, and in my humble opinion—humble but loudly stated opinion, I think it's a good idea to have a larger variety, a little more vertical integration of information in here, and a larger array of voices speaking in this body is a generally healthy thing. It will be bumpy no doubt.

**Walter:** Shall we move on to the next item? I think Dr. **Knudson**, this one is yours right? Its Consultation on UNI Mental Health Counseling Process [sic Progress] and Status. This is **Knudson**, **O'Connell**, and **Geiger**. Did you have a presentation?

**O'Connell:** I do. I sent it to you as a PowerPoint.

**Walter:** You did?

**O'Connell:** I did just a little while ago.

**Walter:** Like five minutes ago?

**O'Connell:** Yes. It should be in your email.

**Knudson:** Hello everyone. This is my first full Faculty Senate meeting, and it's quite exciting. Now I know what Tristan (**Bernhard**) has been talking about. I'm sitting on the edge of my seat. [Laughter] So thank you for giving us a little bit of time here. When I first started here, which was about eight months ago at this point in time, before I started even, I was told by several people, including Tristan here, that some of our work and area needed to be working on mental health,

and that was a hot issue for students. It's still on the docket for our student leadership today as they go into election season, and one of the things I noticed right out of the gate was that the numbers weren't making sense to us. So I had asked our Executive Director for Student Health to serve as Interim Director at some point in time, to help us make progress and understand what was going on. Our students weren't being served to the extent we needed them to be served, and so we had some things to figure out. I'm pleased to come today to say that we've made a lot of progress in our Counseling Center at this point. We now have a healthy environment going on. We still have more changes that we're going to be making, but I think it was appropriate because you all work with students and interface with students and some of their needs on a regular basis, that we come and update you on our status and also get some feedback from you as well on other areas that we need to address. With that, I'll turn it over to Shelley **(O'Connell)**.

**O'Connell:** Thank you. I wanted to provide some updates about the Counseling Center and some of the staffing Paula **(Knudson)** alluded to. So, I've been serving in the interim role as the Counseling Center Director, which just jokingly was I thought was going to be a short term gig. Apparently, that doesn't work here at UNI. We really like Interim Directors, so I've been in the role since January 2017, so we are actually bringing a Counseling Center Director candidate on campus on Wednesday, and so I'm really happy that we're moving forward with that. We have hired some additional Counseling Center staff, so we have two new Mental Health Counselors. We have a temporary Mental Health Counselor hired. We have a Suicide Prevention Educator. We did receive the SAMHSA, which is the Suicide Prevention grant, which is a three-year grant, so his salary is being paid

out of that, and we hired a graduate assistant to work specifically with the Suicide Prevention Educator. As I mentioned, we have a national search going on right now for that position, and we hope to have them on board by the end of the spring semester, but I'm also realistic and I understand that he probably will start July 1<sup>st</sup>.

**O'Kane:** Is that position full time?

**O'Connell:** The mental health counseling? Yes. They're all full time, they're not all just twelve-months, just to clarify. What we consider full time is anyone who is nine months, but 40 hours a week. So in the spring semester, just to let you know what Paula (**Knudson**) had alluded to, we really focused on trying to meet as many students needs as we possibly can. But, understanding that some of those staff that I hired on the aforementioned slide started in September, and then one of them didn't start until the end, or until the beginning of December. So, we hired Xin **Zou**, she started December 1<sup>st</sup>, and Jennifer **Schneiderman** started in September. The temporary individual that we hired, the temporary position, he started about the middle of November, and the Suicide Prevention Educator, he started in September. So we saw a 2,434 appointments for 595 unique students in the fall semester, and that was a 12% increase over the previous fall semester. And again, with that limited amount of staff. So I cannot say enough about the Counseling Center staff and how they've really stepped up and tried to increase the number of students that we've seen, and we've seen some processes in place in order to be able to increase those numbers. About 75% of clients had appointments between one and five, with the average being four, and we had

about 35 students who participated in what we call Life Skills workshops, which I'll talk about in a little bit as well.

**Bernhard:** Does that 12% refer to appointments or unique students?

**O'Connell:** Appointments. The unique student was about the same. Maybe just a little bit higher if I'm pulling from my memory.

**Bernhard:** So, same number of students using those services, but this year you were seeing more appointments by those students?

**O'Connell:** Yes. One of the other things we did the fall was we initiated 24/7 crisis phone consultations. So that began in September. It had been something that we had offered across our campus but it was more on the after-hours, holidays, weekends—those types of things. So it's a service that we contract with. So, we reached out to them and asked if they'd be willing to answer our phones during the day as well, because sometimes students just want to talk to somebody when they want to talk to someone, so if the students call the regular Counseling Center number and the press Option #2 and it is a licensed mental health counselor or a psychologist that they're speaking to. The other thing that we put into place was the Crisis Text Line. So students, faculty, and staff, it's available to anyone. It's a nationwide service. They text 'Hello' to 741741. The average texting conversation is about 45 minutes in length. The beauty of that is that they can be sitting in the Union. They can be sitting in the lobby of Schindler or be having a conversation with someone via text message. They do have protocols and procedures in place because that's typically one of the questions that I get asked. So if someone that they're texting with indicates that they're suicidal, that they have a plan, and they have intent, we can ping their phone and we can send the police to their location.

**Walter:** So you're meeting them at their level, which is text. That's really excellent. There's a lot to be said for that.

**O'Connell:** We also had an initiative in the fall. We hired two external consultants, so a couple of psychologists came to campus at the beginning of October to just look over our processes and our procedures, talked with the staff, they also talked to some campus partners to really get a sense of what is going on in our Counseling Center, and what are some opportunities that we should entertain over the next year or so. One of them that came out strong was group counseling. So we needed to provide group consultation and group counseling for our students. And we have introduced a couple of those in the spring semester. They both started at the end of January or the beginning of this month, and then we have three more group counseling opportunities that will begin right after spring break. They also recommended that we define what 'Crisis Services' means, which is on the next slide and I will talk about that in a second. They also asked if we would provide some short term therapy. So college counseling centers are inundated all over the United States and so we're really having to focus on short term therapy models. So, not seeing students on a weekly basis, or an every-other week basis for semesters at a time. If students need that type of more intensive therapy, then what we do is refer them to mental health providers in the community.

**O'Connell:** So one of the things that we did is talk about our Crisis Services. So in the fall semester, we had about 113 Crisis appointments. But in order to manage it, and really with our receptionist who is taking those phone calls, or if a student walks in, and they're in crisis, this is providing her an opportunity for her to give



the student something that they can kind of look over and it can talk a little bit about Crisis Services. It's talking with the student, and having them read through: 'Do you have a plan of suicide? Do you have an intent? Are you going to inflict serious bodily harm on someone? Or, in the past month have you had any of these past things: an attempt in suicide, or you've inflicted bodily harm on someone, trauma, a death of someone, physical or sexual assault, are they hearing things or seeing things that don't exist? Are you having uncontrollable despair that is interfering with your ability to function? And then, are you unable to provide basic care for yourself? Or do you feel unsafe?' So that's really helping students to understand they may be very, very upset—and you may have students in your class who are very upset and they're crying, and that is a natural, emotional response, but that's not an actual crisis. Because we have a lot of students who come in to see us who are crying, and I know that sometimes when you have them in your office and they're crying, it can be upsetting. I've had students cry with me as well, and it's very upsetting, but it's not necessarily a crisis.

**O'Connell:** Some of the other things we've done in the fall is what we call these Life Skills Classes and Life Skills Workshops. So we're really focusing on test anxiety, time management, being resilient, and those are being provided by that Suicide Prevention Educator. His name is Brian **Nissen**. And then our Wellness Wednesdays are from our Student Wellness Services. They're really focusing on coping with stress, sleep, (I cannot just tell you how many of our students discount needing to get the appropriate amount of sleep—or maybe that's not even something that you—you all know that already, don't you?) Getting appropriate sleep: What is that? Healthy relationships, so having some

boundaries is also something that students are having a little bit of difficulty with. Facts on Tap talks about alcohol, alcohol poisoning, alcohol overdose, and then both of these are free. You don't need to register for any of these. The Wellness Wednesdays are happening in the Student Health Center, and then the Life Skills Workshops happen sometimes in the Library and sometimes in the Student Health Center as well. So we're trying to offer them in a couple of different locations. I know I'm going very fast. I've got about five minutes. Suicide Prevention Grant: I'm not going to go into a lot of information about that, but we did receive it. It's a three-year grant. We had some goals and they are on our website as well—the Counseling Center's website as well.

**O'Connell:** So we do have some initiatives in the spring. We implemented something called Q.P.R. Training which is Question, Persuade, Refer, which is a Suicide Prevention Training available free to the students, faculty, and staff. We have a Suicide Prevention and Mental Health Awareness Council that right now is comprised of students, but we're going to be asking for faculty and staff to join that in the spring semester. We held a documentary, *The Truth About Suicide* and a student discussion in the later part of January. And then we have a Mental Health Fair that is available to all students, faculty, and staff as well and that is on April 17<sup>th</sup>. I would highly encourage you to consider taking this Suicide Prevention Training. It's about 90-minutes in length, about 45 minutes of it goes over the signs and symptoms of suicide, and then the last 45 minutes is really role play. So it's you having a conversation with a partner on asking someone if they are suicidal. I can tell you, that does not come easy. So, the more that you practice it, and the more comfortable you become with it, the more likely it is that you will

be able to engage in that conversation and help the students or even a colleague to get the right help.

**O'Connell:** Spring semester, I talked a little bit about that. We have a couple of groups going on: Anxiety and Grief are the groups that we have currently. We also are focusing on the short term model of helping students with the more brief therapy. We also implemented something called the Counselor on Call. Students can come in and have about a ten to fifteen-minute conversation or consultation with a very specific topic. We're also utilizing that for our Crisis Counseling. So if a student walks in, we have someone who is blocked off for two-hour increments throughout the day for students to be able to do that, and for faculty and staff to get a counselor on the phone and have a conversation with them as well. We do provide consultation to faculty, related to the students that they're interacting with. Maybe you just need to have somebody kind of help talk you through talking with a student. So that is also an option.

**Zeitz:** You said that group therapy will begin January and February for R.A. support. Is this Resident Assistants?

**O'Connell:** It is. We didn't have anyone take us up on that. So our R.A.'s did not come out for that support group.

**Zeitz:** You were helping them with anxiety and grief, or you were helping them figure out...

**O'Connell:** We were helping them on how to deal with students that they're assisting.

**Walter:** I'm obliged now to ask you good people for permission to go an extra ten minutes, because technically we cut it off at ten minutes til. Do I have a motion to go another few minutes? So moved by Senator **Zeitz**, seconded by Senator **Gould**. Thank you. We still have an Executive Session to drop into and bounce out of at this point.

**O'Connell:** So I just wanted to let you know that Student Wellness Services has moved to the Student Health Center. He [refers to Chair **Walter**] can share this PowerPoint with Faculty Senate, because I am going very fast. We do have something called Wellness Coaching. It is supplementing some of the services that we have. We know sometimes students want to work on a goal, and we have Wellness Coaches available. They are professional staff. We have three professional staff that are providing Wellness Coaching to our students. It's free. They can register online for these services and they can do as many of them—provide as many of these sessions as they need to, to meet their goals.

So I'm going to go to the end, where I can get you to help me. How I can have you help is to take the Q.P.R. Training. To go out on the Counseling Center's website if you hear of a student who is encountering a less than productive encounter at the Counseling Center. I would you encourage you to have them talk with me. Have our Student Wellness Staff come in and talk in your classrooms, or offer extra credit for those Wellness Wednesdays or our Life Skills Classes that we have.

**Walter:** Questions? Any questions at all?

**Choi:** Personally, it was very good to see you, because I always wanted to meet with the people from the Counseling Center because I'm from the Clinical Psychology program. You said that you invited the people, the external

psychologists for consultation, and I was just wondering what kind of collaboration has been done between the Counseling Center and the Clinical Psychology program. I'm a newer member in my program. This is only my third year here. Anyway, on campus we have licensed psychologists and so I was wondering.

**O'Connell:** Some of the students that are in your program actually have intern and practicum, so they do provide counseling to our students. We probably could bolster that relationship with your department a little bit better, and I would hope when we have the new director, that I will be able to bring them around campus and introduce them to some of the different departments that we might be able to collaborate with.

**Choi:** Last year, or the year before--two years ago, it has been brought to our attention that there is a very good website about mental health. I don't know who made the website. It lists all the resources on campus about mental health but we noticed that the Psychological Assessment Clinic was not listed there. I just wanted to see more collaboration within the campus, and different parties on the campus.

**O'Connell:** Okay.

**Walter:** Thank you. Thank you very much.

**Zeitz:** I wanted to thank you for the work you do. In my career here, I've had two students who told me they wanted to commit suicide, and I brought them over to you. And I've had other times when I've referred you and it's been great.

**Knudson:** Thank you. I'd be willing to partner on that if you want to do something on the threat assessment with shooting, and how to talk to students about it.

**Zeitz:** That would be great.

**Walter:** Thank you very much.

**O'Connell:** Thank you.

**Walter:** So we have two items for Executive Session. Administration may leave, even before we declare Executive Session.

**Pease:** Are you deferring the issue on curriculum?

**Walter:** Yeah, we're going to have to defer that. We're out of time.

**Pease:** Do you need a motion and a second for that, Michael? **(Walter)** [Laughter] I'm kidding. I'll be back for that next time.

**Walter:** Of course you will. We'll miss you.

**Schraffenberger:** We haven't voted on that ten minutes yet.

**Walter:** All in favor of running an extra ten minutes, please say, 'aye.' Opposed, 'nay.' Abstentions? Okay. So we have two items for Executive Session. There's a misprint on this what I'm passing around right now. The one says, "Request to Award an Honorary Doctor" of it says "Literature Degree," but it should be Humane Letters at the University of Northern Iowa. That is a typo. It was corrected in one place and not another. And the other is the Regents Excellence Award. Right? So while that's going around, why don't you give us the song and dance about this one?

**Hakes:** Are we in Executive Session?

**Walter:** I'm sorry. May I have a motion to drop in to Executive Session?

**Kidd:** The decisions of the Senate don't go into effect until after the minutes are passed. I'm pointing out my years of knowledge.

**Walter:** Sorry. Got in a bit of a rush there, folks.

**Hakes:** I move that we go into Executive Session. [Recording stopped]

**Walter:** Second.

**Walter:** We are out of Executive Session and I'd like to call—I'd like to entertain a motion to approve what we just talked about in Executive Session. Senator **Mattingly**, seconded by Senator **Gould**. All in favor of approving what we just talked about in Executive Session, please indicated by saying 'aye.' Opposed, 'nay.' Abstentions?

**O'Kane:** I move we adjourn.

**Walter:** Motion to adjourn by Senator **O'Kane**. Seconded by Senator **Hakes**. Thank you. Thank you for your patience everyone.

**Submitted by,**

Kathy Sundstedt

Administrative Assistant/Transcriptionist

UNI Faculty Senate

**Next Meeting:**

Monday, April,9 2018

Rod Library Room 301

3:30 p.m.

***Addendum 1: PowerPoint to Accompany Kidd Presentation on Eliminating Transfer Credit in Calculating Cumulative G.P.A.***

***Addendum 2: PowerPoint to Accompany Knudson/O'Connell Presentation on UNI Mental Health Counseling Program and Status.***

# Ownership of Curriculum

- UNI faculty have the responsibility for ownership of the curriculum.
- Content of individual courses
- How courses combine to form curriculum
- Standards which represent graduation requirements and grades
- Should we claim credit / responsibility for grades from other institution



# How is Faculty Ownership Enabled

- Policies and Procedures are codified in the academic catalog
- Academic catalog is the province of the faculty
- Specifically the Faculty Senate
  - There exist references to other policies
- Probation, Honors, Graduation Requirements, etc...

# Current GPA's at UNI

- Transfer GPA: All classes taken by a student elsewhere that are accepted for graded credit by UNI. This includes # of hours and grades.
  - No possibility for academic forgiveness. Not totally clear on how class retakes are considered?
- UNI cumulative GPA: All classes taken by a student at UNI for graded credit.
  - Possibility for academic forgiveness, can appeal to retroactively withdraw from a semester, can retake courses (once) to drop a lower grade
- Cumulative GPA: All classes from UNI and elsewhere as above, except those dropped from GPA calculations from do-overs.
- Major GPA: The GPA for classes explicitly listed (or listed as electives) in a given major. This includes classes taken at UNI and elsewhere, except for those dropped from GPA calculations from do-overs.
- In general, the UNI cumulative GPA is (not 100% positive on scholarships) applied for academic standing, scholarships, etc...
- There exists some confusion over the distinction between cumulative GPA and UNI cumulative GPA
  - Visited two college senate meetings... and yes there is confusion among faculty as well

# Transfer Credit and Grades

- Articulation agreements at state level determine much of how classes transfer
  - Note: This is for university credit, NOT a given major, minor, etc...
  - Departments determine if a transfer course applies to their major and can choose to do so as they see fit, including if a class can serve a suitable pre-requisite
- There is no state level agreement on how grades earned elsewhere are to be used at UNI

# Principles of Transfer Credit

- <https://admissions.uni.edu/transfer/credit-faq>
- Q: Will my grade point average transfer with me? Your cumulative transfer grade point average is used for purposes of admission to the University and advisement for your first term enrollment at UNI. Your UNI transcript will record your cumulative transfer GPA, your UNI GPA, and your cumulative GPA of all work attempted at this university and elsewhere.
- *Transfer credit and grades are important for admission requirements and setting a baseline performance level, but we only really judge work performed at UNI and that should be where we set our standards and evaluations.*
- *ISU: Transfer credit is not used at all for GPA calculation*
- *Iowa: varies by college, CLAS college has up to 4 GPAs, which is similar to UNI*
- <https://admissions.uiowa.edu/undergraduate-programs/transfer-policies>
- <https://clas.uiowa.edu/students/handbook/grading-system>
- <https://www.registrar.iastate.edu/students/transferecredit>

# Issues with Standards

- UNI students can replace the grade of a UNI course with one taken elsewhere as long as credit transfers
  - Bypasses UNI standards
  - Not the case for IU or ISU
- Cumulative GPA includes all sources
  - No control over standards elsewhere
- Encouraging some population of students to take easiest route / boost GPA by finding easiest class
- Discourages students from enrolling in UNI courses, especially summer classes
  - Example: See enrollment in General Physics I before and after Hawkeye terminated their only physics instructor

# Scholarships and Perception

- University level scholarships are prestigious and money is finite
- Who should maintain scholarship?
  - Student with a high UNI GPA or student with a GPA boosted by finding an easier course elsewhere?
  - Could that money be better served by assisting/recruiting another student?
- At the moment – websites state scholarships are maintained by “college” or cumulative GPA, which includes all sources of grades

# Now: No Forgiveness

- UNI has zero control over grades given at other institutions and also has no control over academic forgiveness policies
- At UNI students have access to academic forgiveness and other routes – such as requesting a retroactive waiver for an entire semester
- Currently, the cumulative GPA includes all non-repeated courses from everywhere and students have no recourse after being saddled with a poor performance.
- Why should students be penalized for grades earned elsewhere? We don't know the circumstances, the issues involved, anything at all.

# Recognition of Work Elsewhere

- Making credit and not grades transfer imposes no judgement on work done elsewhere
- ISU does not transfer grades, they have zero problems attracting transfer students
  - How many at-risk students might actually benefit from a fresh start and be able to prove themselves at UNI as opposed to also trying to overcome the past?
- The students' records would remain, nothing hidden, UNI simply would not take responsibility or credit for work done outside of UNI.



# Recording

- Not transferring in grades for the purpose of calculating a cumulative average does NOT mean transfer grades can NEVER be used
  - External agencies can choose what GPA they wish to consider
  - College and departments can choose how they wish to determine awards, entrance, etc...
- Transfer grades are recorded, just not used to calculate a cumulative GPA from UNI
- University level issues – scholarships, probations, minimum graduation requirements as set by university should not rely on transfer grades

Appendices as Necessary

# Issue regarding Retaking a Course

- Unlike ISU or Iowa, at UNI a student can re-take a UNI course at another institution and not only receive credit but also improve their cumulative GPA. ISU does not import transfer GPA and Iowa does not allow courses taken at Iowa to be repeated elsewhere as a “do-over”
- **Grade Index**
- In determining a student's cumulative grade index, all course work attempted at this university shall be used as the basis of computation with the following exceptions for students enrolled as undergraduates. If a student repeats successfully a course s(he) has previously failed, only the grade received for the successful completion will be included in figuring the cumulative grade point. If a student repeats a course s(he) has successfully completed, the grade received the last time the student takes the course will be used in figuring the grade index even though the last grade may be lower than the grade received previously. **The student's transcript of record will show every time the course is taken and the grade earned.** Post-baccalaureate students as undergraduates enrolled for work to meet requirements for certification as elementary or secondary teachers are given the same grade index advantage as is given undergraduate students for courses repeated. This applies only to those courses required for certification. If a graduate student repeats a course, both grades count in computing the index.
- **Failed Courses**
- A course taken at UNI in an on-campus setting, online, or through Guided Independent Study, which was failed, may be repeated in any of those settings. A UNI course which was failed may be repeated at another accredited college or university as long as the course has been determined and approved to be an equivalent to the original course.

# Student Feedback from NSG

- A couple students felt this might be beneficial. These students cited:
  - Not knowing the ramifications of performing poorly in college courses while in high school
  - Not getting a "fresh start" upon coming to UNI
- More students gave the following concerns:
  - "Coasting Problem". Students can take difficult classes at another institution- like managerial accounting- get a poor but passing grade, and then just transfer it in as "credit". If abused, student's GPA would only reflect the easier classes they took in their college career.
  - The accounting department in no way has to accept managerial accounting for transfer credit.
  - This would stop the practice of boosting GPA by taking easy courses elsewhere
  - Majors could set a minimum grade for transfer credit [i.e. C] so that minimum effort does not lead even to credit
- Students who are unsuccessful at UNI at times use the transfer system to go to community college to salvage their GPA before returning to UNI. This would their capacity to do so.
  - Students have many methods for salvaging their GPA .
  - Medical or other issues can be salvaged through retroactively waiving an entire semester
  - Classes can be retaken at UNI as many times as a student likes to eliminate an earlier poor grade (more times to average them)
  - IS it advisable to incentivize avoiding UNI standards for UINI students?
- GPA would no longer be representative of full academic experience/GPA would be warped. A student that performed poorly in their first two years of college, and then transferred those in, and then performed well at UNI would graduate with the same GPA as a student who performed strongly for all 4 years. There is a sentiment that this isn't equitable (Though I did point out it is difficult for UNI to "vouch" for any academic programs other than itself. Is an "A" understanding of Intro to Sociology at UNI the same as an "A" understanding of Intro to Soc at Iowa State? We can't really say).
  - Transfer GPA would still be recorded, and transcripts from all institutions may be requested by any employer/graduate school, etc....
  - The student in question would still have a transcript which recorded all the poor grades, they just would not be included as part of their "UNI" grades
- Students gave the following possible solutions:
  - Let the student decide whether to count it as credit or a grade (this would cause gaming of the system in my opinion)
  - This sounds... awful
- Simply clarify and simplify the difference between UNI/Cumulative GPA. This might include simply setting a cross-campus standard (i.e. for academic issues like probation, scholarships, and graduation the UNI GPA will exclusively be used). This seems like it could be a communication issue rather than a policy issue
  - This is fundamental. Also , the record of transfer GPA would be kept, just not used to represents the student's experience at UNI.

# Feedback from Transfer Council

- UNI GPA is already the only measure used to determine academic standing at the university, including alert, probation, and suspension. “Fact 1” in this docket item incorrectly states that cumulative GPA is used to determine whether students are placed on academic probation.
- There needs to be some cleanup on some UNI websites for this to be really true. Also – graduation requirements for some majors include a “major” gpa. This “major” gpa currently includes grades from courses taken elsewhere.
- Cumulative GPA is used as a placeholder for UNI GPA for new students in the scholarship process. According to the University Registrar, scholarship administrators already have the option to use the total cumulative GPA or the UNI cumulative GPA. This gives academic departments and donors discretion in making scholarship decisions. However, if students do not have a GPA when they enter UNI, they will have an N/A GPA on scholarship applications, which will disqualify them from consideration.
- Scholarship applications from students before they are accepted at UNI obviously use transfer GPA. After one term they have a UNI GPA. It’s not clear where that might be an issue. Also – this policy would apply to university level policies, obviously it has no impact on foundation scholarships, external accreditation, or decisions made by individual departments or colleges if they so wish to include transfer grades.
- Transfer students are more diverse than our direct from high school population, in terms of race, ethnicity, veteran status, and socioeconomic status. This decision would disproportionately affect minoritized students and work against our diversity and inclusion goals.
- I strongly disagree with the implications of this statement. Currently students in this category can be permanently crippled academically by a single poor performance. UNI has no control over academic remediation policies at other schools. Blindly using “cumulative GPA” as it is currently defined means students have no means to ever recover from poor academics even if it occurred decades ago. This is actually my principle argument for why “cumulative” GPA as it is currently defined is NOT an appropriate means for evaluating UNI students.

# Feedback from Transfer Council

- The UNI Transfer Council has spent a large amount of time building outreach and seeking to improve relationships with the community colleges across the state. This move would damage community college relationships, essentially indicating that we do not value their courses at UNI.
- Not using transfer grades in determining a cumulative GPA in no way undermines relationships with community colleges or other institutions. ISU does not accept transfer GPA and they have no issue attracting transfer students. Instead, we are simply saying we have no opinion on the quality of credit earned elsewhere. We report it as a transfer GPA, maintain transcript records, and do not claim credit earned elsewhere to be part of the UNI experience. Instead we only claim credit and responsibility for coursework performed at UNI.
- Cumulative GPA is used for admission into certain colleges. Eliminating transfer GPA in the cumulative GPA calculations would delay admission into these colleges. In addition, faculty and academic advisors in these colleges find that students' transfer GPA contributes positively to students meeting graduation GPA and internship requirements. Removing the option of including transfer GPA in these college and department-level decisions will result in students experiencing delays in registration in certain major courses and would ultimately impact time to degree.
- Colleges and departments are free to choose what they use as entrance requirements. This has no bearing on that at all. The wording here implies that students benefit from taking easier courses elsewhere and avoiding UNI standards for a given course in order to meet graduation requirements. I believe this mentality is instead damaging to the reputation of UNI and our students and that we should not base our own standards on work performed at other institutions. IN would recommend colleges choosing to use transfer grades take care not to discriminate based on one period of poor performance and if UNI gpa is not available yet to simply admit students based on transfer GPA on a probationary status pending their performance after 1 term or 1 year as appropriate. However, that is a decision for each department and college to best meet their needs

# Feedback from Transfer Council

- It's unclear whether this proposal seeks to remove all types of transfer GPA from inclusion in cumulative GPA. Approximately 30% of transfer students come to UNI from four-year institutions, with our top feeders being University of Iowa, Iowa State University, and Wartburg College. As currently stated, this decision implies that we do not fully value credit from both our community college and four-year university partners.
- Yes – I believe UNI has means of directly assessing work done at other institutions and hence should not claim to do so . ISU does not transfer in grades from UNI. This does not damage our relationship in any measureable way or mean that ISU discriminates against UNI students. It just means they don't wish to claim credit or responsibility for work performed elsewhere.
- In the past, the perception has been that students who transfer from community colleges do so because they are not able to obtain admission to UNI. More recent trends indicate that this is no longer the case. Students are choosing community colleges as the “smart choice,” not the “second choice.” Academically talented students are choosing to begin their education at community colleges for financial reasons, many receiving full-tuition scholarships to attend the community college for two years. This decision would penalize these students upon their arrival from their transfer destination.
- Students would retain a record of their transfer GPA. UNI would only claim credit and responsibility for courses taken at UNI. However, it should be noted that attending a two year institution is not always the "smart choice". Many students find that standards at UNI are higher than those at many 2 year institutions (or other 4 year institutions) and hence start at a disadvantage compared to peers who primarily attend UNI. These students either fall behind or need to retake courses, can face an adjustment period with a relatively poor GPA, and very commonly find that it takes an extra semester or year to graduate. Or they do just fine, each student is a unique individual and it hard to make blanket statements. Regardless why is UNI claiming credit for work done elsewhere and how is this penalizing anyone?

# Updates

- Counseling Center
- Student Wellness Services
- Presenters:
  - Paula Knudson, Vice President for Student Affairs
  - Shelley O’Connell, Executive Director and Interim Counseling Center Director



# Counseling Center Staffing

## **New Professional Staff**

- 2 Mental Health Counselor positions filled
- 1 temporary Mental Health Counselor hired
- 1 Suicide Prevention Educator hired
- 1 Graduate assistant for the Suicide Prevention efforts

## **Search for Director**

- A National search was launched on January 8<sup>th</sup> for the Counseling Center Director
- New Director will be hired and on board by the end of the spring semester or early summer

# Fall 2017 Semester

## Counseling Center Stats

- In the fall 2017 the Counseling Center provided 2,434 appointments for 595 unique students
- This is a 12% increase in the total appointments compared to the 2016 fall semester
- 75% of clients had 1-5 appointments with an average being 4 sessions
- Approximately 35 students attend workshops in the fall provided by the Counseling Center staff

# Fall Initiatives

## 24/7 Crisis Phone Consultations

- In September we began providing 24/7 crisis phone consultations.
- Previously this had been offered after hours, holidays, weekends.
- 48% increase in this service since implementation.

## Crisis Text Line

- National
- Free and confidential
- Text HELLO to 741741
- Average texting conversation is approximately 45 minutes
- Protocols and procedures

# Fall Initiatives

## External Consultant Evaluation

- In October 2017 two Psychologists visited campus to review the Counseling Center services and make recommendation to consider implementing in the future.
  - Create Group Counseling opportunities
  - Define crisis services
  - Provide short-term therapy
  - Offer skill based workshops
  - Schedule periodic meetings with campus stakeholders to share new initiatives and encourage feedback and on going communications

# Fall Initiatives

## Defined Crisis Services

- In the fall semester we provided 113 crisis appointments for students.
- In order to manage crisis services at the Counseling Center the staff created a handout that is provided to students who want to be seen for an emergency consultation. The handout has helped us to determine how best to meet their needs.

# Fall Initiatives

- The following are the typical types of concerns addressed by our Crisis Services:
  - You have a current plan to attempt suicide or to inflict serious bodily harm on someone else.
  - In the past month:
    - You attempted suicide or made threats to do so.
    - You inflicted serious bodily harm on someone else.
    - You have experience trauma or death of someone close to you
    - You experienced a physical and or sexual assault
    - You have been hearing or seeing things that do not exist
    - You have experienced uncontrollable despair that is significantly interfering with your ability to function
    - You have been unable to provide for your own basic self-care (food, clothing, and shelter)
  - Do you feel unsafe?

# Fall Initiatives

## Life Skills Workshops

- Provided by Counseling Center staff:
- Test anxiety
- Time management
- Resilience
- Free and no registration required

## Wellness Wednesdays

- Provided by Student Wellness Staff
- Coping with stress
- Sleep
- Healthy relationships
- Facts on tap
- Free and no registration required

# Suicide Prevention

- In September 2017 we were awarded the Garrett Lee Smith Campus Suicide Prevention grant from SAMHSA
- Goals for the grant include:
  - Goal 1: Build stronger relationships between University campus and community resources
  - Goal 2: Provide gatekeeper training to prepare students, faculty and staff who can respond effectively to students with mental and substance use disorders.
  - Goal 3: Foster a culture of care to increase knowledge of how to connect with mental health and substance abuse assistance and reduce stigma that is associated with seeking help for these issues.



# Spring Semester

## Suicide Prevention initiatives

- Implemented QPR gatekeeper training for students, faculty, and staff
- UNI Suicide Prevention and Mental Health Awareness Council
- Held a documentary “The Truth About Suicide” and student discussion in January
- Mental Health Fair in Maucker Ballrooms-April 17<sup>th</sup>
  - Partnering with the community based behavioral health organizations and on-campus students support services

# Suicide Prevention Efforts

## Question Persuade Refer (QPR) - 90 Minutes

- QPR is a nationally recognized suicide prevention gatekeeper training. This training is for the UNI Campus Community and helps all participants become knowledgeable in helping prevent a potential suicide by:
  - Learning how to recognize the warning signs of suicide
  - Learning how to ask if someone is feeling or thinking about suicide
  - Learning how to encourage them to get help
  - Learning how to refer that person to the right support and care
- This training is free to the all members of the UNI campus community. To register go to the Counseling Center website or request group training.

# Spring Semester

## Counseling Center

- Group therapy will begin in January and February for RA Support groups, Anxiety, and Grief. Students need to make an appointment for a pre-screen prior to being assigned. Group therapy will be offered through out the spring semester
- The Counseling Center will focus on short-term therapy model
- Implementation of Counselor on Call: walk in service for a brief (10-15) minute consultation session. The counselor on call also fields phone consultations, and assists with crisis appointments as they emerge

# Spring Semester

- Student Wellness Services moved into the Student Health Center
- Student Wellness Staff will continue to provide Wellness Wednesdays
- Student Health will offer a workshop series “Talk with Psychiatric Nurse Practitioners” which will cover:
  - Understanding options for mental health treatment
  - Different medication treatment options
  - Understanding Mental Health Diagnoses

# Spring Semester

## Student Wellness Coaching

- Student makes an appointment online
- Students complete an online character strengths assessment
- Wellness coaches honor the client as the expert in their life and believe every client is creative, resourceful and whole
- The Coach and student meet for 45 min and the number of sessions depends on individual need
- A pre and post assessment will be utilized to measure outcomes
- FREE to Students! To reserve a time go to the Student Wellness website

# Spring Semester

## Student Wellness Coaching

- Opportunity to explore their strengths while focusing on their health and well-being.
- Increase self-awareness, self-knowledge and self-efficacy
- Achieve personal and academic goals
- Initiate and sustain wellness behaviors
- Increased sense of life satisfaction, purpose and meaning
- Personal growth in areas such as stress management, eating well, physical activity, sleep, financial management, relationships, and other wellness areas

# Spring Semester

## Student Wellness Coaching

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# How can you help?

- Register for QPR training via the Counseling Center website
- Recommend Wellness Coaching to students, this is a free resource that is customized to each student
  - Easy online registration
- Life skill workshops-extra credit option
- Classroom presentations available from SWS staff
- Encourage students to contact me with questions or concerns about our services



# Questions