

11-12-2018

University of Northern Iowa Faculty Senate Meeting Minutes, November 12, 2018

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Regular Meeting
UNI FACULTY SENATE MEETING
11/12/18 (3:29 – 4:39)
Mtg. #1814
SUMMARY MINUTES
Scholar Space (301) Rod Library

Call for Press Identification: No members of the press were present.

Guests: Brenda Bass, Elaine Eshbaugh, David Harris, Jeff Morgan, Joyce Morrow.

Courtesy Announcements

President Nook spoke about recent alumni events in Arlington, Texas and with Principal Financial, as well as his visit to ATEK in New Hampton, Iowa (See pages 4-6)

Provost Wohlpert mentioned his visit to the Department of Ed, the Board of Regents visit, and continuing work UNI has done with the Future Ready Cedar Valley Summit. The goal of Future Ready Iowa is to have 70% of Iowans receive post-secondary certification. (See page 6)

Faculty Chair Cutter spoke about the ongoing work creating Departmental Standards, urging faculty to read all of Chapter 3 to obtain a context for understanding. She adds that since Ch. 3 is not finalized, faculty should make comments to faculty leadership as they read it. **Cutter** stresses that departments should avoid self-censorship because “it’s important to know if University Guiding Standards (UGS) are flexible enough to fit departmental needs.” She cautions that UGS look narrower than they are meant to be. (See pages 7-8)

United Faculty Chair Hawbaker expressed thanks for the 87% turnout and 97% “Yes” vote on recertifying the Union. The next big push is faculty evaluation. She urges all faculty, including temporary, term, and renewable term faculty to know the members of their department’s Faculty Evaluation Subcommittee, and to get involved, as all levels of faculty are affected by evaluation. (See pages 8-9)

Faculty Senate Chair Petersen extended an invitation to assist departments in developing Departmental Standards and announced that this week is School Psych Awareness Week. UNI is the only public or private school in the state that offers the School Psych program. (See pages 8-9)

Minutes for Approval: Oct. 22, 2018 (Gould/Stafford) All aye.

Committee Reports: Intercollegiate Athletics Advisory Council (IAAC), Elaine Eshbaugh and David Harris. (See pages 11-27)

Consideration of Calendar Items for Docketing

** (Skaar/Gould) Bundled for Nov. 26 Docket, except for # 1419.

- 1417 [Emeritus request for Mir Zaman, Department of Finance](#)
- 1418 [Taskforce for Academic Suspension \(TAPS\)](#)
- 1419 [Committee on Committees Procedure Recommendations \(to be considered Dec. 10\)](#)
- 1420 [Proposal for Interdisciplinary Senate Committee](#)
- 1421 [Emeritus Request for James Davis, Department of Language and Literatures](#)
- 1422 [COE Curriculum Proposals](#)
- 1423 [CHAS Curriculum Proposals](#)
- 1424 [CSBS Curriculum Proposals](#)
- 1425 [CBA Curriculum Proposals](#)

Consideration of Docket Items

1295 1416 All aye. (See pages 28-30)

[Emeritus request for Kenneth Baughman, Department of Language and Literatures](#)

1286 1401 [Consultation with General Education Revision Committee](#)
(See pages 30-39)

No New Business

Adjournment (Gould/Burnight) 4:39 p.m. by acclamation.

Next Meeting:

3:30 p.m. Monday, November 26, 2018
Scholar Space (301) Rod Library
University of Northern Iowa

A complete transcript of 40 pages and 0 addendum follows.

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

November 12th, 2018

Present: Senators Imam **Alam**, John **Burnight**, Seong-in **Choi**, Faculty Senate Secretary Gretchen **Gould**, Senators Tom **Hesse**, Kenneth **Hall**, Bill **Koch**, Faculty Senate Vice-Chair James **Mattingly**, Senators Steve **O’Kane**, Faculty Senate Chair Amy **Petersen**, Senators Mark **Sherrad**, Nicole **Skaar**, Gloria **Stafford**, Andrew **Stollenwerk**, and Shahram **Varzavand**. Also: Faculty Chair Barbara **Cutter**, President Mark **Nook**, Associate Provost John **Vallentine**, Provost Jim **Wohlpert**, and NISG Vice President Kristin **Ahart**.

Not Present: Senators Amanda **McCandless**, Peter **Neibert**, Mitchell **Strauss**, Associate Provost Patrick **Pease**

CALL TO ORDER, PRESS IDENTIFICATION, & INTRODUCTION of GUESTS

Petersen: Alright, let me call our meeting to order this afternoon. I do not see any press here, but let me make the call for any press identification. We have a number of guests with us this afternoon, so let me ask our guests to introduce yourself. Start with David (**Harris**).

Harris: Good afternoon. David **Harris**, Director of Athletics.

Eshbaugh: Elaine **Eshbaugh**, Faculty Athletics Rep and Associate Professor of Applied Human Sciences.

Morgan: Jeff **Morgan**, Physics and Science Ed, here on behalf of the Gen Ed Revision Committee.

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

COURTESY ANNOUNCEMENTS

Petersen: Welcome. We have Courtesy Announcements. We'll start with President **Nook**.

Nook: Just a few things here. First, congratulations on surviving another election year. It got pretty ugly there before the election with all the campaign ads and things, but the good thing is it's over. We know who holds power where and we know how to start to begin our messaging.

Wohlpart: Not in every state.

Nook: Not in every state. [Laughter] In Florida. And so we're starting to do that and to get things set up. I want to update you on a couple of things. We had a couple of alumni events recently, one of them with Principal Financial. It was an event called Paint Principal Purple, and we had good turnout. One of the reasons we wanted to work with Principal in particular is they have—Principal employs 776 UNI alums. It's 12% of their workforce. They have only one other university from which they have more employees, and it's just a few more, and that's Iowa State. So when you think about sort of the relative number of our graduates working there compared to anybody else, they said by far you've got to have the largest percentage. It was a really good meeting. One of their VP's, their VP who is sort of their chief technology expert is one of our alums, **Gary Sholten**. Just a great guy and I think part of the reason we get more people down there. We've got people in IT, people in accounting, people in business management, HR—just

throughout their entire organization. We also had an alumni event in Texas on Saturday. The men's basketball team was playing in Arlington. They arranged an alumni event at one of the local watering holes, and we had something in the neighborhood of 200 people show up for that. A little less than half of them were alums. One of the members of our basketball team, Isaiah **Brown**, is from Flower Mound Texas, which is about 45 minutes away and his mother in particular and father got a whole bunch of people to come out for the game. They had over 200 people show up in purple and gold shirts that said "Team Isaiah" on them and then UNI. We had a really large contingency there for what is UTA's Homecoming. They don't have football, so this was their Homecoming game. The other thing I just want to mention is that I had the opportunity to go up to a small manufacturing company in New Hampton end of last week, ATEK. They are a foundry and do aluminum castings. And one of the things they cast are all of the cylinder heads for Harley Davidson motorcycles. So if you ride a Harley or know somebody that does, the odds are really, really high—in fact right at 100% unless it's old, that the cylinder heads were made up in New Hampton. They also make brackets for the Harleys. They make brackets and materials that are in Mercury machines. The reason I bring this up is they love UNI. One, the director of HR is one of our alums, but also they also hire a lot of our alums to work on the floor because of our Metal Casting Center. They've also worked closely with our additive manufacturing organization over at Tech Works. They've had a couple of large 3-D printer applications that they've had us do for them that they couldn't do any other way. So, they just couldn't be happier to have UNI, and especially the stuff we're doing in additive manufacturing, metal casting, and the stuff that happens in ITC. So I was visiting with them to get them to help us lobby and then

lay the ground work for some gifts to help us get that building built. But, just a wonderful conversation with them. They're very happy with what we're doing in that space in particular, and it's a space that a lot of people outside of UNI just don't realize that we even populate and things. So, it was a lot of fun to talk with them and answer their questions about where things are going and how we are doing. So, thanks very much. I'd be happy to answer questions if anybody has them. Thank you.

Wohlpert: Just three quick announcements: Future Ready Cedar Valley Summit is tomorrow—a rather large effort to move Iowa to 70% of Iowans with a post-secondary credential or degree of some sort. There are a series of regional summits across the state. The University of Northern Iowa has played a really big role in the Future Ready Cedar Valley Summit: Over 300 participants tomorrow. Wednesday morning, we drive down to Des Moines to the Department of Education for the Teacher Education Preparation approval. Hopefully, that will be a box that we check in about ten minutes. Two hours of driving, ten minutes of meeting, two hours of driving. [Chuckles]

Nook: Welcome to administration.

Wohlpert: Yes. That will make us quite happy if that's how it goes. And then lastly, Board of Regents on our campus Thursday and Friday this week. And one of the presentations that we have will be from our computer science program, Ben **Schafer** and Lisa [Sarah] **Diesburg** will be talking about the effort across the state of Iowa to provide the skills that folks need to be able to teach computer science in the K-12 system. So, big week this week for us.

Cutter: Most faculty, presumably are now working on Departmental Standards, in the new Chapter 3 for promotion, tenure, full professor, and post-tenure review. I know I am personally in my department. And there are a few things that I want to mention about this. First of all, when you're doing this, I know it's a lot of work but the standards themselves, the table, are part of the larger Chapter 3. And it really is important to read the whole Chapter 3, because that's the larger framework; to get a sense of it. And even though the Standards have been approved, the Chapter itself has not been finalized, so if you have any concerns or comments, please provide feedback on that to me and to other faculty leaders as well. The other thing is, as you're working on your Departmental Standards, I want to stress a couple of things, and I'm not a member of the Evaluation Committee, and I'm saying this in my role as Faculty Chair, as an advocate for the faculty: The first thing is, make sure you create Departmental Standards that you think best fit your department. If you're not sure whether or not they mesh with the Guiding Standards, my advice would be to put them in. Don't censor yourself. Why? Because we need to find out right away if these standards—the University Guiding Standards are flexible enough to fit all the departments, because that's the concept behind it. They should be flexible enough to fit departmental needs. So, it's best to find out that now. And also if you try to fit your department into the Standards when you don't think it fits, or cut out some of your standards because you don't think they fit, you end up taking away your own professional judgement in your discipline. And the second thing I want to stress is that it may be that the guidelines look narrower than they are meant to be. I've had conversations with several members—most of the Evaluation Committee, about

some specifics, and there are things I thought maybe did not fit into these standards and they have been assuring me, “Oh, yes. This fits in. That fits in.” So, in putting these things in that you’re not sure whether or not they fit, you may well be told, “Yes of course. This was meant all along.” And so that’s the other thing I would stress, that this is a process, and make sure that you don’t self-censor and limit this just because there are things that seem like they might not fit. I know that everybody’s really busy right now—and that’s probably an understatement, but this is really important. So please pay as much attention to this as possible.

Petersen: If I just might add, I think as a Committee member, I know we have talked extensively about supporting those of you who are in this process. And so as you mentioned Barbara (**Cutter**), a few of us have met with you around how to go about developing these standards. And I know if you have questions, our committee would be very open to addressing those questions; to meeting with you so that we can help facilitate this process, so it goes smoothly.

Hawbaker: The big news from the Union front is of course the results of the recertification vote. I want to thank everyone for all of their hard work and getting the vote out. We had 87% participation in the vote, which I wish we had that in our national and state elections. The results might differ. And those who voted, 97% votes “Yes” for United Faculty. Thank you very much. We’re proud to represent you moving into collective bargaining, and we’ll fight hard for you. The second thing I want echo is that our next big push is what happens with faculty evaluation and to really encourage everyone to be very actively involved in this

process. If you're not sure where your department is with this; if you haven't started this; you don't know—you haven't seen a draft of something; you don't know that there's a subcommittee working on it, or you haven't heard anything, then it's really important to start asking those questions now, because it means that someone else is writing it. You're not involved. And it's very important that everyone is involved in this. Also, this includes for sure our temporary, term, and renewable term faculty, because those criteria will also include the new promotional ladder for them, and they need to have a voice in what that looks like, just like everyone else does. So, please make sure that faculty voice is preserved and that if yours hasn't been heard yet, that you speak up. Speak out.

Mattingly: I have a question in regard to that. What should faculty do if they hear for example that their college's CRC and the dean are working together on creating the research guidelines? it. Anyone from the FEC (Faculty Evaluation Committee) here?

Petersen: John (**Vallentine**) and I are here. I think we would suggest that you contact the Faculty Evaluation Committee so that we could assist, perhaps facilitate that process. Would you agree?

Vallentine: Yes. Everyone's supposed to be at the table James (**Mattingly**).

Mattingly: Okay. Thank you.

Hawbaker: I guess there's a reason why we are starting with departments and then moving to colleges. We started with University, but then next to departments, because that's where the disciplinary rubber should hit the road, and so if there needs to be some things that are evened out in terms of being consistent in a college, that should come only first after departments and disciplines have defined the standards for yourselves.

Petersen: That echoes what Barbara (**Cutter**) also mentioned in terms of flexibility, discipline-specific, so that as a department you have a tremendous amount of control if you will, to write standards that are appropriate for your department.

Petersen: Any other questions around? I just have one last 'feel-good' announcement. Nikki (**Skaar**) reminded me that it is Ed Psych School Awareness Week.

Skaar: School Psych.

Petersen: School Psych Awareness Week Appreciation, so we should definitely celebrate our School Psychs this week.

Skaar: We're the only program in the state, in case you guys didn't know that. So UNI has something unique that the other Regents schools, or any the other schools across the State do. We don't have Appreciation Week, because we're not appreciated. People don't even know that we exist. So we have Awareness Week. [Laughter] You can't appreciate us unless you know that we exist. So we have a

National Awareness Week, and that's this week. So know that we are the only university in state that has this program. Thanks, Amy (**Petersen**).

COMMITTEE REPORT: Intercollegiate Athletics Advisory Council

Petersen: The minutes have been distributed for your review. Is there a motion to approve the minutes? Thank you, and seconded by Senator **Stafford**. Any discussion needed? Alright. All in favor of approving the minutes, please indicate by saying 'aye.' And any opposed? And any abstentions? The minutes pass.

Petersen: We have next our first of many Committee Reports, so I welcome Dr. Elaine **Eshbaugh** and David **Harris**, to share with us the Intercollegiate Academic Committee Report. This was a document that I attached to the email that I sent to everyone on Friday, "Faculty Athletic Report."

Eshbaugh: So we are actually the Intercollegiate Athletics Advisory Council, rather than the Intercollegiate Academic Committee. So the acronym would be IAAC. So, I'm going to back up a little bit today. My purpose, before I introduce David (**Harris**) to do something that is hopefully going to be a little bit more interesting than what I'm doing today. My purpose today is to clarify the structure of my position and my position as Faculty Athletics Rep., and the relationship to the Intercollegiate Athletics Advisory Council or IAAC. So, I'll start by saying that the NCAA requires each institution to have a Faculty Athletics Representative, and if I were to describe in one sentence the purpose of this it would be: To preserve the academic integrity of the institution in relationship to intercollegiate athletics. So,

I was appointed in 2015 by President **Ruud**, and President **Nook** inherited me, and I gave him the opportunity to get rid of me. And he said at that point he said he didn't know anyone else. [Laughter] So, maybe I'll ask again in a couple of years. He might have met some people. So the important thing to remember is that I act independently of the Athletics Department. I work with them a lot. You might see me with them a lot, but I am appointed by the President. At most universities, the President or the CEO would not appoint a FAR (Faculty Athletics Representative) without consulting with the Athletics Department. I don't think that's a very good idea, although I know it does happen at some places. But, it's important to appoint someone who can work with athletics, but also with the academic side. I work at three different levels. The broadest level I work at, or maybe the biggest level I work at is with the NCAA. I am designated to sign waivers and violations for our Institution. So I'll give you an example—if we have a recruiting violation. So, David (**Harris**) perhaps can clarify the NCAA legislation here, but it's kind of like with recruiting. It's like you can call a high school player, who is a junior or above only on Tuesdays where it's below 30 degrees...or something like this. Right? And I'm learning these. I've learned a lot in the past four years. But if we have an assistant coach who accidentally calls a recruit, and then gets on the phone with them and the recruit says, "Oh, well I talked to a different assistant coach yesterday." That's a recruiting violation. Right? And we do have some of those. We have what I consider very usually honest mistakes when it comes to recruiting; when it comes to other NCAA violations. I'm involved in that process. At the Conference level, we are part actually of three conferences: The Missouri Valley Conference, which is what we would call our all-sports conference, the Missouri Valley Football Conference, which is independent of the Missouri Valley

Conference, and now we actually have a third conference. Anybody know what that is? Now, wrestling: We are now part of the Big 12. So, I act in our interests with the conferences as well. Mostly with the Missouri Valley Conference. And the third level I work at is internally at our Institution. So, I do every year write a report; an annual report as the Faculty Athletics Representative. It goes to the President. It goes to the Provost. It actually goes to Faculty Senate. It goes to some other constituencies, and it is posted online. It has a lot of different numbers in it, and most of those numbers are not numbers that are original to that report. Most of those numbers are found in other places. So, our Academic Progress Report, which is known as the APR, our graduation rate, our GPA. There are a few numbers in there that are maybe figured in different ways than you would see them in other places on campus, but what it really does is it brings all of those numbers together in one place for easy reference. So, one thing I will say about the FAR (Faculty Athletics Report) if you haven't looked at it: Our student-athletes have had a higher—equal or higher GPA to the general student population for the past 14 semesters. And if you talk to people in Athletics, they will say, "Hey, it's higher. A win is a win." When I talk to faculty about this, they say, "Is that difference statistically significant?" [Laughter] And I don't know. But what I will say about that is if you look at that GPA among student-athletes, we are definitely not driving the University GPA down. We have a very strong GPA. Our graduation rate is higher than the general student population as well. There is a list of FAR duties in the FAR report that I won't read off, but what I will say is that I see my main goal serving within this Institution as facilitating communication between Athletics and Academics as well as preserving academic integrity. As part of that goal, to the end of that, I serve as the chair of two

committees: The first I'll mention is Compliance Committee. That's Athletics Compliance Committee—not to be confused with Leah **Gutknecht**—totally separate. That is a committee that has staff from the Registrar's Office, Admissions, Financial Aid, Athletics, and we communicate about student-athlete issues. The other one which I'm getting to here, is IAAC. On some campuses, the FAR (Faculty Athletics Representative) will chair their Athletics Advisory Council, or whatever name they happen to go by—and on some campuses it will be a different faculty member who chairs that. But here, I do chair that committee. So, IAAC is made up of one dean, faculty from each college, various staff, and then also have students from across campus. So the purpose of IAAC is to support the development and maintenance of an athletics program that reflects favorably on UNI. Particularly, to provide feedback on any policies or policy changes, particularly those that would impact academics, and that intersection between academics and athletics. In sum, my thought is that the purpose of IAAC is to improve communications between athletics and academics. If I'm really honest about it, I feel like we do have a bit of a divide here on Hudson Road, where I feel like we forget that our athletic staff and our academic staff—both sets of individuals on both sides of the road, are working towards the same goals, and sometimes I think that's easy to forget. I've told David (**Harris**) a few times that I think we would do better with that if we could take the McLeod Center and the Dome and put them right over here in the middle of campus so that you would see these people every day. So, I think that's really for me, one of the main purposes of IAAC.

Harris: We're working on that, Elaine (**Eshbaugh**). [Laughter]

Eshbaugh: So, the new fundraising goal—move it right over the top. So, IAAC typically meets three times a semester, about an hour and a half per meeting. We have updates from various athletic departments and staff, including our Athletic Director, our Senior Women’s Administrator, our Compliance Staff in terms of eligibility, and also we do have representation from the Registrar’s Office, because the Registrar’s Office plays a huge, huge integral role in athletics in terms of determining eligibility. So they’re very much included in that. So, just to give you an example, we are meeting this Thursday. We’re going to focus on something that my IAAC committee members have chatted with me about in the past, which is mental health. So, obviously, we have what I would consider a mental health crisis; a lot of mental health challenges across campus. We are also seeing that in athletics. In athletics we actually do have right now a Mental Health Task Force which I’m on, to make some recommendations of what we can do to better serve our student-athletes, just like we need to better serve our students across campus. So, just to give you an idea, that will be a topic of discussion this week at IAAC. What questions can I answer for you? [Silence] So, now, I’m going to turn this over to our Athletic Director, David **Harris**.

Harris: Thanks Elaine (**Eshbaugh**). Good afternoon everyone. Thank you for having Elaine and I come in to talk with you. This is my third time come to talk with the Senate, and the first time we came, Elaine (**Eshbaugh**) and I and Beth **West** talked about the budget for the Athletics Department. The last time we came, we talked about the Strategic Plan for the Athletics Department, so this time we wanted to do something a little bit different. Elaine (**Eshbaugh**) I knew would be talking about the Faculty Rep Report, and would have a lot of information about

academics and things that we're doing there. But, one thing we don't really have a chance to talk about a lot is how the Athletics Department, our staff members and our student-athletes try to support initiatives around campus; how we go about trying to engage the community for the benefit of the University or the benefit of the Cedar Valley. So I wanted to bring to your attention a few of those things just so you'll be aware of some of these. Some you will already heard of. Some of them you may not be aware that we're actually doing. The first of which is the Panther Caravan, which was started two years ago in a partnership with the Alumni Affairs Office, and really the rest of campus. The idea behind it was to go around to different areas specifically within the state of Iowa, but also within the Midwest, to bring UNI to those communities for a day. When so see many people do these, they're really athletic-centered and ours is to an extent. But we really sell this as 'We're going to Dubuque. We're going to Cedar Rapids. We're going to the Quad Cities. We're going to Sioux City. We're going to Omaha or to Kansas City or to Minneapolis.' And it's coaches, it's administrators, it's the Alumni Office, it's Admissions, it's the President all coming to bring UNI to that community to talk about what's happening on campus, to give you an opportunity for you to apply for admission. You can buy tickets to our different season sports. You can meet a number of different people. We have students and student-athletes that are there, and it's really been well received to this point. We're going into year three here in this summer. It typically happens in May. This coming May we're going to be doing, I think it's seven locations over a two-week time period, so we load up the bus and we literally take the department and many people from around campus to these communities, to talk about what's happening in the hopes of doing what President **Nook** talks about all the time which is, "Growing

the Purple Circle.” Growing the circle of people who know about the great things that are happening on our campus, because in many ways, as I’ve said to this group before, if the athletics is doing the job that I believe it should do, it should not only bring attention to our student-athletes and coaches, but to the entire campus, and the things that are happening here. We’re excited to continue to do that. It’s been well-received. Our crowds probably range from maybe 50 or 60 people to over 200 or so people, depending on where we’re going. So we look forward to continuing to build that. The second thing I’ll mention is our “Elevating Educators” program. It was started just this year in partnership with campus and in a partnership with the Provost’s Office. The idea behind it is really—and the name speaks for itself: How can we elevate the profession of educating? And whether you’re a teacher or faculty member; if you’re a guidance counselor if you’re a superintendent—we know how much teacher preparation is a part of our heritage and our history as an Institution. We’ve gone on to do so many things beyond that, but it’s still a part of the core of who we are and how we’ve been identified. So, we felt like it was a good opportunity to be able to partner with campus to be able to shed more light on that, and shed more light on this profession and the people who do it. So you will have seen that we’ve done a few different things. One of which is if you look at the uniforms our student-athletes are wearing this year, you’ll notice that they all have an “Elevating Educators” patch on them. Football has it on the back of their helmet. If you’re at a basketball game, you’ll notice that it will be right here on the front of their jersey. But that’s one of the steps. The second step is that we’ve undergone a social media campaign in which we have a number of student athletes who want to go on and be educators talk about why that’s a profession that they’re pursuing. Or,

many of them are talking about a teacher who has been special in their lives; who's really helped them, who's really believed in them, and they're talking about the connection between the University within those spots. Also, we've done some outreach to educators in the community. We've identified several games in which if you're an educator, you're going to get into the games for free. One of those games is this week, our football game against Missouri State. We started off wanting to offer I think it was 500 or 600 tickets. We finally had to cut things off at 1600 tickets. So we've had 1600 people sign up to come to the Missouri State football game. I believe it's 1:30-3:30 before the game, we are also having an Elevating Educators tailgate in the McLeod Center, and there are 850 of those who've signed up to come to the tailgate to get free food and to give us an opportunity to be able to thank them. So, whether social media spots or things we're doing with our uniform or outreach efforts that we're making, really trying to do everything we can to bring more recognition to this profession that's so important to all of us, and so important to the heritage of our University. We feel like it's been a good partnership to this point. We work to growing it and continuing it for years to come. The next thing I'll mention is that two years ago, we were approached by UNI-CUE about finding a way to get some of the middle school students in Waterloo on campus. We were told that many of them had never been to Cedar Falls. They'd never been to campus, and they wanted to create an opportunity to be able to do that. And they also wanted to talk with them about different professions that you can pursue within athletics, without being a student-athlete. So everybody thinks about going into athletics and playing the sport, but they don't think about the things that exist within athletics that in some cases mirror the things that are happening on campus. So, we

started this program called “Inside Athletics,” where typically in March or April we will invite 80 middle school students from Waterloo over. We will usually do 20 students from four of the middle schools: ten male; ten female, from each of the schools. We’ll bring them in for a day of programming. So in the morning, there is usually four sessions where we will say let’s have the head of our Athletics Training staff come in and talk about if you want to be an athletics trainer. Or, whoever runs our Academic Services area come in and talk about that area. Or the person who runs Fundraising comes in and talks about that. During lunch period we have the coaches of our five ticketed sports come in and talk about ‘if you want to be a student-athlete, if you want to go to college, these are the things that we’re looking for when we look at recruiting student-athletes.’ And then in the afternoon we have four more sessions. So we pick Marketing, Fund Raising, we look at Strength & Conditioning, we look at Training: All the different areas that are within Athletics. We bring in the people who run those areas to say ‘This is a profession that you can pursue. This is something that you can do that’s related to athletics that doesn’t involve being an athlete. Here are things you can pursue at UNI.’ And then at the end of the day we give them a tour of our facilities, and show them some of campus as well. So we look forward to continuing and to do that. We feel that if we’ll continue to build our enrollment, we need to in many ways start younger. Starting with middle school students and getting them on our campus and having them see the number of opportunities that they can pursue. One opportunity that we were just approached about this year was from Peet Junior High. They asked us to come in and talk with their male students, specifically on areas of leadership. The guidance counselor and the associate principal came to see me and said, “We could use some help providing

guidance to our male students. We feel like we have our female students covered, but our male students, some of them could use some guidance. They could use some help. They could use some mentoring, and we would appreciate it if your student-athletes and coaches would be willing to come in and help with that.” So the way that we decided to start the program was that once a month for the entire academic year, we will have somebody from the Athletics Department go in and talk with the middle school students—the male middle school students at Peet, for roughly 30 to 35 minutes on a topic that’s been identified by the school. It could be leadership. It could be responsibility on social media. Integrity. Whatever they feel like they’re lacking. Whatever they feel like they need. And then we pick people in the Athletics Department. Sometimes it’s a coach. It may be an administrator. It may be a student-athlete, to go out and deliver that message. And hopefully, through building those connections with the Junior High and with those students, they will get connected into UNI, and think about UNI as they’re entering their high school years and ultimately look to go on to college. When you look at some of our more student-athlete-centered activities, one of the ones that I know has gotten a lot of publicity and everybody’s likely to have heard about, is a couple of years ago—I think it was last year, we had several of our football players build a playground over in Waterloo. That started actually by our strength coach challenging the football team, challenging each of the classes to do something meaningful in the community; to find a way to be involved in something that built the community. His words were, “Good football teams do great things on the field, but they also do great things in the community.” There was a class that decided that they wanted to do the project of building a playground, and I don’t remember exactly what the beginning of it was, but I

know that there was a playground that was going to be built. I believe it's in Highland Park in Waterloo. The funding was not available to be able to get it done and so our football players met with faculty members on campus, and ultimately ended up doing a presentation at City Council, in which from their presentation it was decided that funding would be provided to do this if those student athletes would donate the manual labor and also raise some additional funding. And so they decided they would do the project themselves. They partnered with I believe it was Thrivent Financial to provide the sponsorship for the extra funding that they needed, and they built a playground. And they got a lot of positive publicity from that. It was great because they worked with personnel on campus to be able to figure out what's the best way to be able to build a playground; to make sure that it was safe. I think they specifically worked with Heather **Olsen** on doing that, and they got a lot of positive publicity for the University. That was one of the ones that's well known. Some of the others are not as well known. They get involved with Dance Marathon. They get involved with Relay for Life. I know with the College of Education they're doing their African American Read-In coming up I believe in February. Our student-athletes have participated in that heavily, as well as I believe it is the Conference on African American Families and Children, and we had a presentation in which our student-athletes were part of a panel discussion to be able to add to that particular environment. The last thing I'll mention, as a department we decided to start what's called a Community Program. And this program is built on three areas: leadership, wellness, and service. So each semester, we choose a project within the community that as a department we go out and provide service for. So, we have a designated day where all of our coaches, all of our staff members, everybody who's available to

go, will go and volunteer. Some of the things that we've done having been volunteering at the Northeast Iowa Food Bank to put together the backpacks that go out to kids in the community. Or working with House of Hope to be able to help with the construction of a home for single mothers in the community, or also it could be the move-in day. We just had it this semester where our project was to have all of our staff members aid students, and families who were moving into residence halls here on campus. So we continue to look for opportunities to be able to volunteer, and do those types of things to be able to benefit the community and benefit campus. I wanted to share those things with you all. I know those are not things we always talk about publicly. They may not be things that have come to the Senate before, but in consultation with Amy (**Petersen**) and talking with others, we felt like this would be a good opportunity to make it known that these are things that we try to do to be able to engage the community; to be able to help the University, to be able to help enrollment, and to make sure that athletics is doing the job that we feel like it should do, to be able to shine a light on this great University and the things that are happening here. So it's our privilege to be able to do that, and I'm happy to answer any questions you all have.

Hawbaker: This isn't a question. I just want to thank you for the Elevating Educators Program. I have heard from so many teachers about how it's a profession you don't get thanked for all the time, and it's not always elevated, and so I've heard so many people both personally and posting on social media saying, "Thank you UNI for remembering that what I do is important." And if no one else does, their alma mater recognizes that they're important and worthy of

this recognition. That's so important, especially because our Teacher Education Program could not run without the often free labor that teachers provide our students and candidates.

Nook: We've been getting some thank-yous from some educators who are not UNI alums. [Laughter]

Harris: Thank you to President **Nook** who goes on the field for each of our football games as we recognize our Educator of the Game. That's something we will continue to do as well.

Harris: Any other questions?

Smith: For the 'Inside Athletics,' I think that's a great program that you're doing. Have you also considered sports journalism, sports marketing as another avenue?

Harris: Yes. We want to hit on really every area that exists within our department over a period of time. The thing we always have to be cognizant of is, because they're middle school students, we don't want to put too much in front of them. We did a lot the first year and some of the feedback was, "It was great, but it was a little long for them." So, we probably won't present everything every year, but we want to rotate it through, so that over a two-year period you really get access to all the different areas that exist within the department.

Smith: I think that's great.

Gould: What can we do as faculty to help the athletics?

Harris: I think from my standpoint, and you all do this everyday. We see our student-athletes the same way you see other students, which is they've come here to get an education. So, challenge them, comfort them, talk to them, get to know them, encourage them. Understand that their perspective is going to be a little different as student-athletes, and the demands are going to be a little bit different. Their requirements outside of the classroom are going to be a little bit different. But we hold them to the standard that they're expected to do the work and do it well, and that's not ever going to change. While we would appreciate any accommodations for when they have to miss class, or they can't be at things that other students are because they're taking care of this responsibility to the University, we want them to hold up to the standard that everyone else does. And we expect that from them, and we're intentional about trying to recruit student-athletes that we believe can do that when they come here.

Petersen: Any other questions? Alright, thank you both.

Harris: Thank you all for your time.

Petersen: My apologies for misrepresenting the name; the inaccuracy in the name.

Eshbaugh: No worries.

Nook: May I make one comment while they're both still here, because they're going to have to correct me I'm sure. In our conference we keep track of all kinds of things. But I believe that UNI has the highest GPA and graduation rates among the publics that are in the conference. And I think there's only one private that consistently beats us in GPA across the department. And it kinds of flops back and

forth between one or the other of the privates. But among the publics, we've always got the highest GPA, at least the times I've looked, and the highest graduation rates. We've also got the lowest per student budget amongst the publics. And when I say per student, I mean per student-athlete. We really are running an extremely efficient and extremely rewarding experience for our students and our student-athletes. It really is kind of phenomenal what David **(Harris)** and his team are doing in the athletics program. To get the kind of results we get academically and athletically on the budgets we're running on and in the conference that we're running in, about half the teams are privates and we academically we really do compete better with the privates than we do the publics when you start to look at these things. It's really a tremendous kudos to our University and it shows. The other presidents—I've had most of the public presidents at some time ask me, "How do you guys do it at UNI?" because they can't—some of us occasionally outcompete us with the all-sports numbers, but they can't compete with us with us in the academic numbers and the sports numbers when you combine them. And one of them is spending twice the amount of money we are on their athletic program. So it's kudos to everybody. It's just working well. But that's a lot of support from faculty and staff on this campus as well.

Eshbaugh: One thing if I can add to that is that I did not have a full understanding of before I took on this responsibility, is how our investment in athletics is advantageous to other students who are not student-athletes. So opportunities that students have because of athletics: We have a lot of internship opportunities within the department. Actually, I think that's one of the things about a school

this size is we have to have a lot of interns. We have to have a lot of student help, and students get those opportunities as well as opportunities for instance the marching band. Students who are in the athletic training program. We could not have an athletic training program without an athletic program, and I think that is one of the things we miss when we look at the investment that we're making in athletics.

Nook: Occasionally, Elaine (**Eshbaugh**) has to sign off on when certain senior administrators mess up on compliance as well. [Laughs]

Eshbaugh: So remember, you can hit 'Like' but you can't reply to the Tweet until they're actually signed. Right?

Nook: We had a student who said, "I'm coming and I'm going to be competing," and I on Twitter said, "Can't wait to welcome you to campus." That is an NCAA violation. It's that picky. If I'd hit the heart [symbol] I'd have been okay. [Laughter]

Eshbaugh: When in doubt, hit the 'heart.'

Nook: When in doubt, hit the 'heart.' Yeah. That was in my first spring here so they corrected me quite quickly.

Eshbaugh: When I signed off on it, we got the ruling back from the NCAA and it was interesting because the punishment was "Increase level of education."
[Laughter]

Zeitz: The NCAA was following his Tweets?

Eshbaugh: No. Our compliance guy caught it. Our compliance guy saw a violation and turned...

Wohlpart: ...turned in the President.

Harris: Our compliance guy ratted him out.

Zeitz: That's not a good way to get on his good side.

Nook: That's right. [Laughter] Anything that keeps me out of trouble in the future is a good thing.

Petersen: Thank you both.

Hawbaker: David (**Harris**), before you leave, David's been reaching out to a lot of leaders across campus to talk about ways that athletics can support other parts of the University, and if you haven't had that opportunity to meet with him, I would encourage you to do that. Every single time I have reached out and asked for help with something whether it was a middle school English teacher who needed something similar to the project that they've worked on with Peet or whether it was a student organization who was doing a basketball program after school and wanted some players to come and give a pep talk. Every time they've always said yes. They've always replied. Thank you for doing that, and I encourage everyone to learn more.

Harris: Thank you. Take care.

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

Petersen: We have a number of items for docketing. My suggestion is that we docket these in a bundle unless there is an interest in pulling out one of these items for additional information. I should note though, that Item #1419, The Committee on Committees Procedure Recommendations we are suggesting be docketed on December 10th just in the interest of the calendar for our meeting the Monday after Thanksgiving. Is there a motion to docket these items in a bundle? Thank you, Senator **Skaar** and seconded by Senator **Gould**. Any discussion or need to pull out any of these items? All in favor of docketing these calendar items in a bundle, please indicate by saying 'aye.' Anyone opposed? And any abstentions? Alright, the motion to docket Item 1417 through Item 1425 is approved.

CONSIDERATION OF DOCKET ITEMS

Petersen: That brings us to consideration of two docket items. The first is an emeritus request for Kenneth **Baughman**, Department of Language and Literatures. And I have a beautiful letter written by Jennifer **Cooley** who is the head in the Department of Language and Literatures. I'll just read some of the highlights, and then I'll ask if anyone has any additional comment. He has served in his role as faculty member, advisor, and Associate Head of the Department of Language and Literatures for approximately 46 years. Amazing. "It is safe to say that he positively impacted thousands of lives at UNI. His efforts to support students were tireless not only in his role as advisor to English, English Teaching, TESOL, TESOL teaching majors, and numerous minors, but also as a dedicated teacher and scholar who devoted countless hours to the discussion of literary texts as students worked through passages and papers, often in one-to-one

meetings.” In the second paragraph “Dr. **Baughman** also initiated and chaperoned the annual trip to the American Players Theatre in Spring Green, Wisconsin to allow students of English and theatre to view professional Shakespeare productions in a remarkable outdoor venue. As a Shakespeare scholar himself, he was an avid theatre-goer who appreciated the richness of seen works performed as an integral part of their value and enjoyment. It was not by accident that he selected American Players Theatre, nestled in the forest in the Driftless Area near the Wisconsin River, not far from Frank Lloyd Wright’s Taliesin. I believe that these choices reveal a deliberate and intentional choice that allow Dr. **Baughman** to weave together the most meaningful elements of his life. He strived to provide students a means to explore their interactions with literary texts and in the natural world. This duality reveals Dr. **Baughman**’s own profound connections to nature, and to its role in human growth and learning and to the power of literary texts to do the same. Needless to say, I highly recommend bestowing the honor of emeritus status on Dr. Kenneth **Baughman**.” Does anyone else know or would like to speak on Dr. **Baughman**’s behalf?

Koch: I am a colleague of his and for the past 20 years he was always in charge of finding room assignments, and he would talk and ask what courses I would like to teach. After he left, three people took over the things he did. It took three people to cover the different departments that he assigned rooms for. A very modest man; very giving, gentle man. It’s been a big loss for our department, but we’re very happy that he’s having some rest now because he was always working.

Ahart: I was a student of his, and also one of his advisees in the Department of Language and Literatures, and I think I echo everything in Dr. **Cooley**’s statement,

but also would like to note that at our recognition ceremony for scholarships in our department last spring, there wasn't a dry eye among students as we celebrated his service here on campus. We've all had a very tangible, unique experience with him, whether it's unique to a course we're taking with him, or even if we never had him as a student, interacting trying to find our particular passions within literature, whether that's within his expertise in British literature or in a different area. He was completely selfless and dedicated to all the students in the department.

Petersen: Any other comments? All in favor of approving the emeritus request for Dr. Kenneth **Baughman**, please indicate by saying 'aye.' And any opposed? Any abstentions. The motion passes. And our final item for discussion on the docket today is a Consultation with the General Education Revision Committee. They are joining us again to share with us progress on their work, as well as next steps and to receive from us feedback, questions, comments that we might have as they continue to move forward, and as we keep in mind that we will be voting on the Mission and the Learning Outcomes at our December 10th meeting.

Morgan: Thank you Amy (**Petersen**). Ana **Kogl** was supposed to be here, but she emailed us this morning and she's got laryngitis, so she tagged Steve (**O'Kane**) and I to speak on behalf of the committee and Brenda (**Bass**) is here as well if there are questions. I think there's three things we wanted to update the Senate on. First of all, that right now we're having a lot of conversations with various representative bodies around campus. We've already met with the Secondary Education Senate on the first of this month, the CBA Senate on Nov. 7, the CHAS Senate as we speak is supposed to be visited today, and then there are meetings

scheduled with the UCCC, the College of Ed Senate, the CSBS Senate, and I'm not aware of the specific dates, but I know we've also reached out to the Elementary Ed Senate, the LAC Committee, the Library, Student Government, and the Advising Network. Those are people we're trying to have conversations with here in the ending part of the semester about where we are in the process. I think a message we're trying to convince everyone of is that in our current focus on Learning Areas and Outcomes, we are not trying to imply a structure to this yet, and that structure is the next step after we've agreed on Learning Areas and Outcomes. Though of course all of us who have taught in the current LAC have a hard time putting that aside when we think about how we might fit into this new structure becomes. I think that is something that we are trying to emphasize in these conversations with people. And then finally, the last time the Committee met with the Senate, we were in the midst of a survey that went out to campus. We had some listening sessions earlier in the semester where we encouraged people to engage in small group work about possible Learning Areas and a Mission Statement. We took the feedback from that, and then crafted it into a survey based on some of the conversation in those listening sessions. We also tagged on some possible Learning Outcomes, mostly in my view as examples of what this might look like. Many of them were pulled directly from AAU&P rubrics, if I'm remembering right. Steve? (**O'Kane**)

O'Kane: Yes.

Morgan: Just to try to give people a picture of what this might mean, since there was some confusion about what does this name even mean for a Learning Area? And we used a five-point Likert Scale on these Learning Areas and the word

'priority' to hopefully get people to say, 'These are high priority, and these are really low priority.' But, some of us that have done some social science research might be unsurprised to find that all 14 Learning Areas I think scored 3.34 and above. [Laughter] There is not a lot of discernment that was offered to the committee from this. And so what we are tasked with right now is we've broken ourselves into three subcommittees, are looking at all of the comments which are very varied, and not rallying around any single point, and trying to take that feedback, craft a structure of six to eight Learning Areas, and then a small number of Learning Outcomes that would go with those, that will then go forward to this body for consideration. If anybody's curious, 240 people responded to the survey, 96 of them were from CHAS, 45 from CSBS, 33 from the College of Ed, 8 from the College of Business, and then 21 from Student Affairs, 20 from others and 10 from the Library. It looks like five people did not tell us where they were from. That's basically where we're at in the process. Steve (**O'Kane**), I don't know if you want to add to anything.

O'Kane: You've covered everything I would have said.

Morgan: So like last time, we welcome anybody's suggestions, questions, comments.

Skaar: I was at Secondary Ed Senate when the group came, and one of the things that was brought up in our conversations, that maybe other people here would like to know about was the question of purpose of doing this, and I know we talked a little bit last time, that HLC (Higher Learning Commission) has been kind of on us about restructuring our LAC or whatever we're going to call it. The word

'efficiency' keeps coming up, and so one of the questions was "Is it efficiency over quality?" Or "How do we balance efficiency versus quality?" That kind of question came up. I don't know if we can answer that, or if you guys are talking about that in your meetings, when you see these 14 things, and everybody thinks all of them are important. How do we do that? To be efficient yet have quality education?

O'Kane: We are very concerned about quality. We do talk about that. Quality--if I have anything to say about, is not going to suffer. As far as efficiency, I think that's mostly going to come down to the structure, so I don't know that we really even got there yet. We haven't talked about that. But I too have heard concerns around campus that it's going to become too focused, or not focused enough. People are very concerned that the breadth of Liberal Arts will be lost. I think we can reassure everyone that none of that is true.

Skaar: I think you're right, that structure—we tend to skip over this part and go right to structure, and so that may have been part of that, too.

O'Kane: It's very difficult. Many of our colleagues—your colleagues for some reason are going right to structure. They see the Learning Objectives or Learning Outcomes and they're immediately thinking, "Will my course work?" We're nowhere near that.

Burnight: Just trying to understand the process: So we are the only body among the senates that is voting on this, correct? Everyone else is just consult. So, one thing that a number of people have expressed a concern about to me is the timeline in terms of when we'll actually get to see the final draft of the Mission

Statement and the Learning Areas. So do we have any idea on that? Because I would really hate for it to be that day that we're going to vote on it. Say maybe at least two weeks prior to the meeting would be really helpful.

O'Kane: What do you think Brenda (**Bass**), probably two weeks, three?

Bass: Our goal as a committee, and I'm speaking only as one of the co-facilitators of the committee—our goal would certainly be to get you the draft two to three weeks ahead of time. If that's not possible by the end of this semester, we'll be visiting with Amy (**Petersen**) about reconsidering our timeline to allow the time for the Senate to be able to review those drafts; Have time to consider and be prepared with questions. That's absolutely what our committee's intent is. And all along in terms of the drafts of the prior drafts that you've seen, I know they've come out last minute, but as we discussed, as Ana (**Kogl**) discussed last time we came to the Senate, literally the committee was working on them that morning, and trying to show you the most up-to-date information possible, versus something that was a week or two weeks older. But for the final proposals—definitely we will want to allow you the time you want. Steve (**O'Kane**), Jeff (**Morgan**)—feel free to comment.

Morgan: I really doubt there would be a vote-ready version in a couple of weeks here, because to the point about we want a quality program. I think at this point we would be short-circuiting those concerns and also the time for everybody to deliberate on what these will be. I will say also at some point, a month ago we realized that our progress was not as swift as we might have hoped, so we've

moved to weekly meetings of that committee, and that will continue in the Spring semester.

Petersen: Just so that I understand, are we thinking of pushing back a vote then until the Spring semester?

Bass: Most likely. I don't want to speak for the committee, but given that we have as Jeff (**Morgan**) summarized in terms of meeting with the various senates around campus, those meetings—some of them aren't scheduled to happen until early December, and so just in terms of logistics and dates, I think we're looking at moving it to the Spring.

Cutter: I'm just going to throw an idea out. Would it maybe worthwhile to have the committee come anyway on the 10th with another draft so the Senate could have more feedback?

O'Kane: We can sure do that. We'd be happy to.

Bass: If that works with your agenda, we'd be happy to bring whatever we have at that point.

Petersen: Yep. That's good. We have you scheduled on the 10th so certainly it would seem appropriate to do so.

Mattingly: I'd just like to encourage all of the Senators that once we've seen a draft, that we take that draft to our colleagues in our departments and our colleges. I know for myself at least, sometimes when I'm voting on something in the Senate I don't have a lot of feedback from my colleagues, and something

that's this important, we can't do this one on our own. We need to share this with the people we work with that might be affected.

Hesse: I have a related suggestion. The Provost's website has a link to this committee and all the work that they're doing, and that's the first place I go for information. But, the last time it's been updated was October 15th, and so it's been almost a month since there's been any updates as you can see there. It would be nice to have even a general update of where the committee's at because I knew the folks were coming today, but I really wasn't sure what they were going to talk about today.

Wohlpart: I think that maybe a list of who you're visiting and when would be really useful to document that, and put that up here would be extremely helpful; the times that you've visited the Senate and what you talked about at the Senate would be really useful feedback that you're giving.

Zeit: So you've got 14 here, and you want to knock it down to eight. Is that what you were saying?

O'Kane: Eight or fewer.

Zeit: Since you ended up with a 3.44, what criteria will you use to reduce at least six?

O'Kane: The three subcommittees have their lists that are down to eight or fewer, and much of that was not really deleting things, but rather combining things in interesting ways.

Zeitz: Got it.

O’Kane: We need to keep the outcomes that we need to measure at a manageable number because that can get pretty time-consuming.

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Bass: The committee has also spent a lot of time reviewing the comments. There were literally 50 pages single-spaced, of comments. So, while the numbers—the quantitative numbers weren’t overly helpful, and the comments weren’t necessarily all in one path, there were themes, trends, that came out in the comments, and so the subcommittees are working with those in mind, too.

Wohlpart: Would it not be useful to put up the responses to the survey on this website?

Bass: I’d have to think about...

O’Kane: Yes. That would be helpful.

Wohlpart: You all need to think about that as a committee whether you want to put that up. As long as it doesn’t name names. [Laughter]

Zeitz: I have another question. I’m speaking out of ignorance here, but that’s nothing new with that, and that is that one of the things we do in the College of Education is that we rely on their LAC education as providing a lot of the content area that they need for teaching. Now, is there some way in which you’re—it sounds like you’re aware of that.

O’Kane: Oh, yeah.

Zeitz: Is there some way in which you're correlating that, so that we can assure that those opportunities either are still available or will become available?

O'Kane: If we're talking about structure, again we're not at a spot where we can really say very much. But this has been a major part of our conversation. We don't want to lose content. Oh no, but the Learning Outcomes themselves, two of them are kind of content-ish. But, we will reach those Learning Outcomes while including classes that have the content. That's about all I can say.

Zeitz: But is there any kind of correlation or cooperation that's being done with Elementary Education, Social Studies, and then they're talking with the people over in History or Geography saying, "These are the ones we want for our LAC." Is that sort of thing being done?

O'Kane: We certainly will do that. That sounds to me like structure.

Morgan: I agree with Steve (**O'Kane**). I think that comes up in the structure discussion more. We're trying to establish broad Learning Outcomes that you would claim that everybody that graduates from UNI should have met.

Wohlpart: The other place I think that will come up, Leigh (**Zeitz**), is when the courses are populated, when the departments say, "Here are the courses we want." You all know what courses it is that you need in various degrees.

Zeitz: Is that open for negotiation?

Wohlpart: We need to make sure that we cover all of our bases. So we will do that, absolutely. That's essential.

O'Kane: That's not part of our charge by the way. [Laughter]

Zeitz: I understand. Thank you.

Wohlpart: When that step is figured out, we need to make sure that we're looking at that element. When we figure out what the step is for populating courses, we need to make sure that the courses get populated for all the programs that we need.

Zeitz: Thank you.

Gould: So will your committee also do the—develop the structure when it gets to that point?

O'Kane: We will develop the structure, but I don't envision we being the ones that decide how it gets populated.

Gould: Right.

Petersen: Alright, any other questions or comments for the committee? Just to summarize, we anticipate that we'll be pushing a vote back until you've all had a chance to visit all of the college senates and all of the other groups. Okay, excellent. Thank you.

Petersen: There is no New Business, but I do want to remind you all that all the calendar items that we docketed today except for the Committee on Committees

Procedure Recommendations, we'll be taking a look at the Monday after Thanksgiving. That is our next Senate meeting. So we have a lot of preparation to do related to taking a look at those curriculum proposals and a few of those other items, so look for an email from me the Friday after Thanksgiving. Just know that it will be coming, and then I'll see everyone back here the Monday after Thanksgiving. Is there a motion to adjourn?

Gould: So moved.

Petersen: Thank you. Is there a second? Thank you Senator **Burnight**. We are adjourned.

Next Meeting:

3:30 p.m. November 26, 2018
301 Rod Library (Scholar Space)
University of Northern Iowa, Cedar Falls, Iowa