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University of Northern Iowa Faculty Senate Meeting Minutes, November 11, 2019

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Minutes of the University Faculty Senate 11 November 2019

Senators in attendance: James Mattingly (Chair), John Burnight (Vice Chair), Amy Petersen (Former Chair), Gretchen Gould (Secretary), Barbara Cutter (Chair of the Faculty), Imam Alam, Allison Barnes (for Megan Balong), Danielle Cowley, Francis Degrin, Kenneth Hall, Thomas Hesse, Donna Hoffman, Charles Holcombe, Syed Kirmani, William Koch, Qingli Meng, Mark Sharrard, Nicole Skaar, Andrew Stollenwerk, Shahram Varzavand.

Guests in attendance: Mark Nook, Jim Wohlpart, John Vallentine, Patrick Pease, Becky Hawbaker, Jacob Levang, Kristin Moser, Scott Peters, John Marr.

[Audio Starts at 00:02:43]

James Mattingly: Good afternoon. Let's call the meeting to order. Are there any press with us today and I don't see any. We'll assume there are not. We do have just a few guests. I'd like to take a moment to let them identify themselves beginning with Kristin in the back.

Kristin Moser: (00:03:02) Hi. Kristin Moser, Director of Institutional Research and Effectiveness.

James Mattingly: (00:03:05) Thank you.

Scott Peters: (00:03:07) Scott Peters, head of the Political Science department.

James Mattingly: (00:03:11) And I think there's just one more guest today.

John Marr: (00:03:13) Good afternoon. I'm John Marr, I'm Vice President for Accreditation Relations at the Higher Learning Commission and the liaison assigned to the wonderful institution.

James Mattingly: (00:03:24) Okay great. Thank you for being with us. There are courtesy announcements. President Nook?

Mark Nook: (00:03:32) I'm going to pass my time so that we can have more time with John.

James Mattingly: (00:03:36) Okay and I've been advised the Provost will probably do the same thing. Faculty Chair Cutter, do you have any announcements?

Barbara Cutter: (00:03:45) I have a short, short follow up remark. I just wanted to-but I'll try to be brief. I just wanted to say a little more about the email faculty leadership set out on Friday and my follow up email on Saturday with the racial and ethnic coalition press release. We got some mixed reactions. Some were very positive and some not so

much and I thought it would be helpful to clarify a few things. The intent of faculty leadership with our email on Friday was to support our students first and second to remind faculty of our central role in diversity efforts on this campus and three to provide faculty with information on recent events that brought out these issues in the open. When we said that we support our students we meant that we support their efforts to make the community a more just and equitable place and that we have an obligation to take them seriously.

The REC press release stated their view of the situation clearly and provided important context. To say it's worth reading simply means we think that it's important for faculty to hear their perspective and consider it seriously. In addition, the NISG's resolution of October 16th indicated that they took the REC's concerns very seriously and because they're the official voice of the students we would be shirking our obligations to ignore them.

We feel that diversity is too important and too central to the university's mission for faculty not to take a central role in addressing these concerns. Faculty need to take responsibility for helping you and I live up to its ideals and we can fulfill that obligation without being able to discuss these issues thoroughly and openly. This means learning about and thoughtfully considering viewpoints of all members of the university community even if it makes us uncomfortable and leads to difficult conversations. Thank you. That's all I have.

James Mattingly: (00:05:41) Thank you, Chair Cutter. United Faculty President Hawbaker, do you have any comments today?

Becky Hawbaker: (00:05:45) Just a few. First I want to wish a Happy Veteran's Day to all of you who are veterans and those across campus who have served our country. I want to thank faculty leadership for our statements of solidarity and good working together. I just want to echo everything that Barbara has said, and to just emphasize that I want to thank our students for holding us accountable for actually putting diversity and equity as our goal number one and that means all of us and it's not about finger pointing about who's not doing what because we all share that responsibility together, and as faculty we were trying to point out that we have control of our classrooms and expressing an ethic of care for our students and to point out that some students are really hurting at this time, and so we ask that you be sensitive to their needs, especially as we witness some really horrible treatment by some of them or of some of them.

And then second our responsibility to the curriculum, and so as we continue to talk about academic repositioning and the general ad revision, this is a wonderful opportunity for us to look at our curriculum to say what can we be doing better in our classrooms and then our learning outcomes and everything that will help to bring all of

our resources to bear on this issue, because if it is our number one priority then everyone has to be acting, and so that was really the purpose, so thank you. Oh so just a reminder the Common Read speaker at 6 p.m. at Lang Hall, and the Town Hall immediately following, and then the educational summit starts later today and tomorrow and there may not still be time to register but you could crash that party I'm sure.

James Mattingly: (00:07:29) Great. Thank you, President Hawbaker. And I am going to yield my comments today to HLC liaison Dr. John Marr. Welcome, thank you for being with us.

John Marr: (00:07:40) Thank you. Am I "on" as such? Okay. Thank you. Good afternoon. I've shared with Kristin and Scott who have largely kind of shepherded my visit and taken care of my accommodations. One, I'm just honored to have been invited. I'm grateful to be here and have really appreciated the extension of that welcome. I've been at the Higher Learning Commission for a little less than two years and that's after retiring from a thirty plus year career in higher education in a variety of roles. Most of them in academic leadership positions either at the Dean's level or Chief Academic Officer's level. Principally in two-year colleges but I'm a graduate of a private liberal arts institution, served on the senior staff of that same private liberal arts institution.

I taught in an adjunct capacity for a year at Ohio State, I've done distance learning at Ferris State and Antioch and probably just one other I keep forgetting, and a couple different board roles with a couple different institutions, and so I come by my love of higher education honestly and with a broad kind of background to kind of bring into this work. I was also fortunate enough to be a team chair and a peer reviewer at the commission for over twenty years prior to "failing" retirement and coming on board with the commission in a full time capacity.

We do-- this would be known for us as a staff visit when we are invited to come and visit with our institutions and it typically arises out of a leadership interest in timing our visit in a time when your preparations for an evaluation is coming up, and getting us there early enough that we can kind of see how your preparation is going and far enough out that if any course corrections or enhancements might be helpful you've got time to do all of that. I think you've nailed that time frame very well in that regard, and basically with my new guy card still firmly on the table in front of me, I'm very pleased with what I see relative to Northern Iowa's preparation so far for that visit.

In case you didn't know you do have a comprehensive re-accreditation visit coming up in academic year 2021, and it seems to me that the structures that we would typically like to see relative to the broad based engagement of faculty, staff, administration and others appears to have been mobilized, appears to be moving forward, appears to understand all the relevant guidance, criteria, core components and everything that

kind of form the framework for the accreditation process appears to be well understood. The questions that I'm getting are all good questions. They're not the kind of questions you get in clueless situations when people don't really quite know what it is they're doing, and even better yet the answers to the questions that I've been asking are similarly thoughtful, engaged, knowledgeable and indicative of knowledge of what you're doing and why you're doing it, and some enthusiasm and good planning going into things to this point.

The final piece I'll just wrap up with in terms of introductory kind of statements would just be that it's really, really, really important to me that, despite my role with the commission and the nature of these voluntary visits and all of that, I firmly believe that your commitment to what you do would see you capturing the same kind of data, having the same kind of conversations, looking to document the quality of teaching and learning, looking to extend your efforts in diversity and inclusion in ways that just continue to make your learning environment better and better, and so yeah while there is the need to codify what you've been doing, share it with the team, answer some questions, write some reports, do all that kind of stuff, I don't believe nor do any of my colleagues believe for a moment that the reasons that are colleges do this is because we're coming or because they have to or because anything like that. Rather I see our involvement as partners with you in accreditation to be the by-product of your commitment to quality and your commitment to your students and your commitment to each other to this community to do what you do at Northern Iowa in the best possible ways, and so with that it seems to me that and I'm sure somebody is watching the time but I'm certainly here, "I'm from Chicago and I'm here to help," and if there are questions, thoughts, observations, anything that I can help any of you with I'd certainly like to leave here believing that I've done the best job I could do to help all interested parties, all involved parties feel that much better about the process, know that it's coming, have some sense as to how they can contribute to it, and frankly come away with a sense that your leadership is appropriately in tune with it and you shouldn't be scrambling to try to figure this out at the last minute. You are well on your way to a very well executed visit, so are there any aspects among the faculty that I can address or respond to help you with your understanding in preparation?

James Mattingly: (00:13:51) Are there questions for liaison Marr? Barbara Cutter?

Barbara: (00:13:55) So yes this is Barbara Cutter for the speaker. I was wondering how you think that the new regulations that were just released, right, they go into effect in 2020, what if any effect they would have on our visit?

John Marr: (00:14:15) I don't think the continued rollout of the new regs coming out in negotiated rulemaking and all of that, we don't really believe that those are going to impact you in any significant kind of way relative to 2020. There's always a bit of fine tuning and tweaking that goes on. The new rules such as they are, we do this in a two

phase kind of process. Our president was a part of the negotiated rulemaking so she was there in the room and working on all of those agreements and all of that wording and all of this first round of stuff to come out. The next big phase as those things continue to be kind of solidified will involve our staff closely reviewing those things and deciding on the impact of those rule changes relative to anything that we need to have you do or have you stop doing, and so all of that still needs to play out.

For the time being you are the current beneficiaries of a much streamlined federal compliance process. Probably won't touch any of you directly but those of you who are involved in that already know that your federal compliance reporting is much, much, much--three muchs?--simpler than it would have been if this visit had happened for you last year.

And so there had been a couple of changes that I'd discussed with members of your administration earlier, but anytime new rules like this come out there has to be some amount of time for us to figure out what the implications are and to give our institutions a reasonable opportunity to hit those things. If you are asked to change anything it will be because the nature of that might be simple enough that it could be implemented between now and 2021 when your visit is due, but there really won't be anything for you to lose any sleep over.

Barbara Cutter: (00:16:16) Thanks.

John Marr:(00:16:20) How many of you have been through a comprehensive reaffirmation of accreditation visit with the commission? Either here or in another institution? So this will be a new opportunity for some number of you. Okay. How many of you are perhaps already assigned to a criteria committee or some subcommittee working on the larger effort? Okay, okay, and there may yet be some opportunity because you don't want to be the last kid on your block to get in on this, so I'm imagining there may very well still be opportunities to participate, but I'm sure all of that will come to you as needed for the institution and in time for you to play a meaningful role if you're needed. Yes?

Francis Degrin: (00:17:12) When you have another involvement too I'm wondering does that include SOA work? Sorry does that include SOA work? Student Outcomes Assessment?

John Marr: (00:17:21) Oh absolutely.

Francis: (00:17:23) Then that can probably cause a lot more hands to go up. We're all involved in outcomes assessment in great depth.

John Marr: (00:17:33) I can tell you that yes, faculty will be, you will have direct opportunity to discuss your knowledge of and participation in outcomes assessment in terms of kind of some reasonable updating on kind of that has worked about around

general education and programmatic assessment, kind of since the last visit. I know there's significant work kind of in both areas to kind of update and improve on things kind of going on right now, leading to models that will kind of set a new road map if you will going forward ,and you will have an opportunity to discuss your opportunity and role to participate in all of that and that's important. In the general education architecture group meeting that we just had, one of the things that I pointed out is that your comprehensive history on general education assessment is important.

What we tend to find is institutions when we come a kind of constantly in this state of we just implemented this, or the board just ratified the new strategic plan, or will be improving this thing the next faculty senate meeting or whatever. You've been doing assessment. It may not have been perfect assessment, but you've been doing assessment, and so I just made I'm just trying to make clear to all the groups that I speak with the history of all your activities important because it's important for the accreditation process that your institution be able to show its ability to study a problem, develop guidelines for attacking a problem, developing a plan, implementing a plan and reaping some results and some knowledge from that, and that it's not that you do something for a year we didn't like it, you flounder, you don't do something for a year or so and two years later oh we got a new plan.

It can't be this continuous sunrise, sunset, sunrise, sunset kind of pattern which results in something always being in its infancy whenever we show up, so I'm urging you to show the history of general education assessment, programmatic assessment, program review, show that you've been engaged in it, and frankly where you've done some outstanding work that's worthy of it being an exemplar and being discussed, kind of stick your chest out a little bit and hold your head up a little higher and share that information, but as it's typical in a lot of institutions as you see better models for doing things or as you see shortcomings in what you're doing, the most helpful thing you can do is to say we're changing this because of the information we learned from the way we had been doing it.

And so our new model incorporates this, we stopped doing that, we beefed this up, and you know if you are able to get a program or two or a cycle through by the time the team comes, that's fine but you really should kind of build that bridge to kind of what you've been doing. The knowledge, the learning, the data that told you we'd learn some things and this stuff is good but these are the primary reasons for deciding to go a new direction in general ed and here's our new model, here's any preliminary data we have but here's our road map for going forward. It's just really important. I'll pause there see if there's any other questions and I have just another way of kind of looking at some of this it that would be helpful, but I want to make sure that you have an opportunity to ask anything that would be helpful to you.

James Wohlpart: (00:21:32) They've got all the answers.

John Marr: (00:21:34) And that's okay. James, if I may, let me just then offer kind of one--I have, this has been a delightful visit. Weather notwithstanding, and as a resident of downtown Chicago, folks this is just the way it is so I get it. What I'd like you to think about in addition to everything that you do as a requirement for HLC, just being a representation of your own commitment to quality, the other analogy I'd like to offer for you to think about would be that, just to ask you to reflect on the nature of being a member of the academy overall.

Folks we don't have higher education and you don't have jobs if there isn't some curiosity about a phenomenon that leads to some hypotheses about a phenomenon that leads to testing those things, that leads to pulling some data out, that leads to seeing what the impact on that phenomenon is, and if it leads to more understanding about that phenomenon you keep doing more of that and you change some things that didn't add to the understanding, and you just keep doing plan, do, check, act, plan, do, check act. That's all the sciences are, that's all in deeper understanding of history is. There isn't a discipline that doesn't start with somebody's interest in that phenomenon, and somebody willing to dig around in it and learn more about it and test some hypotheses and theories about it and see what the data tells you and you keep doing stuff.

I'm a 30+ year veteran of higher education, and I can tell you, for some reason the teaching and learning process in higher ed is one of those areas that we don't tend to want to apply that same curiosity, and I think higher ed is very analogous to medicine to the degree that the core of both of those areas are very bright, very motivated, very honorable people that get into doing what they're doing because they're interested in helping people and improving life for people and all of that. But the same way we've insisted on holding the healthcare community accountable for its--success rates if you will. How many times are patients readmitted because of some problem? Most of us in this room are old enough to remember the days when you would visit someone in the hospital and you did not see hand sanitizers on every wall, and as that industry has learned more about the importance of controlling for infections and all that they've changed the way they do business, and even as visitors you are asked to wash your hands, use sanitizer, not visit certain people in certain wards. We are asked to participate in what it takes for our patients, family members and loved ones to get better when they're in those facilities, and they're doing that because they're constantly studying and learning and I'm just--I shared with some of your colleagues--I've always been passionate about higher education. I love colleges and universities and I love the ways that I've been able to serve, but now it's personal--. oth my sons are in college. My youngest started this year and my oldest will finish up in the winter quarter out in Seattle, and so between my own very deep interest in it and now wanting to know that

both my kids are being served by people like you. I care about their being there, care about their learning, care about their experience while they're on campus and care about the values, the knowledge, the skills, the stuff you're imparting being available to them to use when they leave to go on to do whatever their calling in life is going to be, that only fires me up and energizes me that much more.

And so you have all the capacity that it's going to take to help Northern Iowa and the academy at large pull a commitment to student teaching, to student learning, teaching, assessment, all of that, to pull it even closer to become increasingly more sophisticated about how we do that. We need to bring students in on it the same way we ask patients to eat the food we serve them, take the medication, do this, don't do that, all in the interest of making them healthier. In the academy, we need to do a better job of helping students understand your expectations relative to their engagement in their own learning, and the increasing sophistication you're going to bring to catching them learning, and offering more tools and more ways to help them get even the hard stuff.

And so you have everything I can imagine that might be needed, between people I've spoken with, the gorgeous facilities. You're battling enrollments, and that has absolutely nothing to do with anything that you can easily control, and so while on the one hand I know it's going to keep Mark and Jim up at night in some respects trying to figure out where we can get not just more warm bodies but the kind of warm bodies that belong at Northern Iowa. Nevertheless, you got to let them worry about that, and you've got to figure out whatever it's going to take that next generation of change to keep more of those right students here once they get here, to give them more excitement.

I spent part of my tour time, talk time, and free coffee time with Caleb and Katie, absolutely two good-looking, articulate, enthusiastic students that are as good as they get relative to why they're here and how much you're serving them what you're doing for them, and I could have just as easily have been sitting with my own kids and hope that in time both mine could be those kind of ambassadors for their respective institutions that's sold on you, that's sold on this place, that's sold on the value that they're taking from it and quite frankly, when I see what they have available and when I hear what they're participating in and what they're doing and then I look at your price tag compared to the price tags of lots of other places including the private university in Seattle where my oldest son um---

Francis Degnin: (00:28:38) Is that Seattle U?

John Marr: (00:28:39) That's Seattle U.

Francis Degnin: (00:28:40) I have two degrees at Seattle U. I know it well.

John Marr: (00:28:43) He's in a good place isn't he?

Francis Degnin: (00:28:44) Yes he is in a very good place.

John Marr: (00:28:45) He's in a very good place. He may need a job teaching economics and stats in a couple of years. He might spend one winter with you before he went running somewhere else, but I just hope they come away with the kind of sense of loyalty and commitment to the place that I felt from these two people, these two young students. And so I'm just delighted to be with you. I have no idea what it is you fight about behind closed doors when HLC reps aren't here.

Having been a Dean and a TFEC academic officer for a significant number of years in my life, I know sometimes those disagreements can seem all consuming, and I'm just at a point in my life where I know they never were and never should be, and so in whatever ways you're working through challenges keep the community values, keep the good of the students, keep your own passion for learning and for teaching and what you've built here, keep all that center so that you can figure out a way to work through the scary and kind of challenging times, because you won't get through them without each other, and folks, there are going to be some tough days. You're reading the demographics as much as we are, and to the degree that you probably don't have a huge adult learning population that most of what you do is about 18 to 22 year olds, you're just going to have to face that fairly fearlessly and make that happen. But from my standpoint from this day so far, I'm not seeing any particular area of preparation that strikes me as substandard, not quite where it needs to be, and I'll give my disclaimer and then I'm done. Jim has heard the disclaimer since first thing this morning. My time with you does not constitute even a dry run of your site visit, because I don't have your assurance argument. I don't have your audit and financial statements. I don't have your assessment plans and your assessment results. I don't have any of that stuff that forms that base of evidence that will determine the recommendations coming from the team.

What I do have is interaction with a fairly large group of individuals I believe to be appropriately qualified and committed and passionate about the work you're doing, and good stuff doesn't come out the other end without those kind of inputs on the front end. Keep doing what you're doing, and finally, let us help. We don't worry about the institutions that call us and say, "We started a nursing program two years ago and we didn't tell you guys at all. Is that a problem?" Those kind of mistakes even at that depth and that gravity can happen, and when we get through kind of shaking our head like this we set about fixing that, we set about telling those institutions how to get us what we need so we can record that you have a nursing program, which is a substantive change for which prior approval probably should have been received.

If you don't have a philosophy degree and you want to start a philosophy degree, you can do that tomorrow and you can eventually tell me if you want to, and those of you that are very involved in what the commission does knows the difference between

substantive change and the kind of routine kind of things that an institution like yours can do without our prior approval or even our knowledge.

And I will always make sure you have all the latitude you have because you run this institution, not us, so keep running it, keep having fun, keep knowing that you have one of the best jobs on the planet indicative to what you do and everybody it doesn't matter if you build cars, work in higher education, work in politics, government there isn't an area of professional endeavor these days that isn't going through kind of scary times, and so face yours, let us help wherever we can, and support each other and your students while you do it. Last call for questions. Thank you very much.

James Mattingly: (00:33:08) Thanks, John. Next on the agenda is the approval of our minutes. Is there a motion to approve the minutes? Senator Burnight? Senator Koch is second. Are there any changes to the minutes that are required? I have my copy I'm ready to mark it up and if there are no changes I will call a vote. All those in favor of approving the minutes as they are please say "aye".

Group: (00:34:12) Aye.

James Mattingly: (00:34:14) Are there any opposed? And any abstaining? Kenneth Hall, Senator Hall is abstaining. The motion passes. We have two calendar items on the agenda today, both are curriculum. The first is the CHAS curriculum package item 1477. Is there a motion to move that item to the docket? Senator Degrin.

Senator Skaar: (00:34:50) Second.

James Mattingly: (00:34:51) Second by Senator Skaar. Is there any conversation required on the CHAS curriculum changes? Then I will hold a vote. All in favor of moving the CHAS curriculum changes item calendar item 1477 to the docket say "aye".

Group: (00:35:23) Aye.

James Mattingly:(00:35:24) Are there any opposed? Or are there any abstaining? The motion is passed. That will move to the docket. The second calendar item, 1478, are the curriculum changes across the colleges that were previously tabled by the UCC and handled in their, I think what they term the annual "clean up" meeting. So those items will need to go to the docket. Is there a motion to move them to the docket? Senator Hoffman. Is there a second? Senator Holcombe second. Does this item require any conversation at all at this point, to move to the docket that is? Okay. Then all in favor of moving item 1478 to the docket please say "aye".

Group: (00:36:35) Aye.

James Mattingly: (00:36:36) Any opposed? Or abstaining? Motion passes unanimously. Item 1478 will be on the docket. We had two docketed items today to discuss but you've already allowed us to handle item 1354 out of order. Thank you very much for

that, so we just have the one item, docket item 1355 on the College of Education curriculum changes. Is there a motion to accept those curriculum changes? Senator Skaar, thank you. Is there a second? Senator Cowley, thank you. What conversation is needed before we can vote on these items? Senator Degrin, thank you.

Francis Degrin: (00:37:33) This is not specific to this one, just a comment about the summary pages that I keep seeing here. It would be more helpful to locate things like, for example, it says new programs three minors, it'd be nice to have the names of the three minors there to help us find things, it's just too abstract. So the same thing when you're adding programs or taking them off and some things do--I don't think course names need to be touch detail or particularly adding, subtracting programs. Just for the future it would be nice if they actually listed them so then we'd know where to look and go looking for them. Sometimes I can find them elsewhere and sometimes I can't. Thank you.

James Mattingly: (00:38:11) Thank you, Senator Degrin. The best place I think to look for those to get a very high level summary is what is called the Course Report or the Program Report.

Francis Degrin: (00:38:24) I found that but I didn't find that on all of them.

James Mattingly: (00:38:29) There were some missing?

Francis Degrin: (00:38:30) It may have been just on the ones that we were docketing too.

James Mattingly: (00:38:33) I wasn't aware of any that were missing.

Francis Degrin: (00:38:35) So I didn't at least I wasn't sure that I'd found them all. I was looking at these to find them but I wasn't sure I'd found them all.

James Mattingly: (00:38:43) Okay. I wonder if it's---

Patrick Pease: (00:38:45) If it helps the courses are on one file and the programs are on another.

Francis: (00:38:51) Right and it says program in the list. That's what I was looking at the program list.

James Mattingly: (00:38:54) Maybe what is needed then so I thank you; I appreciate the fact that it's not apparent which course and program reports fit with everything on the summary. I wonder if and especially this one because this was really complex. There were a whole lot in there.

Patrick Pease: (00:39:11) And I'd be happy to explain why this was more complex.

James Mattingly: (00:39:14) Please.

Patrick Pease: (00:39:16) Sure. This is Patrick Pease. This one's a little odd and I'll take a little bit of blame for it. It actually has--the college is kind of split into two packages here. The reason for that is when we had the very first meeting, you'll recall that the first curriculum that comes through to you are items that need Board of Regents approval. Almost everything that needed Board of Regents approval this time is from the Department of Health, Recreation, and Community Services, so, and there wasn't that much of it, so in order to be expedient we just reviewed the entire department at that first meeting, so we reviewed not just the things that needed to go to Board of Regents but we just went ahead since they had to come anyway and we reviewed the entire department.

The other set of files that you have are for the rest of the College of Education, and so having to split up into kind of two having the College of Education split into two meetings probably confused the files a little bit and that may be part of the problem. That was just our effort to be a little bit more thoughtful to a department, instead of making that department come in twice. We thought we could just get them all done in one time but it did make for a little bit messy files.

James Mattingly: (00:40:32) I don't think there's a--this is Senator, Chair Mattingly. I don't think there's a problem with how the UCC separated their meetings. I probably just needed to put them on separate petitions or something like that.

Patrick Pease: (00:40:45) And so this is a little bit unusual to split a college like that with exception of CHAS next week. That's split just because it's so big it takes us two meetings to get through it, so I don't know that this would be a normal practice. It just was coincidence that everything in the first meeting was off in one department and so it just made some sense.

One other thing I'd like to point out though is that even with this list from Health, Recreation, and Community Services, three of the items that are on for the reference those of you that look at this three of the items weren't actually approved at this meeting and you're not approving them today. They're on that cleanup meeting next week. It's the athletic training BA, athletic training minor and the non-profit certificate. Those all got tabled for, they needed more discussion and so they got tabled at the last meeting, so they're even though they're on this list they're being approved by you at the next meeting.

James Mattingly: (00:41:46) That pertains to the conversation we had before the meeting. Okay alright thank you, Patrick. Are there other questions or comments about the College of Education's curriculum package? Yes, Tom Hesse?

Tom Hesse: (00:42:16) It's Tom Hesse. I just wanted to clear, what we talked about beforehand will be addressed at the cleanup meeting?

James Mattingly: (00:42:21) That's right.

Tom Hesse: (00:42:22) Okay. So it's good. Okay.

James Mattingly: (00:42:23) So having to do with the name change from Athletic Training to Clinical Health Care Studies. That's part of the cleanup package.

Patrick Pease: (00:42:33) And that got wrapped into--this is Patrick Pease--that also got wrapped into the minor which was not part of the larger discussion that we can talk about, but the minor actually follows and tracks with that so we ended up pulling that out as well, and having it as a discussion with the major because they were linked in issues but I'll cover all that in some detail next time.

James Mattingly: (00:42:57) Good. Thank you. Okay. Any last comments about the College of Ed curriculum package? Then I will ask for a vote to approve it. All in favor of approving the College of Education curriculum package please say "aye".

Group: (00:43:22) Aye.

James Mattingly: (00:43:23) Are there any opposed? Or abstaining? Then the motion passes and docket item 1355 has passed. Okay wow I don't think has this ever happened, Former Chair Petersen?

Amy Petersen:(00:43:48) I don't think so.

James Mattingly:(00:43:50) That we are done this early? That's pretty incredible. I invited a conversation in my Friday email about the senate's role in discussing, approving or not approving curriculum, as it were. Is that something that you'd like to talk about? Do people have questions, observations, concerns about the possibilities? Yes, Senator Degnin.

Francis Degnin: (00:44:35) Actually I have a related question.

James Mattingly: (00:44:36) Yes.

Francis Degnin: (00:44:37) Along those lines and the compliment. First of all, I'm just excited about the possibilities of that, of you being able to open up that partnership in Des Moines, and in terms of curriculum and staffing I'm just curious to know how our side of that would be staffed and dealt with?

Mark Nook: (00:44:58) Questions around the DMACC partnership, and at the moment what starting out down there we will be putting and offering to the students the Bachelors of Liberal Studies Degree which is completely available online. So we won't have faculty there to begin with. DMACC would really like us to have faculty there, and some of the words sort of indicated that might be the case, we're not there. We will be putting a staff member down there, that will be--her primary responsibility for this person will be to recruit students into the program and help them understand what it

takes to be successful in this program. To hook them up with our online advisors and other resources that they'll need to continue to move through the program effectively and any tutoring that might need to be done.

The opportunity exists to gather those students that are in the same class together for study sessions to take exams together, appropriately but in the same room, those sorts of things. It also gives us an opportunity to have people that currently work the Des Moines area for us in various capacities to have office space at that facility which we don't currently have. This space is at the DMACC urban campus, not their main campus out in Ankeny but in Urban. Urban is right downtown just off 235 on University, so it's a pretty good location. They're building a new building, two new buildings. Down the road could we have faculty actually teaching there? Yes. Will we? That's up to faculty and the university as we move through this process.

We have one other online degree that we'll also be letting students know is available in the College of Business, but sort of any of the things that are online are the things that we'll be talking the most about. The persons working down there will also be working with the people especially at the Ankeny campus, the Boone and Carroll campuses as well about the opportunities around the BLS and what that means for them. This has created quite a stir in Des Moines as you can imagine, kind of throughout the community. We had, by four o'clock that afternoon, there was something like a half dozen to ten students that already wanted to know how they can get into the program this year.

Two of them wanted to know now, two of the individuals that were there were both older, the average age of the institution--students at the institution is 28, these students were significantly beyond that, and one of them was in the process of applying to Grandview and is reconsidering that because the cost savings that that will mean. The other one was in the process of figuring out how they would relocate to California, and is rethinking that, right, so some real opportunities are being seen in the Des Moines area.

My counterpart President Denson down there had a, they have a big sort of dinner through their culinary program and he said that's all anybody was talking about, and these are you know people that are paying big money to be there to help raise money for the culinary program and things but all they wanted to talk about was the UNI at DMACC opportunity that exists so it's had a pretty positive impact. I think one of the things that talks to the impact that people throughout the state but especially in Des Moines think about, the governor showed up for this announcement, right, she was there to make the announcement so it is something that has caught a lot of people's attention. Now it's up to us to deliver on it. I did speak with John earlier today when he and I were meeting about what would it take if we decide at some point that there's a program that we want to put down there. He said a single program, it's not going to be

a problem. You've got enough out at other places and you're already working with DMACC that it won't take much. You probably need to let us know. It'd be nice to let them know early he said, but really you've got enough going on we're not going to worry about it too much and you've got a great track record with your programs at satellite sites so he's not at all concerned if that happens. Yes.

Francis Degnin: (00:49:21) One more question on this one. This is Francis again speaking. You know one thing I noticed on my online classes it always fills up the first day.

Mark Nook: (00:49:28) Okay.

Francis Degnin: (00:49:29) And this entire program has to be online then I'm just saying it would have a lot of negative feelings if they couldn't get into the classes.

Mark Nook: (00:49:36) Correct.

Francis Degnin: (00:49:39) And I so I don't know how you plan to address that but I just, you know, you might address that in terms of priority of registration that kind of thing.

Mark Nook: (00:49:45) Yeah I think it's going to be this is why it's so important to have an advisor on the ground down there, you know, to let them know when this is coming up and to get them in sort of in the queue early and to help them recognize which of the online courses have exactly that phenomena attached to them and which of them may not, right?

It's the game that many of our on campus students play with classes that they attend physically as well. Getting registered, making sure I get the class I want and need and the instructor I want and need to get the education I need, so this is one of the things that I think is going to be a game changer down there relative to, you know, any other student, state, country and world that happens to sign up for these online courses and can. They're going to have a resource available to them. The funding for this is coming--will come all out of Continuing Ed so it won't be off of general funds dollars, yeah.

James Mattingly: (00:50:43) This is Chair Mattingly. So it's the BLS that's going to be offered at least in the beginning?

Mark Nook:(00:50:49) That's the one we've talked about, but really any of our online degrees are possible through this, and our person down there will certainly be letting everybody know about the possibilities. The thing about the BLS that's attracting, and why we're kind of leading with it, is it's designed to be a two plus two, right, so it's exactly what DMACC was looking for. A way for their students to get their degree finished and then move into a baccalaureate degree. The original request was that we bring down an actual major, and as we talked through that I was afraid it was just too

narrow, the number of students that were available for that would be small, a lot of cost for us to establish a faculty.

We'd have to go through a lot on this campus, too, and approvals and getting people to see whether or not it was workable and quite frankly it didn't look financially workable. This one it's already in place, it's ready to go. It's a great way for us to see what the market's like, to see how these students react to it, and the thing that I really like about it and I think the students are going to like is it is flexible. They can take and tailor this within the limits of the BLS structure and end up with a degree that's focused in an area that serves them well, instead of just having this one choice to choose from and going into it.

James Mattingly:(00:52:12) Good, good. And I'm not--this is Chair Mattingly again. I'm not absolutely certain but I think the BLS program is a cohort program where they bring in a whole cohort. You don't think that's it?

Mark Nook: (00:52:25) No, the BLS is not. They come and go.

James Mattingly: (00:52:29) As they please.

Mark Nook: (00:52:31) Yeah, because it's so flexible so the students can figure out what they kind of want to pull together as their courses, the courses available online. The other thing that's flexible about this and nice is that if a student finds a course from another university that they want to take, and they're an accredited institution, they can transfer that in whether they've taken it online or whether they take it face to face, right, so if they find a great course from Grandview or Drake or, you know, one of the other Regent institutions, or any other institution they could conceivably use it in that mix as long as it fits within the curriculum structure.

So it gives them a lot of flexibility in putting this thing together. In announcing this one of the things that really helped, you know, there's always a little push back on, is this Bachelors of Liberal Studies a politically liberal degree? And so we were explaining that that isn't where this went to. What really helped us is that one of the people sitting in the room actually had a BLS degree, and that was the governor of our state. I pointed that out to the crowd.

James Mattingly: (00:53:47) Okay. So I'll throw a question out. Not that we have to stay until five o'clock, I'm not suggesting that, but I know when I was first a senator I often wondered, well, once curriculum proposals had been through departments and colleges and the UCC, what does the senate really have to add, where's our value added, and so when I was a first year senator I was always wondering what should I really look for in these curriculum proposals? Where is our opportunity to add some value? So that's a question I'll ask is what do you think is an opportunity for us to add value?

What should we be looking for in these proposals, and to begin with I'll just think of Chair Cutter that a couple of weeks ago or so when we were talking about curriculum you brought up the very important point as you saw it in the UCC minutes that, well, maybe too many things are going on that consent agenda. Which reminds me that a very important part of what we do, maybe the place we add the most value is managing the curriculum process and making sure that the process is going as it should, and if there are things that need to change in the curriculum process or in curriculum policies, that those things get changed. Who else has a question or comment about where we can add value? Becky Hawbaker?

Becky Hawbaker: (00:55:16) This is not about adding value. I'm sorry.

James Mattingly: (00:55:20) Or whatever else that you want to bring up.

Becky Hawbaker: (00:55:22) I just wanted to invite President Nook to address the student diversity issue. I know we set aside that time so we'd have time with HLC, but we have the time and I'm really interested to know what we're doing to care for the students, what we're likely to hear at the town hall meeting today from their perspective about the progress that has been made or hasn't been made, and how UNI is being proactive about addressing the concerns?

Mark Nook: (00:55:56) I'm happy to address that. I'm going to let you know that I'm going to leave though at about twenty five till because I've got to introduce our speaker tonight at six o'clock and I've got a few things to prepare for that. So yeah just a couple remarks. One, we're working on and developing this President's Advisory Committee on Diversity, Equity, and Inclusion and that is continuing to move forward and develop. I just asked Jennifer earlier to get a meeting with faculty leadership so we can talk through some of the things around that, that I'm getting set up and the selection of people for that, what that will look like. I talked with Jacob and the NISG leadership team a little about that at the end of last week. We fortunately had a meeting set up already that was scheduled way out in advance so that worked out really well for us to do that.

If we go back to you know some of the things that happened last week in particular, some of the incidents that happened in the student union. I can tell you none of those were things that were passed down from senior leadership that said do these things. We did not, we told everyone that as we knew flyers were going up, many of them were not in alignment with our policy on putting posters up, and we said take them down as you would normally take them down, don't go out and seek them out but take them down. With just one exception, there were some that were put up on traffic control signs and we asked that those, that we look and make sure those were taken down.

We had a person actually send us a photo early of one put up on a face of a stop sign, not just on the post but on the face of the stop sign, so we wanted to make sure that

the traffic signs were all appropriate. And the issue that occurred in the union is a personnel issue that I can't talk more about than that. It is a personnel issue. I can tell you that after that happened, as we found out about it in the president's office, Gwenne Berry, our chief diversity officer, went over, found what was happening, went up and met with the--went up to the CME to talk with the students up there and let them know that they could continue to hand out those, see how they were doing, can hand out their buttons, chatted with them.

After she came back, let me know what was going on, I walked through the union myself. I didn't walk through CME, I knew things were a little tense, I didn't figure my presence there would necessarily be helpful given what Gwenne had heard when she was there so I did walk through make sure things were in a good place, talked with the staff and some students in the union. There weren't really many students around at that time. So those are some of the things that we've done and continue to reach out to those students in various ways. One of the people that's been very, very helpful in this has been Jamie and the people of the CME continuing to work with those students, continuing to let us know we can help and when we can help, so those are some of things that have been going on since that time yeah.

James Mattingly: (00:59:26) Jacob Levang. Thank you.

Jacob Levang: (00:59:28) Jacob Levang. Just one comment I would make and I'm glad that you and I had an opportunity to sit down but our opportunity was among four white men to talk about diversity inclusion and I know that some of our leaders, especially our students, for our other campus students I think it would be really good if you had the opportunity to sit down with some more students of color and marginalized backgrounds, just to talk about, just moving forward because I know they want to have some input on how this committee looks. I know just based on the rumors around, I know nothing is set in stone but they just have a few concerns they'd like to be heard before the committee is finalized moving forward, so that's just one suggestion I would make.

Mark Nook:(01:00:09) You know in my letter of, I don't even remember the date now, October, after the second NISG resolution I did I extended several dates this week that I could meet with them and senior leadership would be willing to meet with them this week or last week, last week, last week and so we have an invitation out to them to let us know when we can meet and we provided them with dates on four of the five days yesterday, last week, the only week I couldn't meet last week was Wednesday when I was in Des Moines and Minneapolis in the same day.

But the rest of them we had provided them dates and times if they could meet and wanted to meet, but we also knew that tension was high, feelings were raw, we get it but we put the dates out there in our original letter, letter to them to REC particular. It

didn't go out in the one that went out to the entire campus, it was in our letter directly to the people that we had been talking with in REC, that we're here and these are times that senior leadership is around and we'll clear calendars to meet.

Nicole Skaar: (01:01:31) Can you talk more about that consultation that's going to happen? Like a group that's coming in or something like that right?

Mark Nook: (01:01:35) Yeah we're still working on what that's going to look like and who that's going to be and it's not something that I'm going to decide on my own. We are looking at a consultant to help us around these ideas and especially pulling together and working with the president's advisory committee in creating the next sort of diversity, equity, and inclusion master plan, strategic plan if you will, this recommitment document.

We have a draft that was put together just kind of before I got here that we've been working off of and implementing, but that hasn't had broad sort of distribution to the community, and since it was a draft and we've run into some issues anyway, we're going to create a kind of start from scratch on that and get one that really takes on, tries to take on some of the more systemic issues that are there and have somebody come in and help us look through that. I know, I mean it's what most of us know, that yeah we know our university the best. That's both our biggest advantage and our most, biggest disadvantage, so having someone that is always in this work that can look from the outside and help ask some of those questions that we may or may not ask ourselves and point some things out from time to time can be helpful.

Nicole Skaar: (01:03:04) Can I follow up quick?

Mark Nook: (01:03:05) Sure.

Nicole Skaar: (01:03:06) So just wondering in that process if you guys are looking to the faculty to have expertise on this as well, so yes, it is good to have objective viewpoints so that we're not just you know retooling our internal stuff, but there are faculty on campus who do this stuff on a regular basis and I just wanted to make sure they're involved as well in this from an intellectual standpoint.

Mark Nook: (01:03:29) I would hope that many of those are the ones that end up as the faculty representatives on the president's advisory committee. Yeah.

James Mattingly: (01:03:37) Thank you for your questions, Senator Skaar. Are there other questions on that or comments on that topic? Becky Hawbaker?

Becky Hawbaker: (01:03:46) Becky Hawbaker again, so just to clarify, so the consultant that would be coming in is somebody that would with expertise in helping us really dig into and do an honest audit of our diversity and equity practices, not a PR person?

Mark Nook: (01:04:05) Not a PR person at all.

Becky Hawbaker: (01:04:07) Not a marketing person?

Mark Nook: (01:04:08) Not a PR, not a marketing person. The person will, actually it's my intent at the moment and we're early in this, that the president's advisory committee would help in the selection of that, would be involved in that, helping set the parameters. It will probably take an RFP right? So helping set those parameters in the RFP. The sorts of organizations that I've started to look at are organizations around diversity, equity, inclusion, social justice. They are not marketing firms. We've got one of those hired already due to branding, we don't need another one. There's just one I think. Oh there's the website we designed but that's different than marketing.

James Mattingly: (01:04:54) Senator Cowley?

Danielle Cowley: (01:04:57) I think that's important. Becky Hawbaker brought up as far as this is not right, this is not a PR, this is not marketing---

Mark Nook: (01:05:06) This is not a PR issue.

Danielle Cowley: (01:05:07) Because it did bring to mind at least for me that when our marketing folks were here and discussed the several points that, I can't remember the exact language that was used, but where folks outside of UNIdon't quite see things like as we feel they maybe are, related to, right, safety and welcoming students of color and students from within marginalized groups. That is not just an optics issue or a perception issue. That there are real things that our students are experiencing here and I think that reminds me of that.

Mark Nook: (01:05:53) Yeah and that's why we really got to take on the issues and not the perception of the issues, right, and why we're looking more at, we're looking entirely at organizations, firms that work in that space and not the marketing branding space. The other thing that we're pulling together is we will send a team to the AAC&U conference in the spring and there'll be a group and again I'll work with the advisory committee to help pull this group together. I'm going to blank on the name of the exact conference because we've been working through several things, but it's March 19th through the 21st. I don't know where they're meeting off the top of my head. I want to say New Orleans but I don't know why I want to say New Orleans, and I know there's another meeting there, but it is an AAC&U meeting.

It's the American Association of Colleges & Universities. If you're not familiar with it, they work with colleges and universities around the country, all different privates, publics, big, little doesn't matter. They are the people that did a lot of the work in sort of getting together what are the high impact practices and getting those rolled out, getting a lot of the work done on general education, re-envisioning general education, they put out the value rubrics around assessment of general education, they really have been

sort of the movers and pushers around the core liberal arts, the value of a baccalaureate degree. A lot of those talking points that you hear out there, the career surveys, the surveys of business leaders for the value of the baccalaureate degree and the value of the gen ed in that comes from AAC&U.

They've for a long time been involved in and started inclusive excellence, which is about diversity and making diversity inclusive and making excellence inclusive. We were very involved in that in the Wisconsin system while I was there, and so they've got a conference coming up March 19th through the 21st I believe at which fortunately or unfortunately depending on how you look at it is during our spring break, so it'll be a little bit easier for us to have a couple of students even join our team that goes down to that, and we will have a couple of students join the group that goes down. We're still trying to figure out how big a group makes sense but a lot of this conference is about working time. Having some people work with you, giving you some space to work on a key project, but there is a focus around diversity and inclusion in it, excellence in the academy.

James Mattingly: (01:08:47) Thank you President Nook.

Mark Nook: (01:08:49) There are so many other things going on in this space that we've always done that haven't been captured that are ongoing and we're going to try to help the university understand those in the community. The other thing that you know is a challenge for our university is the community that we sit in and the reports, the 24/7 report is a huge issue. It's something that we as a university have a role in, we recognize that and have been working on it for since the report came out and even before that. The Economic Inclusion Summit that UNI hosted, well, it was at another place but we were the primary sponsor I think, is a piece of that. Most of the people that attended that event turned out to be UNI faculty and staff.

The Waterloo School District had a lot of people at that, but there were a lot of business leaders and community members from the business as well as the chamber. The work that we're doing with Future Ready Iowa and the Future Ready Cedar Valley Summit that was held is also in response to this. We know that we have some things to work with, and that we're going to continue to play a leadership role and probably a stepped up leadership role in that. It's one of the reasons that this past summer I signed, pledged to be one of the champion organizations for moving that forward because we have some real issues, they're not confined to us, they are throughout the Cedar Valley.

We need to address ours but we also need to take a leadership role in the community, in addressing the community as well, and that's why I have spoken out about it pretty much since I've been here but especially starting last year as the 24/7 report came out. If you haven't heard the next 24/7 report just came out again, the Cedar Valley moved to number three. I don't care about the rankings whether we're first, second, third or

anywhere on that list. One of the things that they point out, and we should all pay close attention to this because it involves us in a big way, they pointed out is that in the valley 19.7% of African Americans don't have a high school diploma and 19.5% of African Americans are unemployed.

Now I know that those two, I'm not going to say one causes the other but we all know the people who have the highest unemployment rates are always the people with the lowest degrees, the lowest educational attainment. Relatively to the white population this high school completion rate in the greater valley among African Americans is atrocious. We train the people, get them degrees, we're the ones that are training, to motivate them to stay in school, we have a role to play in this and as an education institution.

I think we have a role to speak out strongly about the need to make sure that African Americans, Hispanic Americans, all people in the Cedar Valley have an equal, equitable opportunity for at least a high school degree because without that how do you find a job, in any community, but even in this community and then what can we do to get them in, everyone into the next round of education whether that happens to be a technical education, a two year Associate of Arts degree, an education here or at one of the privates, they're going to have to have education beyond this and that doesn't matter what your background or ethnicity or physical abilities are. You've got to have at least a high school education and you really need a couple of years beyond that and that message has to get out.

James Mattingly: (01:12:54) Is this a question for President Nook? Because I know President Nook needs to leave.

Francis Degrin: (01:12:58) Okay. I was just going to make a comment along the lines he was saying. This is Degrin. You know that also affects also crime rates too. When you have a large community that doesn't have jobs it's a desperation, and that's part of the reason why the crime rates go up too. So there's a whole bunch of other reasons as well to support what you're saying.

Mark Nook: (01:13:16) Yeah. I had a really good discussion last week, week before, the days run together a little bit, with African American leaders in one rural community about many of these issues and where things are going, so at that time the 24/7 report wasn't out but we've talked about last year's quite a little bit.

Francis Degrin: (01:13:40) Good, great. Thank you.

Mark Nook: (01:13:43) Thank you very much. I appreciate it.

James Mattingly: (01:13:49) Okay. Are there any questions or comments about curriculum? About diversity inclusion? Or about anything else?

Nicole Skaar: (01:14:00) This is Nikki Skaar. Just wanted to that I was thinking as I was listening is, we do have to work on our systems, clearly, but one of the things that we need to be careful of is our day-to-day interactions, that they're not defensive, that they are thoughtful, that they are reflective.

We all have the ability to or the instinct to be defensive when people call us out for something, the mistake that we made and I think if you guys read the book Let's Talk About Race she talks about that a ton, and I think that was really a meaningful part of that read for me is to really take that step back and reflect and listen, listen, listen, listen so we can work on our systems, but we have to work on our daily responses to what's happening now and what will more than likely happen again in the future around race ethnicity, inclusion, equity, whether it's a similar situation like this or something different.

James Mattingly: (01:15:04) Yeah that's a good point. I appreciate it too in her book where she said engage you're going to screw it up but engage anyway. Good. Those of us who make a lot of mistakes it'll be less painful.

Nicole Skaar: (01:15:27) Right. We'll have practice right?

James Mattingly: (01:15:28) We have plenty of practice. Any last questions or, remember you're senators, you're free to make any motion you like at any point including the one to adjourn.

Barbara Cutter: (01:15:43) Yeah in light of evening activities I move to adjourn.

James Mattingly: (01:15:47) Okay. That's Chair Cutter. Is there a second? By Senator Gould, and we are adjourned. Thank you.