

1-13-2020

## University of Northern Iowa Faculty Senate Meeting Minutes, January 13, 2020

University of Northern Iowa. Faculty Senate.

Copyright ©2020 Faculty Senate, University of Northern Iowa

Follow this and additional works at: [https://scholarworks.uni.edu/facsenate\\_documents](https://scholarworks.uni.edu/facsenate_documents)



Part of the [Higher Education Commons](#)

*Let us know how access to this document benefits you*

---

### Recommended Citation

University of Northern Iowa. Faculty Senate., "University of Northern Iowa Faculty Senate Meeting Minutes, January 13, 2020" (2020). *Documents - Faculty Senate*. 1274.

[https://scholarworks.uni.edu/facsenate\\_documents/1274](https://scholarworks.uni.edu/facsenate_documents/1274)

This Minutes is brought to you for free and open access by the Faculty Senate at UNI ScholarWorks. It has been accepted for inclusion in Documents - Faculty Senate by an authorized administrator of UNI ScholarWorks. For more information, please contact [scholarworks@uni.edu](mailto:scholarworks@uni.edu).

**Minutes of the University Faculty Senate**  
**13 January 2020**

**Senators in attendance:** James Mattingly (Chair), John Burnight (Vice-Chair), Amy Petersen (Past-Chair), Barbara Cutter (Chair of the Faculty), Imam Alam, Megan Balong, Danielle Cowley, Francis Degnin, Gretchen Gould, Kenneth Hall, Thomas Hesse, Donna Hoffman, Charles Holcombe, Douglas Mupasiri, William Koch, Amanda McCandless, Qingli Meng, Kenneth Elgersma, Nicole Skaar, Andrew Stollenwerk, Shahram Varzavand, Leigh Zeitz.

**Guests in attendance:** Mark Nook (President), Jim Wohlpart (Provost), John Vallentine, Patrick Pease, Becky Hawbaker, Jacob Stites, Dianne Wallace, Chris Martin, Paula Knudson, Jamie Butler Chidozie, Gwenne Berry.

*NOTE: A letter of support pertaining to the Emeritus request discussed during this meeting is included as an appendix to these minutes.*

[Audio Begins]

[0:00:00]

[0:03:05]

**James Mattingly:** Good afternoon. I'll call the meeting to order. Um, are there any press in the room or not? Uh, guests, would you please introduce yourself? I think we may just have one and thank you for coming today.

**Dianne Wallace:** I'm Dianne Wallace, from the Registrar's Office.

**James Mattingly:** Um, okay, so we have courtesy announcements then. Um, comments from president Nook.

[0:03:30]

**President Nook:** First of all, welcome to the spring semester, it doesn't feel much like, like spring I'll tell you right now. It's spring semester. It's the way they set it up around here. Um, and uh, looking forward to a great one. Uh, you know, to the legislative session open today, I want to talk a little about what we're going to be doing down there. I go down tomorrow for the governors, um, condition to the state address and, and then meet with several legislators tomorrow and the next day. Um, as I think most of you are aware, we're asking for a bump of \$4 million in our funding. That will put us at essentially \$104 million in funding from the state. Um, we're also asking for 39 million to complete the renovation. And expansion of the industrial technology center. We've already had meetings with several legislators over the summer and a few this fall before the session started when we can get a little bit more time, um, including the, the speaker of the house, the speaker, the Senate majority leader in the Senate, the minority leader in the house. I'll be meeting with the majority leader in the house

later than the education chairs and things of that sort. So far there's been positive reaction, but you know, nobody's, they just gaveled in and uh, we'll, I'll feel a lot better when May rolls around and we know what, what has happened in the end. Um, there are a lot of people that are talking about the ITC in particular and how important that is. Um, not just to you and I, but to the state. So that's always a good signal and when we start to hear that sort of things, but, um, until the end of the session we'll kind of keep working and pushing pretty hard, uh, keep you updated on that and if there's some things I think you can help with or alums can help with, uh, I'll be in touch and, uh, have you make the calls and things of that sort and get some excitement around these and get more excitement if we need that.

**President Nook:** Uh, the other update that I want to provide is, uh, you know, we talked a little bit about, uh, president's advisory committee on diversity, equity and inclusion and there'll be an update to campus coming out in the next day or so. We're putting it together just where we at, it'll take a little while to, um, get this fully set up. I've been meeting since we kind of talked about it initially came up talking with shared governance groups across the campus, talking with some individuals, talking to some people off campus, but in our community talking with, uh, leaders at other institutions about how these, um the things they've seen as successes and things that haven't worked for them. As we structure this thing, we've had a discussion about the size, whether it should be big and inclusive and everybody should see themselves on the committee or whether it should be smaller and more focused and, and able to react a little bit quicker. Um, and I've had people tell us both, they like both, right. And we can't have both. Um, so we're going to figure out which one works best. There's actually more people sort of leaning towards a smaller and more able to move the needle in a shorter period of time than big and representative. Uh, but that still there still be representation from especially our shared governance groups and others. Certainly looking at somebody from off campus as well, given the nature of our community and our interaction with that community and the level of civic engagement and community engagement that we as a university have and, and what's going on in our community at the moment. So I'll have more on that kind of later, but we're getting an update out to the, the campus. Um, let me stop there and ask if you have any questions.

[0:06:59]

**Jim Wohlpart:** Thank you. Okay. I'm Provost Wohlpart. I was going to welcome you back to the winter semester. I'm hoping last night and this morning wasn't for telling what's going to happen with the rest of the semester. Just to let you know, our enrollment numbers right now for fall of 20 look really good. We're up in applications and admits and confirms were especially high in confirms we actually are at the highest level of confirms that we've been in for over the last five years. And if you remember in fall of 16, we have more confirms than we had that year. We ended up with 2000 freshmen. I don't think we'll end up there, but those numbers are looking really, really good. Kristen Woods and Jesus Lizarraga have done some remarkable things, so we will, well, it's early when we get a little bit further along we'll give you some more concrete updates on that.

[0:07:45]

**James Mattingly:** Great. Thank you. Uh, Provost Wohlpert. Faculty chair Cutter, do you have any comments today?

[0:07:53]

**Barbara Cutter:** Yes. Um, first I would like to welcome everyone back and then I'll just jump right into our work that we have to do. So it's a good thing it's winter because the days are short and we're spending more indoor time. Um, and you may have noticed last week that faculty leadership sent out an email to all the faculty about academic positioning. So I just wanted to follow up a little and again encourage you to participate in the academic positioning initiative and to stress how important this is, but also to provide a little context, um, for our email. Um, we had mentioned our concern that the members of the project management team were being chosen by administration without consultation with faculty leadership. And the project management team is the group that will evaluate proposals to form working groups, will decide whether or not these groups will be accepted or rejected and the project management team also accepts the rejected proposals that emerge from working groups and coordinates any work that might move forward once a proposal is accepted or approved. So I just want to explain those details to say how important this project management team is. Um, and in fairness, the um, Provost gave us an explanation as to why he rejected faculty leadership's request to participate in selecting the project management team. Um, and I condensed and paraphrased a bit, but hopefully, um, I'm doing it justice. Basically the point was the faculty will have input into academic positioning and indeed the project management team will be mostly composed of faculty. Um, but administration has input into curriculum, but it does not participate in members of the, uh, selection of members of the UCC or the senates. Um, and in the same way, um, he suggested that, um, faculty leadership should not be involved in the selection for the project management team.

**Barbara Cutter:** That it's, you know, different bodies have different responsibilities and shared governance. Um, so the implication here is that academic positioning is something for which the administration bears primary responsibility for in shared governance, although they consult with faculty. And, um, I would disagree with this characterization because the scope and the goals of academic positioning bring significant parts of it into an area for which faculty do bear primary responsibility. The curriculum, um, as it states on the academic positioning website, uh, academic positioning for the future is a deliberate process for by which we can kickstart a campus wide conversation about our curricular and co-curricular offerings. Um, dot, dot, dot. It will serve as new and innovative programs and curriculum. Realize the best alignments of colleges, departments and offices within academic affairs and establish new processes to sustain efforts to maintain a responsive curriculum. So obviously academic positioning doesn't just deal with curriculum, but curricular innovation is a key part of the work. And curriculum is the primary responsibility of the faculty. Now it's true that all curriculum proposals will still have to go through the regular curriculum process, but the project management team is going to have a lot of power to shape and influence that process. For example, the project management team chooses which working groups and proposals to accept or reject curricular changes backed by the project management team will have significant advantages as they go through the curriculum process. Um, the proposals would inevitably, I think be, granted

legitimacy just by having been accepted into academic positioning where a curriculum proposal that the project management committee, I'm sorry, team rejected is likely to face more scrutiny and skepticism as it goes through the regular curriculum process. So the PMT may well be made up mostly of faculty members, but faculty did not choose or help choose the members, and the chairs of the project management team are administrators.

**Barbara Cutter:** And this puts faculty responsibility, um, for the curriculum in jeopardy. And that's why in our email we asked for your vigilance and engagement. Um, and we strongly encourage faculty to apply to be on the project management team. That deadline is this Wednesday at noon, the application is online and also to apply to be on working groups. Um, that doesn't have a formal deadline. Sometime in the spring is my understanding of that. But please, right, as senators, you're faculty leaders, uh, if you can, um, you know, apply for this team, that would be excellent. If you can encourage other faculty, faculty in your departments, um, maybe faculty who have not been involved in these kinds of things in the past, but have interesting ideas for curriculum information innovation. Um, we would strongly encourage that as well. Thanks.

[0:13:05]

**James Mattingly:** Okay, um, United Faculty president Hawbaker do you have any comments today?

[0:13:11]

**Becky Hawbaker :** Just a few. Um, I'll try to keep it short because we're planning to send out a mid year report to you on all of the things that the UF has been working on in the last semester. Um, but there are just a few issues that I, that I wanted to, um, give special attention to. Um, one is to, to reinforce everything that chair Cutter said and to also reinforce to you that, you know, we're, we mean this message to go to you in particular because as senators, you are the guardians of the galaxy in terms of curriculum. Um, and you are the conduit to others, other faculty who serve on curriculum committees. And it is, it's our duty to do our duty and to safeguard our curriculum. Um, second, I, while I have almost always in these messages and emails talked about, um, uh, the successful collaborations and trusting relationships that we're very proud of having built with administration, I do feel obligated to mention a few areas of tension besides the, uh, email we sent out about academic positioning. Um, and that is right before break. Um, United Faculty, um, won an important victory. Um, we won a, we filed a prohibited practice complaint. A prohibited practice complaint is a legal remedy that you file when you believe that your employer has violated your legal rights under chapter 20. And you've probably heard a lot about how our rights under chapter 20 have been gutted. Um, but they're still there. There are still important rights that are there. Um, and in June we won a prohibited practice complaint about bargaining in bad faith in 2017. That's still under, under appeal, um, most recently at district court in, in Des Moines. Not for the, not for the opinion, but for the remedy, um, that we thought should be more, more than just a recognition that they violated our collective bargaining rights.

**Becky Hawbaker :** Um, but right before break we won another one. And that was, um, administration's refusal to grant a reasonable information request that we have previously gotten year after year about, um, the results of evaluations, the results of, uh, promotion and tenure results. Um, and the administrative law judge agreed with us that, that, that, um, violated our rights, um, that it, uh, dominated or interfered with the administration of our organization and denied our rights under chapter 20. Um, so we're fighting for you and so I, even though we continue to collaborate and I am so proud of the collaborative work that we have done, I want to recognize that the struggle is still there and that we're still fighting for you. That's all.

[0:15:56]

**James Mattingly:** Okay. Thank you President Hawbaker, um, we are fortunate to have with us today NISG Vice President Jacob Stites who is filling in for Jacob Levang. Um, do you have any comments for us today?

[0:16:13]

**Jacob Stites:** Ah, yeah, I can probably think something up..

[0:16:14]

**Jacob Stites :** Um, Levang wanted to apologize for not being here. He had a different meeting that offered free pizza, but from a student perspective, um Lavang, myself and our director of government relations, Isaac are going to be going down to the Capitol. Um, Wednesday morning we have a Board of Regents. This week we'll be talking, we have a breakfast at the Capitol, so we'll be talking with some Regents as well as, um, some representatives and senators for the state. Um, just kinda talk about our lobbying strategy or what we're going to be talking about for the year. Um, so that'll be fun. I'm sure that Levang will talk more next time about UNI Day at the Capitol, which is coming up. We'll be sending, uh, roughly 40 people. I think what we have going down to talk to, um, 40 students from across campus to talk to legislators about, um, student issues, what we have going on. Um, other than that we're ready to get this semester started and over with I guess so.

[0:17:19]

**James Mattingly:** Okay, thank you. We'll have to remember that, that pizza brings students to meetings. Yeah. Okay. Thank you. Um, I don't have any comments myself today, but we just had some of the members of the Student Affairs Climate Response Team join us, um, today. So I, I'd like to have those members please identify yourselves for the record.

[0:17:51]

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

[0:17:56]

**Jamie Butler Chidozie** : Jamie Butler Chidozie. I serve as Director for Diversity, Inclusion and Social Justice here in UNI.

[0:18:02]

**Gwenne Berry**: Gwenne Berry. I am Assistant to the President, Chief Diversity Officer. Jamie and I are co-chairs for the Climate Response Team.

[0:18:10]

**James Mattingly**: Okay. Thank you very much. And I understand that uh, you might have some t-shirts to hand out to this group, not pizza, no pizza but t-shirts. So let's go ahead and do that just in case we run out of time. I don't think that we will. I think we'll have plenty of time. Okay. But let's go ahead and do that.

[0:18:30]

**Gwenne Berry**: We've also got some buttons and some bookmarks that I'll send around if you like one.

[0:18:37]

**James Mattingly**: Now my understanding is you'd like us to wear those tee shirts.

[0:18:40]

**Jamie Butler Chidozie** : Yeah. So just to kind of just give you very quickly short spiel about what we're doing this week we're starting our Stop Bias week, which is launching into a very concerted effort to promote our climate response team. We did a soft launch last year with a lot of, many of our student organizations as well as visits to entities like NISG and other more, other groups that are mostly focused on students. And so this time we're trying to really talk to faculty and staff. And so we thought a great way to start this launch is to do a, uh, just a Stop Bias week. And it's just the message just to get people to start having a conversation to act in a role as allyship. And so what we've asked is that on Wednesday that as many students, faculty and staff wear the t-shirt as just a visible stop, literally let's just stop by just to promote, um, promote some conversations. Our process is an educational process. There's no sanctioning, there's no penalties, there's nothing associated with it's mostly a restorative justice. So we're just having conversations with students, the faculty and staff about incidences that happened on, on campus. Um, to this day we've passed out well over 300 shirts since even, uh, right before winter break. And so we have another shipment coming in this afternoon cause we're running out so you don't see your size. If you want to email me [Jamie.Chidozie.uni.edu](mailto:Jamie.Chidozie.uni.edu). We have staff that are going to be going out tomorrow with our next shipment of shirts everywhere. So if you don't see your size, we'll definitely have it by tomorrow afternoon.

[0:20:28]

**Jamie Butler Chidozie** : And please let your department's colleagues know about the event. We are hoping to have other forms of communication so that the information's out there but let them know and have them swing by the Center for Multicultural Education where they can pick up t-shirts, buttons and bookmarks.

[0:20:49]

**James Mattingly**: So we should wear them on Wednesday probably with something warm and long under it. Yeah, there you go. There you go. And also thank you for loaning us your conference room to a, before the break to speak to the students of color.

[0:21:17]

**Paula Knudson**: We do have data to share with you at some point. But I don't know if you want us to wait on that information and come back at another meeting.

[0:21:22]

**James Mattingly**: Um, I think we'll be able to get to you by the end of this meeting. But we do have a couple of items to cover before that. Thank you very much. Maybe the thing to do would be for us to pick up t-shirts on the way out.

[0:21:34]

**Gwenne Berry**: Sure just I should let you know that we don't have any extra large at the moment. We have small mediums and margins. So if you need that extra large, come on over to the CME tomorrow.

[0:21:44]

**James Mattingly**: Right before Wednesday. Okay. Thank you very much. Um, okay, so the next item up is the minutes for approval. The minutes from December 9th, hopefully you have all seen those. Is there a motion to accept those minutes? moved by John Burnight. Is there a second? Second by Nicole Skaar. Is there any conversation needed about the minutes? Anything you need me to correct before we accept them? Okay. Then let's take a vote. All in favor of accepting the minutes for December 9th as they are. Please say aye. Are there any opposed? Are there any abstaining? And Kenneth Elgersma will abstain.. Thank you. Okay, so, um, the next item, there are three emeritus requests that, um, I would like to bundle as consent agenda and handle them all as one. If there's no objection to that then I'd like a motion



to docket all three emeritus requests, items 1481 that is calendar items 1481 1482 and 1484 for Stephen Gaies, Joanne Goldman and Richard Folowill. Moved by Leigh Zeitz, second by Nicole Skaar. Thank you. Um, we're just moving these to the docket so we'll talk about them next time if that's okay. Uh, is there any discussion required though? Okay, then all in favor of docketing those three items for the next meeting, please say aye. Are there any opposed? Are there any abstaining? Okay, so all three of those are moved to the docket for next time. Um, the next item, item 1483 on the calendar is the consultation with our student affairs climate response team. What I'd like to do, if it's okay with you is to move those to the top of the docket for next time so that we can, if we do have time by the end of today to actually move that forward to today as well and hear that group while they're here. Um, is there a motion to do that, to move it to the top of the docket for next time? By Barbara, moved by Barbara Cutter and second by Francis Degnin. Is there any discussion required about that before we vote? This does require a two thirds vote. Um, all in favor please say aye. Any opposed? Are there any abstaining? And we have a two thirds vote? Um, so that will be moved to the top of the docket and we'll move that forward assuming that we have time today. The um, so we have a tabled item and we have one item on the docket because the tabled item is a curriculum item. I would like to, to bring that off of the table first. Um, is there a motion to bring the curriculum items off of the table? Moved by Bill Cook, by Senator Cook, second by Leigh Zeitz. Does anyone have any discussion about that before we vote?

**James Mattingly:** So the vote is to bring it off of the table for discussion, um all in favor of bringing the table programs for the interactive digital studies, bachelor and minor from docketed item 13, 57 on December 9th, please say aye. Uh, are there any opposed and are there any abstaining? Okay. That'll be the first item of business then. Um, so these are the two items that we, that we tabled last time, the interactive digital studies, digital writing program. Uh, that was conjoint with the, uh, between the communication studies department and the languages and literatures department and then the web development program that was conjoint between communication studies and the marketing department. As you saw from my earlier message, the marketing department decided to do exactly what we had proposed, um, and waive the prerequisite for their course, the 40, 31, 48. And the English, uh, or the, uh, languages and literatures department came up with a little bit more creative solution. So they had, um, uh, as, as you saw from the note, they had decided to completely do away with a, completely remove one of the prerequisites for all students taking that program. And then that leaves only English 27, 70 as a prerequisite, which is now, are shown us a required course. So that makes the required, uh, courses 3 or 9 hours for the digital writing emphasis in the interactive digital studies program. And so to keep, to keep the program within fifth, the 15 hour desired constraint, they moved from three electives down to two. So 5 courses, 15 hours for the program altogether. Uh, which um, Chris Martin has also entered the room, the department, the acting department head at the time for um, comm studies, which is now the department of communication and media. And um, so those, uh, the communication study department and the languages and literatures department and the marketing department all agreed to those changes through consultation. Is that correct?

[0:28:39]

**Chris Martin:** That's correct.

[0:28:41]

**James Mattingly:** Okay, good. That was Chris Martin. Um, great. So having, having explained that, is there a motion to accept these changes to um, docketed item 1357 from last time? Who said that? Shahram Varzavand. Okay, thank you. Second by Francis Degnin. Is there any other discussion required before we vote on accepting these changes?

[0:29:24]

**Francis Degnin:** Just to clarify, by accepting you mean, approving them to move forward in the process?

[0:29:31]

**James Mattingly:** That's right. Approving them to move forward in the process so that they will now be approved and these changes will be made to the curriculum. Okay. Then let's vote all in favor of accepting these curriculum changes, please say aye. Are there any opposed? And are there any abstaining? Okay. And they will move forward. Do you have any other questions, Diane?

[0:30:05]

**Diane Wallace:** No I don't, thank you very much.

[0:30:05]

**James Mattingly:** Okay. Thank you. And thank you for your flexibility about this. Okay. Anything to add? Chris Martin? Thank you very much. So, um, the next item up is the Emeritus request by Taifa Yu docketed item 1359. Um, the letter of support was added to the petition written by department head Scott Peters. Is there a motion to accept the, the to approve the Emeritus request for Taifa Yu? Donna, moved by Donna Hoffman, second by Charles Holcombe. Is there any, um, did anyone want to make any comments?

[0:31:07]

**Donna Hoffman:** Since Taifa is from, uh, this is, uh, Senator Hoffman, since Taifa was from the political science department, I'll just say a word about him. Um, he joined the faculty in 1989 and, um, probably has taught a generation of our students about China, not..., he was primarily hired in the cohort of faculty to teach the non Western China, uh, class the last time the liberal arts core was revised and um, and also taught contemporary, uh, political problems in the LAC, but also was our, one of our main comparative politics, uh, faculty members, um, in the department as well. And so he was a valued member of the department and we wish him well.

[0:31:46]

**James Mattingly:** So he's been busy recently. Okay. Anyone else? Charles Holcombe.

[0:31:55]

**Charles Holcomb:** Taifa wasn't, was not in my department but we taught the same course, the LAC China, and he was a valuable, uh, colleague since, a wonderful colleague since the first day I came here to interview. And I think that, I suspect that his deep knowledge of Chinese and East Asian politics is, has been an under, underappreciated asset here at UNI. So he will be missed.

[0:32:15]

**James Mattingly:** Okay. And I will add the support letter from Scott Peters to the, to the minutes as well. Are there any other comments or questions before we vote? The motion is to accept or to approve the um, uh, Emeritus request of Taifa Yu, all those in favor, please say aye. Are there any opposed or any abstaining? And his request has been approved. Okay. So I think we have plenty of time to um, to hear from the student affairs climate response team. If that's okay.

[0:33:07]

**Paula Knudson:** When you have two babies you would look for anything that you can get relaxed then. So Jamie was trying to get a little break. So thank you for giving us a little time and working with adjusting the schedule for us. Appreciate it. Just a little backdrop here before we give you some numbers. And some of the data that we're saying from are from mostly students reporting to the climate response team. So when I arrived two and a half years ago, we had a bias reporting team. Meaning they basically just took the numbers and watch for patterns. They weren't really responding to the students or helping them heal or support. So about a year ago, right? We decided to try to take a fresh look at it because we wanted something that was really going to heal for students as well as track the information so that we understand what's happening on campus and be able to report that back out. So we have now started the climate response team. We haven't done much marketing to this date. We've been um, trying to make sure our processes and our systems are in place. We have ... help me with the membership, we have an administrative function now that really kind of oversees and trains and helps us make decisions. But we have a process advocate group that is really working with the students in the situation for education and for healing. That's really their goal. It's not, as Jamie said earlier, it's not a punitive process. We don't investigate incidents. We hear the student where they're at at that point in time and try to help them heal, try to help educate others involved so that we are responding, not just reporting the information that's happening on campus. So what we thought we'd do now is if , an opportunity tooof hear what we've seen over the last year and the past and the reporting as we've tried to get students this option. So Gwenne, you want to talk about FY 18, 19? Yeah, go ahead.

[0:35:17]

**Jamie Butler Chidozie:** It might be helpful just to have a little bit of background before we get into the numbers and I won't take long just about our processes and feel free to ask any questions that you might have. Um, so as Paula was saying, change the bias reporting to be more, to look more into how do we empower students as they are processing, but also how do we educate campus to do the same thing. And so you might be wondering, well, what does that look like? So when a student, and we've even had some faculty and staff members submit a report, what typically happens is that when it comes to us, we read the report. We get, uh, as much information as we can, um, many times of what you'll find with, with Gwenne, will share, we'll have a lot of our reportees just wanting us to know. They, we give them the option, they can report anonymously, they can put their name on it, but that doesn't necessarily mean they want follow up from a process advocate. But let's say they do want follow up. One of our members will just send a quick email to say, hey, do you want to stop by the office? Let's have a chat. Let's have a discussion. We do that. We share what some other resources here are on campus, other places that they can go. And then along with them tried to come up with or help them create more of an empowerment plan. And that might be at my next group meeting in my classroom where I'm feeling silence. I'm going to try this approach when I speak. It might be, did you even attempt to talk to your professor? And if you did it, can we give them the benefit of the doubt and go to an office hour? It's like, okay, so when I get to the office hour, how do I approach this conversation with my faculty members? So it's having a lot of that. So that's, those are the types of conversations that we're seeing. So that just might be helpful just in understanding kind of what we're talking about when we're meeting with students.

[0:37:14]

**Gwenne Berry:** And to add to what Jamie said, I'm not sure Paula, did you talk about the fact that both Leah and Alison are members.

[0:37:21]

**Paula Knudson:** I did go over membership.

[0:37:23]

**Gwenne Berry:** Well compliance and equity management sits on our exec side as does the Dean of students and that way we know that any cases that belong to compliance and equity management go there immediately. And the Dean of students is there just because she's an excellent resource and also has a sense of patterns to, for people who've had, um, concerns in the past. I'm going to take care of the numbers that we saw from 18 to 19 and then Jamie will do 19 to 20. That was our first year we saw, and we didn't start right at the beginning of the year either. We saw 31 cases, well over half of those were about race or ethnicity. Then after that was accessibility. So our students have concerns about being able to get around particularly um, regarding snow removal after that was sexual orientation and after that was

religion. And I wanted to give you just a couple of examples of the kinds of cases that we do here. When you hear the number 31 and you feel like, well that's not very many, keep in mind we had not started our marketing it the beginning of the year either. And we are finding a lot of our students don't know where to go to report issues. They think they've got one option and that is that they can go to compliance and equity management, which is a great place to go when you are looking to have certain things done. But when you want a restorative process, when you want someone to maybe be your advocate to sit with you while you talk with your professor, talk with someone else in your class, we are, uh, we're the group to go to. We find that it's primarily students who bring cases forward, bring in, I should say incidents forward. When faculty and staff fill out an incident form, it is usually on behalf of a student or to a, report for the student. The kinds of cases we hear are everything from someone who is concerned about snow removal to someone who has been um, misnamed or misgendered. And they're concerned about how do I talk about this, how do I keep it from happening, to more complicated cases that don't belong to compliance, but, uh, definitely have more arms. For instance, we had a situation where young women involved in a club traveled with the club, but when they got there, found out that they didn't have hotel rooms and these were all black women, they were given the option of sleeping in a room with other women even though they'd been told before they left that they had a room and in fact given a number and were told when they got there, well, you have the option sleeping on the floor in this room or here's a cot for you. And you can see all of the sort of historical issues that come to play with something like that, but that isn't necessarily a case that belongs in compliance and equity management. And what we do is exactly what Jamie said. We bring parties together to talk. We bring, um, issues to the attention of department heads, sometimes to professors who don't know what's happening in their class. Um, and we also have conversation with, with our students.

[0:40:44]

**Jamie Butler Chidozie** : For this past semester, we've had 36 cases, uh, reported last semester. Of those, uh, the numbers are very similar. The number one is around race and ethnicity. However, our number two was around our LGBTQ issue. So that's number two. Disability services is our number three. And then actually our military and veteran, uh, students would be our, our number four in that order. Um, one of the interesting things that we are finding, uh, that's a little bit different than our 18 to 19 year. Again, and I think it's because of some of the conversations that we've had with various groups is that, uh, most of those who report identify as women and many of those students actually identify as white and are reporting on behalf of a friend or something they see happening in the classroom. So that lets us know a couple of things. Is that what our education is working because now our white students are kind of questioning, calling into question some of the interactions that they're seeing and are acting in allyship and saying, hey, I saw this, I asked my friend permission if I can share this, can you kind of help not just the students but our environment so that has been great. Another aspect that we have seen that's been a little bit different, and this is literally only with maybe about two or three of those complaints have been issues around curricular, uh, diversity. And so I'll give an example. Um, and I won't be specific cause I don't know. I don't want anybody to be offended. The faculty members know and so it's like, so, so if it really is all good, actually it turned out to be a great moment. Uh, was actual, um, pedagogy presented and the students just questioning

like, Hey, I'm bringing up a different aspect. Like, well, this didn't necessarily start with the Greeks. This actually we found information that this started in uh, the Middle East. So why are we, why are we only presenting this one side? And so that's been interesting but that's only happened like a couple of times. But I did, I did want to highlight that as something different. And so the, what does that tell us that's telling us is that our institution, our students are taking a more broader look, a lens by which they're looking and having conversations about diversity and diversity and inclusion. We are hoping and are expecting that with our concerted effort this semester, like a full on launch, that our numbers are going to grow with our reports. That doesn't mean that it's not happening. That's typical of where you're instituting something like this. That the numbers tend to spike. Um, but we feel like we'll have a more accurate representation of what's going on on campus and then how we can manifest diversity inclusion on campus. So it's not just with the chief diversity office, it's not just with diversity inclusion, social justice, but it's really manifesting other on campus. We've had a lot of positive response from faculty, shout out to social work, shout out to social work. How is it that, there's just, who are being pro, just very proactive in contacting us and doing anything from, hey, just come and talk to our faculty to hey look at this, that this looked like a good land acknowledgement statement. Like just those types of small things. And so those are some of the things that we are seeing. I could keep going, but I don't think I should...

[0:44:26]

**Gwenne Berry:** Very quickly. We do know that uh, groups like ours, climate response teams, bias response teams are being questioned in various places around the country, including at Iowa State. And we do know that there could be some impact to the way that we carry out our work. So if there are changes, we will certainly be back to let you know what those are. But right now we're operating in the way that we just shared with you.

[0:44:51]

**Jamie Butler Chidozie:** And just kind of piggyback on that, we really are messaging and want to message and differentiate ourselves from what's going on with Iowa is that our process is not a punitive process. We're not expelling students or suspending, it's more educating, bringing up awareness and um, and voluntary. Um, and so they're, and some are trying to lessen their concern around free speech limitations and, um, students aren't coming in thinking like, oh, uh, other students or faculty members are being punished for because this happened in a classroom, this happened in a residence hall or in the dining, it's more so how can I, uh, how can I manage through the situation? How can I broach conversations with my peers specifically those types of things. Any questions? Yes.

[0:45:55]

**Leigh Zeitz:** Um, when you listed the kinds of cases you've had this year, you said race, ethnicity, LGBTQ plus, and then you said military. What was the third one?

[0:46:03]

**Jamie Butler Chidozie :** Military?

[0:46:05]

**Leigh Zeitz:** No, before the...

[0:46:07]

**Jamie Butler Chidozie :** Disability.

[0:46:08]

**Leigh Zeitz:** Disability. Okay. Thank you very much.

[0:46:13]

**James Mattingly:** Good. Thank you, Leigh Zeitz. Others who have questions. Please. We have plenty of time.

[0:46:17]

**Gwenne Berry:** The man said please.

[0:46:21]

**Jamie Butler Chidozie:** I want to share with you kind of what's going on with Stop Bias week. And so we have students who are tabling in Maucker Union and will be tabling and kind of getting the word out to students, more students in faculty staff about, about CRT. Um, tomorrow, uh, we will be in the dining halls with some, uh, efforts. And then Wednesday has kind of just like our visual day, um, with our, our t-shirts. And then we're still in constant communication with student orgs. And getting back on the agenda just to refresh people. We've had a lot of positive response from faculty members, um, over winter, winter break. And so I know myself, I'll be in various areas around campus this month before I, I drop the twins here. So in the next six weeks I'll be kind of going around to those faculty members who have requested, um, for us to go.

[0:47:17]

**Danielle Cowley:** Hi, this is Senator Cowley. Um, so for, for students who, so you talked about the, an empowerment process for students to help them respond if students may not be comfortable, what kind of processes might be in place for faculty to restore?

[0:47:34]

**Jamie Butler Chidozie** : Yeah, absolutely. No, fabulous question. And so I can give you several examples of some things that have happened. And so, um, when a faculty, let's say when a faculty member is named, we still contact that faculty member because a lot of times what we find is that they're unaware of that it, that there's a situation that's happening. And so, um, a lot of it is just having conversations with that faculty around, um, how to help not just that particular student but to, uh, uh, uh, an inclusive classroom approach to that. And so one of the biggest things that I tell faculty member, our number one complaint in the classroom is around group work. I would say probably 95% of issues that particularly from our students of color, our military students and our LGBTQ students is centered around group work. And so we asked faculty to think about how they, um, the parameters by, uh, by how they implement a report. What do you need it? Do you need it? Are there other options? If you, if you do need it, can students opt out of group work, how are we scaffolding that? And I come from the education background too. So, um, so there's just some more specific conversations that I've had with departments and things like that. So it's helping, helping, helping with that as well.

[0:49:02]

**Leigh Zeitz**: Could you tell me about what are the problems that we have with group work?

[0:49:08]

**Jamie Butler Chidozie** : Yes, absolutely. Um, silencing, um, being, feelings of being left out. They don't.... Silencing in a sense, let's say. Um, they will offer up ideas about topics within, uh, within a particular topic and felt like no one in the group is listening or that, um, someone else will, will share their idea in a different manner, in a different way. And all of a sudden everyone's on the same page. Everybody kind of understands. We have, there's a big issue when it comes to evaluation. Um, there are some, um, bias in evaluations and so no matter how much work the minoritized student may put into that group work, they tend to be scored lower. Um, and so it's, do we have just a number or is there some narrative around the group work where students can, um, talk about exactly what each group member did instead of giving them like a three out of five or a four out of five. Um, so those would be the main concerns around the group ,the group work experience. We've had actually had students, there's a couple of seniors, um, who, uh, who had, who talked about this and say that they actually have expected it every year that they're at while they're here at UNI, that they'll have some type of conflict they've been able to manage and many of them feel like they've been able to manage better since, you know, given tools instead of, um, a lot of times they'll just, uh, suffer in silence or accept the grade accept the three out of five. And now it's kind of let me have conversations with my team members to say, hey, it feels like you're docking me for things and can you share with me, can we have more of a discussion? Or they take it to their, their instructor and their professor, whoever it is that might be teaching the class to say, hey, I'm feeling like this. Can you, can you then provide me some advice on how to manage, cause you faculty are the experts in their disciplines so you try to build that route as well. I'm talking about group selection. Yeah, yeah, yeah. Just, just the whole group selection from choice, the whole, the whole process.



[0:51:30]

**Douglas Mupasiri:** Doug Mupasiri, I'm filling in today for Syed Kirmani. Do the students feel free to name a professor on issues such as the ones that you just mentioned?

[0:51:41]

**Jamie Butler Chidozie :** Yeah, I, I'm not sure that we have enough data, um, to, to, to, um, to say that exactly. I am really excited and looking forward to what this looks like. Um, it, cause I feel like I'm talking a lot [overtalk] in conjunction with our kind of response survey. I think we'll get some more in depth cover. You know, some more in depth data around that. I think they're starting to, to feel that. We're definitely hearing that they're, they're feeling more satisfaction, at least feeling like they're being heard. So there definitely is that feeling. But freedom, I'm not necessarily,

[0:52:30]

**Gwenne Berry:** I would say the part of, um, part of their comfort level in sharing what has happened and who they believe was the perpetrator. It comes from relationships. The fact that they know these people and have worked with them, are process advocators they've worked with them in other areas or on other projects, you know, for other reasons. So they feel comfortable with the person. It isn't cold. I'm going in to talk to Glen and I've never seen her before and don't know who she is. That's what makes it difficult. Or one of the things that makes it difficult.

[0:53:07]

**Douglas Mupasiri:** Well, what I, what I, uh, the reason I asked is, you know, I've had students come to me, with issues like that and generally they don't want me to even raise that issue, the professor, they just said, I want you to know.

[0:53:24]

**Jamie Butler Chidozie :** And many of our, and many of our reports, our reports are that they, whether they put their names on it or not, is that we just, we want you to know, we have the conversation. We have been having conversations on, uh, cause we're, we're tweaking. It's a new process. And so of course we're tweaking. We're trying to figure out what's the best approach. Um, with the understanding you can't be everything to everybody, but still there's still some best practices and the best approach. What is our responsibility that even when, um, uh, they don't want us to like bring them in or a response. Do we still have a responsibility to, to share that with someone? That's where the collaboration with the Dean of Students office and the OCM, that's why that's important because we can have that in our administrative executive meeting, have those conversations about those things. Because OCM might have some information in regards to a faculty members to say, Oh, we've received four reports for this faculty member. So this is for, while the student doesn't necessarily want any follow up on this

situation, this is helpful to our process and how we engage, um, uh, with, with, with faculty. We have had some, um, uh, not just with faculty, with staff as well. Some students even putting in their report, we want you to do something but don't tell nobody it was me kind of thing. And so we're trying to, to manage that because they fear retribution, you know? And so it's like, well, how do you, how do you have that conversation? And so we've been kind of working through that, those types of situations as well. I hope that answers...

[0:55:12]

**James Mattingly:** Are there other questions?

[0:55:16]

**Tom Hesse:** Have you ever encountered anyone filing a false report? Especially since they're anonymous I'm just kinda curious.

[0:55:23]

**Jamie Butler Chidozie :** We've had people, I mean, submit reports that aren't bias related. But like false? No.

[0:55:33]

Tom Hesse: Okay. Well I bring it up because UNI's Department of Education has done research on course evaluations, and they found that 30% of students admit to making up stuff on course evaluations, at least at one point in their career at UNI. That's almost one out of three. Now that's not to say they're lying on every evaluation for every course, but one of the three that they've done it once, and it's usually to get revenge for a grade. And so that's why I was kind of curious if someone might file a false report to get-

[0:56:00]

**Gwenne Berry:** We don't investigate.

[0:56:05]

**Tom Hesse:** Yeah. You wouldn't know any... They wouldn't know anyway. Okay.

[0:56:07]

**Jamie Butler Chidozie:** Yeah, it's, it's more about like, um, a particular experience that they might have. And so even when they do want to follow up, um, a lot of the way we process is, um, it's actually challenging students because it's all about perceptions, so to just provide them an opportunity to get it out, but also to talk to them about, okay, let's try to broaden

perspective. Let's try to look at this from a multifaceted approach to see um, is there anything that could be misconstrued? But I know of all....

[0:56:46]

**Tom Hesse:** The course evaluations, so that tends to weed out the false stuff. I'm just kind of curious.

[0:56:52]

**President Nook:** If a report comes in that crosses the line into Title IX this group doesn't handle it. It goes to OCM and there is an investigation and that's where a false report could be fair to doubt, but that isn't a climate response report at that point.

[0:57:14]

**Jamie Butler Chidozie :** In some things, it's language too. So it's educating students, faculty and staff on what bias is. So like a report that comes to mind where we had to have some more education about, okay, is this bias was the peanut, peanut day in the dining hall. And someone's like, oh my God, how dare you have a peanut day? You're going to, I'm going to be swelling up by noon, you know, and so it's like I'm being targeted because dining has a peanut day, no less have, you know, I want follow up. Let's have a conversation of what bias, bias is. That's a concern. And you can definitely report that concern to the safety page. Um, but that doesn't fall under bias. And then to what is, you actually have other options. You can go to this dining hall, you can have, you can go here, you could go there. You have access bias is denying access, um, to something. And so it's just having those educational moments. So we've had more, I would say that's probably the closest thing, perceptions. Yeah.

[0:58:28]

**James Mattingly:** Francis Degnin did you still have a question?

[0:58:32]

**Jamie Butler Chidozie :** I'm sorry. I...

[0:58:35]

**James Mattingly:** Thank you, President Hawbaker.

[0:58:36]

**Becky Hawbaker :** I thank you so much for this work. This process is so necessary and so needed. Um, I also just wanted to offer the support of United Faculty and the cases that involve faculty. So we already do a lot of one on one work with faculty who need some assistance or

who are concerned about an issue that has arisen in their classroom and we would love to partner with you and, and solving these problems. That's part of what we exist to do so.

[0:59:05]

**Jamie Butler Chidozie** : So we have expanded, we did have a faculty member, um, we've always had a faculty, faculty member--oh, hi!--so last semester because of scheduling we couldn't, but this semester we've actually expanded. They, still we have a couple of faculty members that'll be serving on a CRT, um, for the rest of them.

[0:59:25]

**Becky Hawbaker** : Sure. But I mean, if there's a case with an individual faculty member and you need someone to maybe talk to them, faculty to faculty and just to say...

[0:59:33]

**Jamie Butler Chidozie** : We've done that at least once and um, really enjoyed the, I shouldn't say enjoy, appreciated the collaboration. Um, and the way that faculty, United Faculty has said to us, use us, let us help you.

[0:59:53]

**President Nook**: Just one last comment as, as a side piece to this, the important part of the work is the restorative part and the caring, the care for students and faculty and staff on our campus. A side piece of this is better being able to define the climate and the climate issues and the challenges that we have on our campus as we bring the reports together. And especially this supplementing what we will do with the climate survey results, right? One case with the climate survey, we get people saying, well, these are, these are reports to questions we've asked them, right? So they're engaging in a question, they're responding to that question. It's how they feel that day. On the other hand, these are people that have been in a place that they felt challenged living on our campus and took the initiative to report it. And so there's two different levels of sort of reports here. Both of them go together to give us a much richer look at the sort of issues and challenges that we have to address. The other thing that a climate survey doesn't give you is how is that handled? Where here we will have some information on what was the response? How did the student respond? How did other students respond? How did we as a campus respond? So it really is a much richer piece than a, a simple, simple isn't quite right but, but a straight forward respond to a question in a climate survey. So it's a very valuable part of the work, but it really is, I'll say tertiary to the work. Um, helping and supporting the students, the faculty and staff and improve the climate is what it's really all about. We get some data that will then, uh, let us do some systemic things as we see own. Most of our reports are coming on race and ethnicity, LGBTQ accessibility, military. Now we've got some things we can look at and, and what's it look like? What kinds of race and ethnicity reports are we getting? What kind of reports from our veterans and military status are we getting? So it'd be really helpful to us in the long run.

[0:62:00]

**Leigh Zeitz:** Um, Senator Zeitz. What kinds of issues do the military run into?

[0:62:05]

**Jamie Butler Chidozie :** Um, it mainly accommodations, um, have leave, uh, those who are suffering from PTSD. Um, just simple things like, uh, classroom environment, not wanting to sit next to windows, that not being accommodated. The group work thing, um, mirrors that, that our, our students of color in particular are reporting. Um, so that, Oh, uh, a big piece --plagiarism, which is not really bias, but it's just, it has to do with just the, the academic experience. Um, so those types of things.

[0:62:50]

**Francis Degrin:** How does that play a role?

[0:62:53]

**Jamie Butler Chidozie :** They don't, they don't write just a combination to, so they have a lot of issues with group work, people picking them because there's this stereotype that they can't write. Um, they're not academically ready. Uh, and so running into those things. So being picked last or not plagiarism, plagiarism, the plagiarism side, it's because they don't, uh, in the military, unless they, I wish Chaquita was here, she could explain it, unless they get to a certain level in the military, they don't write, like they don't write at all. And so it's having just conversations about how to talk to your, how do you talk to your professor. So they feel targeted because they can't write. And so what we've tried to do is like, instead of feeling okay, you feel targeted, how do you have the conversation with your, your faculty member about the experience? Um, because they probably don't know. They probably don't know, know that. And so it's more, it's more of that, it's more how to impact their, their, their lived experience in the classroom. That's a classroom experience.

[0:64:05]

**James Mattingly:** I find that even mine, I only teach seniors and [inaudible] students and I find that even some of my graduating seniors still do not understand what plagiarism is.

[0:64:17]

**Jamie Butler Chidozie:** It's just giving them tools to advocate for themselves. Like, we're all people like just empowering and trying to empower them to have the conversations instead of not having the conversations. Cause here's what happens. It starts off with the other students and then that's when we get the idea of no one cares. No, everyone cares. Everybody

cares. And so it's just like, just keep them. We just don't know. We don't know how to help your lived experience if we don't know. And so it's just bringing awareness to that experience.

[0:65:00]

**James Mattingly:** Are there any other questions? Well, thank you so much for coming. This is such important work. We have only one more agenda item. Is there a motion to adjourn? Motion by Leigh Zeitz second by Nicole Skaar. And we are adjourned. Thank you.

[Audio Ends]

[0:65:34]

## APPENDIX

Department of Political Science



December 1, 2019

Prof. James Mattingly  
Chair, University Faculty Senate  
Sent via e-mail

Dear Chair Mattingly:

I write in support of Taifa Yu's application for emeritus status. Professor Yu came to UNI in 1998 after earning his Ph.D. from the University of South Carolina. He earned tenure and promotion to associate professor in 1993.

Professor Yu's scholarship has focused on relations among nation-states of east Asia, particularly China, Taiwan, Japan, and Korea, often exploring the role of China within the region. In recent years he has examined the role of key policy-makers in decisions about the Korean War. His scholarly interests complement his teaching. He has frequently taught the Non-western Cultures: China course, and has also taught Contemporary Political Problems, East Asian Politics, Comparative Politics, and Comparative Foreign Policy.

During his time at UNI, Professor Yu has been a good departmental citizen, serving on departmental committees and on the College of Social and Behavioral Science Senate. The Department will miss him, but wishes him the best of luck on his retirement.

Very Truly Yours,

A handwritten signature in cursive script, appearing to read "C. Scott Peters".

C. Scott Peters  
Professor and Department Head