

3-28-2005

University of Northern Iowa Faculty Senate Meeting Minutes, March 28, 2005

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SUMMARY OF FACULTY SENATE MEETING 3/28/05

CALL TO ORDER

Chair Bankston called the meeting to order at 3:15 P.M.

APPROVAL OF THE MINUTES

Motion to approve the minutes of the February 28, 2005 meeting by Senator Chancey; second by Senator Mvuyekure. Motion passed.

CALL FOR PRESS IDENTIFICATION

Jim Stanton, Waterloo-Cedar Falls Courier, was present.

COMMENTS FROM PROVOST PODOLEFSKY

The Provost distributed a memo from the February Board of Regents meeting outlining changes in Board policy. He noted that the new policy requires new programs to go to the Council of Provosts first for Permission to Plan and deal with program duplication issues. The institution itself has the authority to approve their own programs as long as the duplication issue has been resolved.

Provost Podolefsky also noted that under the new Board policy, program name change approvals will be a Consent Docket item for the Board once the Council of Provosts has completed their work. In light of this, the Provost brought forward a program name change from HPELS; Bachelor of Arts in Health Promotion to Bachelor in Public Health, which has been approved by the college senate and the University Curriculum Committee. If addressed by the Senate it will go on to the Council of Provosts (COP) and to the Board as a Consent Docket item.

Motion to accept by Senator Chancey; second by Senator Heston.

A lengthy discussion followed with Sue Joslyn, HPELS, present to answer questions.

Motion to accept the change from Bachelor of Arts degree in Health Promotion to Bachelor's degree in Public Health passed.

COMMENTS FROM FACULTY CHAIR, DAN POWER

Faculty Chair Power stated that he, Chair Bankston and Gene Lutz met with President Koob on Friday, March 25, to review materials from the President's Five-Year Review. President Koob's review will be an agenda item at the April 11, 2005 meeting.

He also noted that there was some confusion concerning the campus elections conducted last week on My University. The election will be re-run the week of April 4.

A new version of the white paper is posted on the web. The Campus Advisory Group (CAG) and is asking for comments to be submitted by April 4. The CAG will meet again on Tuesday, April 5 to finalize recommendations and will bring those to the Senate on April 25.

Faculty Chair Power also noted that he was asked to sit on the Catalog Committee, which is looking at changing the way we produce the UNI Catalog and asked the senate to e-mail him with suggestions for changes to the printed catalog.

He also commented that he is also on the Retention Committee with Senator Patton and they are looking to see if there are some institutional barriers that may hinder retention of freshman and sophomores.

COMMENTS FROM CHAIR, RONNIE BANKSTON

Chair Bankston noted that he attended the Board of Regents meeting March 14 and 15. At that meeting the Board congratulated the Provost on his new position and applauded his accomplishments at UNI. President Koob also did an initial presentation of UNI's Strategic Plan.

Chair Bankston stated that he has been invited by faculty leaders at Iowa State to participate in a Faculty Leadership Conference, Friday and Saturday, April 1 and 2.

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

873 Emphasis in Software Engineering

Motion to docket in regular order as item #783 by Senator Chancey; second by Senator Pohl. Motion passed.

874 2004 Annual Report, Committee on Admission, Readmission and Retention

Motion to docket in regular order as item #784 by Senator Pohl; second by Senator Chancey. Motion passed.

NEW BUSINESS

1. CETL Committee

Chair Bankston noted that one of the items that has come forward on the white paper from the CAG is the Center for the Excellence in Teaching and Learning. A deadline has been set to report back to the Senate in December 2005 regarding goals and objectives of the center and with a description for the director's position, with the ultimate goal of full implementation July 2006. A lengthy discussion followed on whether to establish a new committee for the Center for Enhancement of Teaching and Learning, or to continue with the current committee.

Motion by Senator Chancey for Chair Bankston to form a taskforce that will begin to examine the possibility of forming the Center for Excellence of Teaching and Learning, reviewing past documents, examining ways the center may engage with other units on campus and other faculty in the broadest sense; second by Senator MacLin.

Motion passed.

2. Honor System

Chair Bankston stated that last fall representatives from the university's American Democracy Project made a presentation to the Senate on an honor system. The Provost has suggested that it might be appropriate for the Faculty Senate to convene a committee that would explore an honor system at UNI in greater detail. Mitch Strauss, Design, Family and Consumer Science, and co-chair of UNI's American Democracy Project, was present to discuss this with the Senate.

Motion by Senator Heston for Faculty Senate Chair Bankston to appoint a taskforce to examine the possibility of developing an Honor System at UNI; second by Senator Chancey.

Motion for the creation of a taskforce to examine the possible development of an honor system writ large with the taskforce members to be appointed by Chair Bankston was passed.

3. Intensive Study Area

Senator Heston brought forward an information item, seeking clarification from both Provost Podolefsky and Associate Provost Koch. She noted that HPELS is proposing two new intensive study areas for the Doctorate degree; an intensive study area in Community Health and an intensive study area in Rehabilitation Studies. She noted these are quite different from current programs and there has been some debate about whether an intensive study area constitutes a new program and thus would need to go through the traditional new program review process, or whether it is more like a certificate and where you would not need the Provost's review and such. Discussion followed.

Senator Chancey thanked Senator Heston for bringing this forward and noted that this will allow the senators time to investigate it prior to it coming before the Senate next year in the Curriculum review process.

CONSIDERATION OF DOCKETED ITEMS

782 Capstone Waiver [Waiver of Experimental Course Policy for New Capstone Courses]

Motion by Senator Chancey to approve the Capstone Waiver; second by Senator Herndon. Motion passed.

ONGOING BUSINESS

Chair Bankston distributed a list of Curriculum Process Questions that he put together with former Faculty Senate Chair Melissa Heston and asked the Senate to review them and be prepared to address them at the next Senate meeting, April 11.

In response to Chair Bankston's question, Provost Podolefsky noted that the Cabinet had addressed and approved the issue of the Senate moving into the Great Reading Room.

Senator Mvuyekure stated that colleagues have voiced concern that all payroll information, pay stubs included, are only available through MEMFIS. Discussion followed, noting that employees can get an employment verification letter from Human Resources and that all faculty members receive an evaluation letter from their department head at the end of the academic year.

Senator MacLin stated that he has received calls from colleagues voicing frustration with parking on campus, specifically the fact that there are no motorcycle parking spaces available in the A lots. Faculty Chair Power responded that there is a Parking Committee but suggested they contact Dave Zarfis, Director of Public Safety.

Faculty Chair Power also noted that the plans for the construction of a new parking garage are close to being finalized. This structure will go behind the Gallagher-Bluedorn Performing Arts Center and will create an increase of 450 parking spaces on campus. He noted that there is concern that the sounds from the parking garage not affect the Gallagher-Bluedorn.

Faculty Chair Power also noted that there will be a reception for Provost Podolefsky on Tuesday, April 26, 3:00 - 5:00, with more information coming.

ADJOURNMENT

DRAFT FOR SENATOR'S REVIEW

MINUTES OF THE UNIVERSITY FACULTY SENATE MEETING 3/28/05 1619

PRESENT: Ronnie Bankston, Karen Couch Breitbach, Cliff Chancey, Cindy Herndon, Melissa Heston, Rob Hitlan, Susan Koch, Otto MacLin, Pierre-Damien Mvuyekure, Phil Patton, Aaron Podolefsky, Gayle Pohl, Dan Power, Denise Tallakson, Dhirendra Vajpeyi, Donna Vinton

Jerilyn Marshall was attending for Barbara Weeg and Dale Cyphert was present representing the College of Business Administration as Susan Wurtz and Mir Zaman were both absent.

Absent: Chris Obgondah and Steve O'Kane

CALL TO ORDER

Chair Bankston called the meeting to order at 3:15 P.M.

APPROVAL OF THE MINUTES

Motion to approve the minutes of the February 28, 2005 meeting by Senator Chancey; second by Senator Mvuyekure. Chair Bankston noted that on the fourth page of the minutes that were sent to the Senate there was a line missing that did not print out, and that this will be included in the final version of the minutes. Motion passed.

CALL FOR PRESS IDENTIFICATION

Jim Stanton, Waterloo-Cedar Falls Courier, was present.

COMMENTS FROM PROVOST PODOLEFSKY

The Provost noted that he had intended to distribute a cover memo from the Board of Regents outlining changes in Board policy. He noted that the memo included both the old policy and new policy, which senators can look up on the BOR website, February Docket, item 6B. He also distributed: Board Policy 6.05 Academic Review and Program Planning Approval, 6.06 Criteria for New Centers and Institutes, 6.09 Principles and Standards for Program Duplication. When programs for approval go to the BOR the Boards' primary concern is not with the academics but with program duplication. The new policy is to have things go to the Board first for Permission to Plan and give the institution time to approve the substance of the program. The institution itself has the authority to approve their own programs as long as the duplication issue has been resolved at the Council of Provosts.

He also included section 6.10 Academic Freedom and 6.11 Campus Speakers and Programs, noting that in 6.11 the Board had changed it to "encourage" students and staff to hear diverse point of view rather than "permit."

Provost Podolefsky also noted that under the new Board policy, program name change approvals will be a Consent Docket item for the Board once the Council of Provosts has reviewed it. In light of this, there is a program name change from HPELS that has been approved by the college senate and the University Curriculum Committee, and is being brought forward as an informational item; Bachelor of Arts in Health Promotion to Bachelor in Public Health. Chair Bankston agreed that it could be brought forward as an informational item given the approval at both the college senate level and the UCC. If approved by the Senate it will go on to the Council of Provosts (COP) and to the Board as a Consent docket item.

Chair Bankston noted that this item has been approved by the department, college senate and the UCC. The Faculty Senate also needs to address it, and if approved, it will move on to the May meeting of the COP.

Motion to accept by Senator Chancey; second by Senator Heston.

In answer to Senator Herndon's question concerning why this needs to go to the BOR and other curriculum changes do not, Provost Podolefsky responded that name changes are a separate category in the new Academic Review and Program Planning Approval process. New programs go to the COP to address the duplication questions. If there isn't a change in content of the program, then it is a consent item and does need the Board's approval.

Senator Heston commented that while this is a name change, it does sound like a new degree, as we do not currently offer a Bachelor degree in Public Health. Since UNI currently offers a Bachelor of Arts, a Bachelor of Fine Arts, a Bachelor of Music there may be a concern that we may be setting a precedent for having Bachelors degrees for majors. This looks like a potential policy for a proliferation of degrees, not new programs, that specify a specialty in a certain area rather than the broad Bachelor of Science or Bachelor of Arts degrees. Senator Heston did some checking and found that this is not a common degree and found little evidence that this degree is moving forward. She noted that there are a lot of Masters of Public Health programs, and could this lead to changing our master degrees from science and art to the more specific Masters of Public Health, and just call it a name change without taking it through the traditional curriculum process, which our sister institutions may object to.

The Provost responded that it may be a new degree but in reality it's just a new name for the same content. We may be setting a precedent but that would be okay because the bodies that are closer to those fields have approved it.

Sue Joslyn, HPELS, stated that there are precedents at other universities, John Hopkins and Tulane, and it is a recognized degree name. It would be similar to a Bachelor of Music degree that we have here at UNI. Because the content is not being changed, only the title of the degree, it is being considered as a name change. She also noted that a Masters of Public Health would never be offered at UNI because there is a College of Public Health at the University of Iowa.

Senator Heston noted that she has a printout from John Hopkins, which shows the institution offers a BA/MHS. Dr. Joslyn noted that that is separate degree from Public Health; it is a combined BA/MPH degree that is began at the bachelor level and continued through the master's level.

Senator Heston also noted that it is interesting to find so little reference overall in a Google search to institutions offering this kind of degree. She does agree in part with the Provost that it is just a set of letters, not new programs. However, at some point there were criteria as to what a BS degree would be and what a BA degree would be, and we have reasons why we differentiate between the two.

Provost Podolefsky responded that it is sometimes hard today to figure out what those differentiations are. Part of the difference is length of program, noting that UNI's BS requires six more credits than the BA. The B.S. degree is also more math intensive.

Senator Vinton asked the reasons for making this change, noting that the health promotion major is capable of taking a variety of shapes which is a strength of the major. She perceives the Public Health program to be more narrow in focus. Dr. Joslyn replied that they felt the Public Health designation would be a broader umbrella, which could include Health Promotion, Women's Health Issues, and more global health kinds of issues, leading to expanded job opportunities.

Dr. Joslyn distributed the name change form to the senate for their review.

Senator Herndon asked if name changes can go through at any time, and is this why this is coming forward at this time. The Provost responded that yes, name changes and new majors can go through at any time.

Motion to accept the change from Bachelor of Arts degree in Health Promotion to Bachelor's degree in Public Health passed.

COMMENTS FROM FACULTY CHAIR, DAN POWER

Faculty Chair Power stated that he, Chair Bankston and Gene Lutz met with President Koob on Friday, March 25, to review the materials from the President's Five-Year Review. President Koob's review will be an agenda item at the April 11, 2005 meeting.

He also noted that campus elections were on My Universe last week. There was some confusion as the election was not publicized and there were problems with the voting roster. The election will re-run the week of April 4, with an e-mail going out prior to that. He noted that there are problems with My Universe; many people do not check it regularly and because of that, many people have forgotten their password. He urged the faculty to check their My Universe user name and password. Dena Snowden, Faculty Senate Secretary, confirmed that the voting mechanism has been approved and it will run from 8:00 A.M., Monday, April 4 through 5:00 P.M. April 11. Faculty Chair Power noted that e-mails will go out to all voting faculty and urged the faculty to vote.

Faculty Chair Power remarked that there is a new version of the white paper posted on the web from the Campus Advisory Group (CAG). They are asking for comments by April 4. The CAG will meet again on Tuesday, April 5 to finalize recommendations and those items that the Senate needs to take action on will come to the Senate on April 25. One of the major items he noted is the Center for Teaching and Learning Excellence.

Faculty Chair Power also noted that he was asked to sit on the Catalog Committee, which is looking at changing the way we produce the UNI Catalog. There will be a new catalog coming out for the 2006-2008 academic year. He asked the senate to e-mail him with suggestions for changes to the printed catalog. They are also in the process of making

improvements in the web page and the goal is to streamline production of the catalog. He also noted that while the web is becoming a viable resource, many still prefer and use the paper copy

Senator Phil Patton, UNI Registrar, stated that he would welcome suggestions and it is important to identify the needs of those that advise students.

Faculty Chair Power commented that he is also on the Retention Committee with Senator Patton and they are looking to see if there are some institutional barriers that may hinder retention by freshman and sophomores. They are also looking to see if there are other changes that may increase our retention rates. He noted that UNI is doing great when compared to other peer institutions but we don't want to become complacent. In comparison to Iowa and Iowa State, their retention rates are a little bit better but they do things such as later withdraw dates that we may want to look at. One of the things he has suggested is an interdisciplinary course on personal planning. He noted that President Koob is supportive of efforts to increase retention to 86% for freshman, which would mean about 100 more students.

Senator Patton thanked Faculty Chair Power for his efforts in initiating this review of retention.

COMMENTS FROM CHAIR BANKSTON

Chair Bankston noted that he attended the Board of Regents meeting March 14 and 15. At the meeting the Board congratulated the Provost on his new position and applauded his accomplishments at UNI. President Koob also did an initial presentation on UNI Strategic Plan.

Chair Bankston stated that he has been invited by faculty leaders at Iowa State to participate in a Faculty Leadership Conference, Friday and Saturday, April 1 and 2, and will participate in two panels.

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

873 Emphasis in Software Engineering

Motion to docket in regular order as item #783 by Senator Chancey; second by Senator Pohl. Motion passed.

874 2004 Annual Report, Committee on Admission, Readmission and Retention

Motion to docket in regular order as item #784 by Senator Pohl; second by Senator Chancey. Motion passed.

NEW BUSINESS

1. CETL Committee

Chair Bankston stated that the Senate will begin to address this issue before reviewing the white paper due to time consideration. One of the items on the white paper generated by the CAG that is connected to faculty interest is the possible re-establishment of the Center for the Enhancement of Teaching and Learning. The senate would charge the committee, either the former committee or a new committee, with a deadline to report back to the Senate in December 2005 regarding goals and objectives of the center and a description for the director's position, with the ultimate goal of full implementation of the center Fall 2006.

The biggest question at this time, Chair Bankston noted, is should the Senate assign the task to the current committee or establish a new one. The current committee consists of Dianna Briggs, Business, Tim Bryant, Senate appointment from the Library, Melissa Heston, Education, Larry Leutzinger, Natural Science, Susan Koch, Ex-Officio Member, Jerilyn Marshall, Library, Roy Sandstrom, Social and Behavioral Sciences, and Bill Williamson, CHFA. Senator Heston noted that Roy Sandstrom has retired and Jerilyn Marshall noted that her term had expired.

Faculty Chair Power stated that at least one senator had expressed surprise to him about re-establishing the Center for Excellence for Teaching and Learning. It may be a good idea but by putting this committee together we are in effect saying if the committee's report is favorable than we will move ahead. He noted that while there is a physical space for this, we also need to address the budget, approximately \$200,000 - \$250,000.

Provost Podolefsky responded that the money will not need to come out of next year's budget but the following year, 2006-2007.

Dale Cyphert asked if the model would be the same as we had before. Faculty Chair Power replied that right now the assumption is that it will be a bit different with a broader mission. He also noted that this is a broader commitment on the part of the Senate if we go ahead and establish this committee.

Senator Chancey remarked that the faculty has not yet seen the white paper. Chair Bankston replied that what is in the white paper is very close to what he just presented to the Senate. Senator Chancey asked if by establishing a committee are we committing ourselves. Faculty Chair Power responded that we need to decide how to direct the committee, either looking at the viability of it or put together a mission and plan.

Senator Cyphert commented that it has been two years since the committee went through the process of what to do as there was no longer a director. The committee has conducted faculty interviews, campus-wide surveys, and reported back to the Faculty Senate with a series of options. It is not as though we need to begin from scratch.

Senator MacLin stated that usually, by setting up a committee they go out and explore something and then report back to the Senate with their information. The only commitment involved is the resources for the committee, but we are not obligated to buy into their recommendations. Here it sounds like if we resurrect this committee than we are

predisposed to agree to their recommendations, and he hopes that is not the case.

Faculty Chair Power responded that you can look at the committee in two ways, by re-activating this committee they can consult with us in April as to whether we should go ahead with this center, and if we approve it then the committee go ahead and put together a plan. Another way to look at it is that in December we can take their recommendation and either approve it or not. He thinks that if the Senate approves it this spring then what would happen in December would not be an outright disapproval of it, more of an effort to modify or change the recommendation.

Senator Heston asked if it might be helpful to obtain the previous report from the committee prior to the Senate's April meetings. Faculty Chair Power noted that this would be a good thing for the Senate to review and get input from faculty.

Provost Podolefsky commented that it is a good question as to who's authority actually establishes the Center for the Excellence of Teaching and Learning, and it is good to have this much interest from the Senate. The original center was established several years after a recommendation from the Senate that we have such a center, and he chaired that first search committee for a director. When it was here it had a great many supporters and some detractors, and when the strategy changed it had a great many supporters and some detractors. He suggested that a task force be created to look at what the center did, how it was evaluated, look at the work from the previous committee including its recommendations, look at other centers, and also be aware that part of the plan includes building new space for this center in a location with an eye on what it was going to become, co-locating with the Center for Educational Technology. The committee needs to be charged with looking at all that available information. We also need to be aware that we now have an Office of Assessment, which may or may not have been known to the people drafting the white paper, and there should be some collaboration between the two.

Senator Tallakson asked if the money is there for the salary for a director. Provost Podolefsky responded that the way the budget works is that you think a year or two ahead, and that money would need to be reallocated out the colleges at the end of this year and moved it to other areas. The question is, does the Senate want him to move money to a pot that will sit for a year and we won't be able to create new faculty lines, or increase other areas for faculty.

Senator Chancey noted that it is unavoidable to ask where the money is coming from but it's hard to answer the financing questions until a committee answers the question of what the charge of such a center might be. It is reasonable for us as a senate to be liberal enough to support an idea that we might investigate but we can't know what funding might be needed until we know what it is. He moved that a new committee be established and charge them with reviewing past documents and looking at ways to engage other units on campus, and to report back to the Faculty Senate in December 2005; second by Senator MacLin.

Provost Podolefsky remarked that the Senate may want to think about the

time frame for doing a search for a director, if it is within the committee's structure. The Senate needs to think about when they would want to start advertising in publications such as the Chronicle to actually hire a director to be in place by Fall 2006. He suggested that the Senate have an ongoing dialogue with the committee so we can know in November if such a recommendation will be coming and an ad can be placed in a timely manner to allow for interviews prior to the fall 2006 implementation.

Senator Marshall asked if each college and the library would have representatives on a new committee. Chair Bankston responded that the new committee would have representation from each college and the library.

Senator Cyphert asked the justification as to why a new committee needs to be established, why can't the old committee be used.

Senator Heston responded that from her perspective, that committee hasn't met for two years and they are short at least one member. Her term is up at the end of this year and she's unaware if anyone will be running for that. There were some questions in her college if anyone even needs to run for it as it is a non-functioning committee. There is some ambiguity as to whether it's a real, acting committee or a paper committee with no real existence. She believes it's always good to try to bring in new people with some new ideas to look at old stuff.

Chair Bankston noted that one of the benefits of establishing a new committee is that there is no history tied to individuals on the committee; they are not tied to what has been done in the past.

Senator Herndon replied that on the other hand, there is a benefit of continuity by having some of the people continue rather than having to "reinvent the wheel."

Faculty Chair Power commented that it is difficult, and if the Senate feels strongly that there is a need than it may be advantageous for Chair Bankston to appoint a taskforce, which will report to the Senate. This way they can get going quicker and once they report, then a committee can be elected. We are not bound to have an elected committee and we want some good representation but this may be more expedient and actually be better by getting a mix of people who have some experience and some with new ideas.

Senator Heston stated that there is nothing to stop the Senate from appointing a taskforce committee with some representatives from the old committee.

Senator Chancey stated that in his motion, he will further add that the membership of this committee be appointed by Chair Bankston; Senator MacLin who seconded the motion approved, both agreeing on a taskforce.

Motion for Chair Bankston to form a taskforce that will examine the possibility of forming the Center for Excellence of Teaching and Learning, reviewing past documents, examining ways the center may engage with other units on campus and other faculty in the broadest sense. Motion passed.

Provost Podolefsky noted that it might be helpful if he commissioned a budget for that committee to have for travel to other centers or to bring in experts from other centers. Chair Bankston responded that that would be very helpful.

2. Honor System

Chair Bankston stated that last fall representatives from the university's American Democracy Project made a presentation to the Senate on an honor system. The Provost was to form a committee to examine that issue, however, since he will be taking on a new position the Provost has suggested that it might be more appropriate for the Faculty Senate to convene a committee that would explore an honor system at UNI in greater detail.

Mitch Strauss, Design, Family and Consumer Science, and co-chair of UNI's American Democracy Project was present and noted that since talking with the Senate about an honor system he has also talked with the Student Senate who showed some enthusiasm toward the idea but also complacency, as though they were not real sure this was something they should put their energy toward. However a number of students did show interest when asked for volunteers. There are two goals in an honor system; first to create a sense of community among students, a sense of how we expect students to comport themselves on campus in terms of expressed academic honesty. The other goal, as suggested by data, is that campuses with honor systems have a lower propensity for cheating. He is asking the Senate to consider three options. The first would be to table this idea because to enact an honor system would require a commitment of resources. With the transition of the Provost, there's a potential that we could invest a lot of time that would result in no outcome. Secondly, would be for the Faculty Senate to find the committee. He would be happy to serve on such a committee, a group of faculty, students and other university personnel. The third option would be to charge him with putting a committee together.

Senator Chancey noted that other Senators sit on the University Honor's Advisory Committee, and that this topic has come up at their meetings. They are also looking at some way of building an honor system for students in the Honors Program. It is a topic that is generating interest on campus.

Provost Podolefsky commented that something needs to be done on campus as issues of plagiarism come to his office. If an honor system is not developed than at least the Senate needs to look at the issue of plagiarism and decreasing the instances of it on campus. Prevention is far more satisfactory than retribution. The whole question of honesty and plagiarism is a timely issue as it has resurfaced in the last year more intensely than it has in a long time.

Motion by Senator Heston for Faculty Senate Chair Bankston to appoint a taskforce to examine the possibility of developing an Honor System at UNI; second by Senator Chancey.

Bev Kopper, Special Assistant, Academic Affairs, noted that there is

interest from the Education and Student Services people on this as there are orientation sessions that deal with academic expectations as well as ethical student behavior.

Senator MacLin stated that he would hope the committee would begin from a broad perspective rather than just calling for an honor system. He asked why the Senate is the starting point for this, aren't there other areas in the university that would foster something like this?

The Provost responded, noting that at one point he thought of appointing a taskforce to look into it but thought it would be better coming from another area. This is one of those issues that you would like the Senate to "buy in" and it's logical that the Senate would address academic integrity. He would like to see the Senate pro-active in terms of policies as opposed to a "gate keeper" function. This is an opportunity for the Senate to say we as a faculty believe this is important.

Vice-Provost Koch noted that several years ago she took several faculty members and department heads to a conference on ethics and plagiarism at the University of Iowa in an effort to educate faculty about this issue. There is a national conversation going on about this now and for that reason it is certainly appropriate that the Senate address it. This has been a topic of conversation recently at the Graduate Council and there will be discussion on this at a forum on April 6, with announcements on this to come out shortly.

Dr. Strauss noted that in talking with people around the country about honor systems, it is an academic issue but many different communities are interested in it and having the Faculty Senate involved in it makes sense.

Senator Cyphert commented that an honor system is very much something that the Faculty Senate should be involved in as the people who have to be in the front line in terms of what the students do in the classroom are the faculty. Trying to enforce rules that are not supported by the faculty doesn't work and is detrimental to the faculty/student relationship, and if there is anything like an honor system, it has to come from the faculty.

Motion for the creation of a taskforce to examine the possible development of an honor system writ large with the taskforce members to be appointed by Chair Bankston was passed.

3. Intensive Study Area

Senator Heston stated that this is an informational item and was looking for clarification from both Provost Podolefsky and Associate Provost Koch. HPELS is proposing two new intensive study areas for the Doctorate Degree; one of the intensive study areas is in Community Health and the other is in Rehabilitation Studies. There is currently an intensive study area in Leisure Services, but, she noted, these two new ones are quite different programs and there has been some debate about whether an intensive study area constitutes a new program and thus would need to go through the traditional new program review process. Or is it more like a certificate and where you would not need

the Provosts review and such. Because the College of Education Senate has not voted on it, and because it will probably come forward to the Faculty Senate at some point, it seemed it would be useful to get some clarity on how we want to think about what an Intensive Study Area is. She thinks of Intensive Study Areas as the equivalent of a major at the doctorate level, not as a certificate. It is not a HPELS doctorate, it is a Leisure Services doctorate or a Rehabilitative Studies doctorate.

Senator Patton noted as a frame of reference, how would it be recorded on the academic transcript? She thought that it would be recorded as an EDD in Community Health or Rehabilitative Student, not as an EDD HPELS.

Vice Provost Koch asked what the current ones look like, as there are already four intensive study areas. Senator Patton responded that they are recorded by their study areas, such as "EDD, Special Education."

Vice Provost Koch also noted that they have a common core in the EDD program and the intensive study areas are then spun off of that. The core courses, noted Senator Heston, are more research and methodology courses.

Senator Chancey stated that he appreciates Senator Heston's effort in bringing this to the Senate and takes it as an informational item, noting that this will allow the senators to investigate it prior to it coming before the Senate.

Vice Provost Koch remarked that this is working its way through the process in the usual way, from the department to the college, to the Graduate Curriculum Committee and Graduate Council, and then to the Faculty Senate next year. The Senate's job is to look at both the undergraduate and graduate curriculum next year.

CONSIDERATION OF DOCKETED ITEMS

782 Capstone Waiver [Waiver of Experimental Course Policy for New Capstone Courses]

Bev Kopper, Chair of the Liberal Arts Core Committee, noted that when the Senate approved the new Capstone model, it was approved for a three-year period. During that time, as part of that new model, new Capstone experience courses that are being developed. There is the possibility that a new Capstone experience course would or could be offered more than the three times which an experimental course is typically limited. That waiver which was approved last month by the University Curriculum Committee has been sent to the Senate. This waiver states that any new Capstone experience course could be offered more than the three times during this trial period.

Motion by Senator Chancey to approve the Capstone Waiver; second by Senator Herndon.

Senator Heston asked if there was a date at which this waiver would end. Dr. Kopper responded that any Capstone experience course offered on an experimental basis in 2004-2005, 2005-2006, 2006-2007 may be offered more than the three times to which an experimental course is

currently limited. At the close of Spring Semester 2007 any Capstone experience course offered on an experimental basis three or more times is subject to the regular curriculum review process. The Liberal Arts Core Committee is currently conducting surveys related to the Capstone experience courses and will have more information for the Senate prior to the ending date.

Motion passed.

ONGOING BUSINESS

Chair Bankston stated that he consulted with former Faculty Senate Chair Heston on specific issues she had concerning the curriculum review process last year. He combined them with questions he also had and constructed a list of Curriculum Process Questions that were distributed to the Senate. He noted that these are significant and critical questions, and asked that the Senate review these questions and be prepared to address them at the next Senate meeting, April 11.

Provost Podolefsky commented that there are different time frames involved in some of these questions, and that the Senate should be aware of them. Specifically, the Permission to Plan needs to be addressed first before the institution can go ahead with planning and the Senate needs to be aware of this so that programs are not held up awaiting the Senate's review.

Chair Bankston asked the Provost if the Cabinet addressed the issue of the Senate moving into the Great Reading Room. The Provost responded that that has been approved and the Senate should have received notice about that. Vice Provost Koch noted that she was in the Great Reading Room recently and it looked as though it was set up for that purpose. Chair Bankston stated that he will check with Facilities Planning on this.

Senator Mvuyekure stated that colleagues have voiced concern that all payroll information, pay stubs included, are only available through MEMFIS. He noted that when applying for a home loan, paycheck stubs are asked for.

The Provost responded that he was unaware that it was happening until it happened to him.

Senator Couch Breitbach noted that all faculty were to attend training sessions and it was made very clear at those sessions that if you want a hard copy of that information you have to print it out yourself.

Senator MacLin remarked that he does it the old-fashion way, he gets a paycheck in the mail, which has a stub attached.

Faculty Chair Power commented that employees can get an employment verification letter from Human Resources.

Senator Chancey stated that at the end of the academic year, all

faculty members receive a letter from their department head.

Senator MacLin stated that he has received calls from colleagues voicing frustration with parking on campus, specifically the fact that there are no motorcycle parking spaces available in the A lots.

Faculty Chair Power responded that there is a Parking Committee but suggested they contact Dave Zarfis, Director of Public Safety.

Faculty Chair Power also noted that parking was one of his two big issues this year and it has not been a great success. The plans for the construction of a new parking garage are close to being finalized. This structure will go behind the Gallagher-Bluedorn Performing Arts Center but the money for it isn't all in place. This will create an increase of 450 parking spaces on campus, with some of these spaces for faculty/staff and some hourly. He noted that there is concern that sounds from the parking garage not affect the Gallagher-Bluedorn.

Faculty Chair Power also noted that there will be a reception for Provost Podolefsky on Tuesday, April 26, 3:00 - 5:00, with more information coming. Chair Bankston will be speaking on behalf of the faculty. He noted that he appreciates the job that the Provost has done.

ADJOURNMENT

Motion to adjourn by Senator Mvuyekure; second by Senator MacLin.
Motion passed.

The meeting was adjourned at 4:45 P.M.

Respectfully submitted,

Dena Snowden
Faculty Senate Secretary

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Revisions to the Board of Regents Policy Manual
Date: January 19, 2005

Recommended Action:

Approve the revisions to Chapter 6-Academic Policies and Procedures of the Board of Regents Policy Manual to take effect immediately, waiving the second reading, and noting that additional coordinating amendments will be required as Board directed activities in progress are completed.

Executive Summary:

These revisions to Chapter 6 – Academic Policies and Procedures, Board of Regents Policy Manual, are presented in response to the Board's directive to review the delegation of responsibilities related to academic affairs and make recommendations for managing the Board's activities regarding appropriate oversight of academic matters.

These recommendations were preceded by a decision to eliminate the position of director of academic affairs at the Board Office. When taken together with these proposed revisions, the effect is to delegate several responsibilities to the Provosts of the universities, sitting as the Council of Provosts, including conducting reviews and making recommendations to the Education and Student Affairs Committee and through that committee to the Board. In addition, the proposed policy revisions will result in greater efficiency and more streamlined and expeditious procedures regarding academic oversight.

If the Board agrees to waive the second reading, the Board Office and the Council of Provosts can begin immediately to organize for this work prior to the March Board meeting.

It is recognized that further coordinating amendments will likely be required and several substantive amendments will be forthcoming over the next few months, for example in the areas of public radio and distance education.

Attachment A is a copy of the current Chapter 6 and attachment B is a copy of the proposed revisions to Chapter 6.

Highlights of the proposed revisions to Chapter 6 include:

- The creation of a new program planning approval mechanism that requires submission of an intent to plan a new program at an earlier stage in the development process.
- Elimination of the post audit of new programs at 5 years, continuance of the review of all programs on a 7 year cycle coupled with an on-site audit of a sample of programs that have been reviewed.
- Raising the threshold for requiring board approval for the creation of a new center or institute from \$50,000 to \$200,000 and requiring that proposals for new centers or institutes be submitted to the Council of Provosts for review and recommendation. Further, it makes board approved centers and institutes subject to the 7 year program review cycle and on-site audit similar to that used for all other academic programs.
- Eliminates the requirement that an institution's self study, as part of an accreditation process, be submitted to the Board Office.
- Replaces the current faculty activity analysis with the new procedures approved at the December 2004 Board meeting.
- Clarifies the academic program termination and reduced admissions policy and requires that the proposal to terminate a program be submitted to the Council of Provosts for review and recommendation to approve or disapprove; that recommendation is then forwarded to the Education and Student Affairs Committee.
- Eliminates the special 3 year review of strategic plans; but, retains the annual progress reports.

ANALYSIS Section by Section, follows.

6.01 No changes.

Admissions Requirements

6.02 No changes.

Prior Misconduct in Admissions

6.03 No changes.

Mission and Scope of Regent Universities

6.04 No changes.

Institutional Mission, Vision, Values and Culture

6.05(a)
New Program Planning
Approval

The proposed revision replaces the existing section 6.05 in its entirety with an intent to plan proposal that must be submitted early in the planning process to the Council of Provosts. Attachment C is a draft of the format that would be used by an institution to submit an intent to plan a new program. All planning proposals subsequently submitted to the Board must include the Council of Provosts report and recommendation and the action taken by the Iowa Coordinating Council for Post High School Education. The Education and Student Affairs Committee would review the proposal and take action it deems appropriate; a summary of the Committee's actions would be included with its report to the Board. The institutions would be able to initiate the proposed program no sooner than one year after the date of Board approval unless specifically authorized by the Board to do so. No further Board approval is needed unless the program is substantially altered.

6.05(b)
Academic Review

Proposed revisions to section 6.05 require the review of all academic programs on a 7 year cycle. The post audit requirement of new programs in their 5th year found in current policy section 6.07 has been eliminated. New in this section is the implementation of an on-site audit of a sample of programs that have been reviewed by the institution. This sample must include all newly initiated programs, programs with negative review recommendations, and those programs with significant enrollment declines. As a result of the on-site audit procedures, the Board Office would determine if any matters need Board action; and, if so, place them on the agenda of the Education and Student Affairs Committee. Attachment D is a draft of the one-page format that would be used by the institutions to submit its annual listing of academic programs that have been reviewed.

6.05(c)
Academic Program Name
Changes

Section 6.06 is revised only by inserting the Council of Provosts into the review and approval process.

6.06
Criteria for New Centers and
Institutes

Revisions to Section 6.07 require an approval procedure for new centers and institutes that parallels that of the new program planning approval. It raises the threshold for submission to the Board from an annual commitment of \$50,000 to \$200,000 and places centers and institutes on the 7 year review cycle with on-site audit of a sample of such reviews.

6.08
Accreditation Reporting

Section 6.08 is revised only by eliminating the requirement that institutions forward to the Board Office a copy of the institution's self study as part of the documentation of the accreditation process. This change will contribute to focusing on the outcomes of the accreditation process, not on initial inputs to that process.

6.09 Principles and Standard for Program Duplication	No changes.
6.10 Academic Freedom	No changes.
6.11 Campus Speakers and Programs	No changes.
6.12 Calendar Changes	No changes.
6.13 Credit-by-examination	No changes.
6.14 Extension/Continuing/Distance Education Services	Proposed revisions to section 6.14 groups extension, continuing education and distance education in one location in this chapter, bringing together the Board's educational outreach activities. It changes the reporting relationship from direct reporting to the Board to reporting to the Council of Provosts and through them to the Education and Student Affairs Committee. It is likely that this section will require further amendment when the distance education strategic plan work is completed.
6.15 Patents and Copyrights	No changes.
6.16 Faculty Activity Analysis	The proposed revision rescinds the entire section and replaces it with the Faculty Activities Report approved by the Board at the December 2004 Board Meeting. It requires that the faculty activity analysis report be submitted biennially with the first report due in May 2005. The report format focuses on responses to questions previously adopted.
6.17 Faculty Consulting Analysis	No changes.
6.18 Withholding Student Transcripts	No changes.
6.19 Academic Program Termination and Reduced Admissions	Proposed revision to section 6.18 clarifies that if an institution intends to limit, suspend or substantially reduce admission to a program it must notify the Council of Provosts and the Education and Student Affairs Committee. If an institution intends to terminate a program, the proposal to terminate must be submitted to the Council of Provosts for review and recommendation to the Education and Student Affairs Committee for appropriate action.

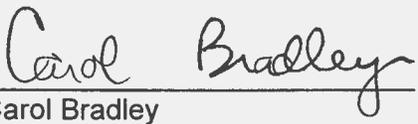
6.20 Admission requirement, ISD and IBSSS	No changes.
6.21 Distribution of Information	No changes.
6.22 Coordinating Council for Post High School Education- Policy Statement	No changes.
6.23 International Agreements	No changes.
6.24 Telecommunications	No changes.
6.25 Interinstitutional Cooperation	No changes.
6.26 Strategic Planning	Proposed revision of section 6.24 is limited to eliminating the special 3 year review of strategic plans. There is some confusion about the difference between the special 3 year review and the annual progress report also required in the 3 rd year. The annual progress reports currently and will continue to require that any proposed revisions of goals, strategies, action steps, mission, vision, values or culture statements be presented to the Board.
6.27 College Bound/Images	No changes.
6.28 Notification of Students on Class Content	No changes.
6.29 Distance Education	Content moved to 6.14.
6.30 English Language Proficiency	No changes.
6.31 Naming Policy	No changes.
6.32 Hygienic Laboratory	No changes.
6.33 Oakdale Campus	No changes.

6.34 No changes.
Abuse Policy and Procedure at
ISD

6.35 No changes.
Reporting Child Abuse and
Investigating Allegations of
Abuse at IBSSS

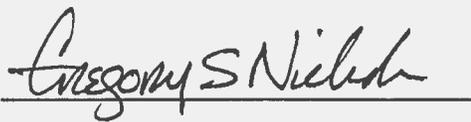
6.36 No changes.
Athletics

6.37 Further changes are anticipated when the statewide plan is
Statewide Plan for Public presented to the Board at a later date.
Radio



Carol Bradley

Carol Bradley

Approved: 

Gregory S. Nichols

Gregory S. Nichols

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NO CHANGES RECOMMENDED TO THE PREVIOUS SECTIONS

change (New)

6.05 Academic Review and Program Planning Approval

~~6.05 to account~~
~~for 2d~~

A. New Program Planning Approval

An institution planning a new program shall first submit the planning proposal early in the program development process to the Council of Provosts for qualitative and duplication review and discussion. The Council of Provosts shall consider the principles and standards for Program Duplication found in policy 6.09 in its review. The Council of Provosts shall make a determination to either approve or disapprove. If the Council of Provosts disapproves a planning proposal, that decision may be appealed to the Education and Student Affairs Committee.

The proposing institution shall submit an intent to plan proposal to the Board of Regents using the format prescribed by the Board Office. All planning proposals submitted to the Board Office shall include the Council of Provosts report and recommendation and the action taken by the ICCPHSE. The planning proposal shall be submitted to the Board Office early in the institutional program development process (i.e. before faculty hired, facilities built, curriculum changes made, etc.) The supporting material furnished will include consistency with the institutional mission and strategic plan and potential unnecessary duplication with other higher education institutions in Iowa, proposed costs, sources of funds, and the need and demand for the program. The Board Office will ensure that the planning proposal is on the agenda for the next appropriate meeting of the Board of Regents Education and Student Affairs Committee.

The Education and Student Affairs committee shall review the proposal and approve the development of the program or take other actions as it deems appropriate. A summary of the Committee's action on the proposed program will be included with the Committee's report to the full Board.

The institution will develop and initiate the proposed program consistent with the approved planning authorization; however, the date can be no sooner than one year after Board approval of the intent to plan unless otherwise specifically authorized. No further Board approval is needed unless the program is sufficiently altered such that it must be re-categorized in the Classification of Institutional Programs (CIP) codes. In such cases the program shall be resubmitted for new program planning approval.

B. Academic Review

The institutions shall conduct a review of all academic programs on a seven-year cycle and shall provide the Board Office with an annual list of programs reviewed. Newly initiated programs will additionally need to demonstrate that the program has met the goals and objectives for the program at the time that it was initially proposed. A one-page report on each program reviewed shall be provided to the Board Office in a format prescribed by the Board Office.

The Board Office shall periodically and selectively, identify programs from the reports submitted by the institutions to be audited on site. It is the intent of the

Board that all newly initiated programs, programs with negative review recommendations and those with significant enrollment declines would be specifically audited. The Board Office shall determine if any matters need Board action and place them on the agenda of the Education and Student Affairs Committee.

C. Procedure for Academic Program Name Changes

Following review and approval by the Council of Provosts and the Board Office of a university's request to change the name of an academic program, the item will be placed on the consent docket for Board of Regents, State of Iowa, approval at its next monthly meeting

6.06 Criteria for New Centers and Institutes

- A. Centers, institutes, and similar organizational units can make a major contribution to a modern university. Such structures, if well organized, adequately funded, and appropriately integrated into the parent institution, can support the mission of the university, particularly in the areas of research and public service. On the other hand, a center or institute can detract from the teaching commitment of the institution by siphoning off faculty resources or by otherwise diverting attention and money from more appropriate purposes. Furthermore, such units are often easier to create than to discontinue, particularly when an ongoing commitment of internal financial resources is involved.
- B. Proposals for creating new centers or institutes at the universities, which require an annual institutional commitment in excess of \$200,000, shall be submitted to the Council of Provosts for qualitative and duplication review. The Council of Provosts shall make a determination to either approve or disapprove. If the Council of Provosts disapprove the creation of a new center or institute, that decision may be appealed to the Education and Student Affairs Committee.
- C. The proposals shall be submitted in a format prescribed by the Board Office.
- D. The proposing institution shall submit the proposal together with the Council of Provosts report and recommendation to the Board Office who will ensure that the proposal is on the agenda for the next appropriate meeting of the Education and Student Affairs Committee.
- E. The Education and Student Affairs Committee shall review the proposal and approve the creation of the center or institute or other action as it deems appropriate. The Board of Regents, State of Iowa, will act to receive the report or take other action as it deems necessary.
- F. The Institutions shall conduct a review of Board approved centers and institutes on a seven year cycle and shall provide the Board Office with an annual list of centers and institutes that have been reviewed. A one page report on each center or institute reviewed shall be provided to the Board Office in a format prescribed by the Board Office.
- G. The Board Office shall periodically and selectively, identify centers and institutes from the reports submitted by the institution to be audited on site.

6.07 (Reserved)

6.08 Accreditation Reporting

All accreditation reports on programs or elements of the institutions, shall be submitted to the Board Office, which will review and summarize the documents for the information of the Board.

Accreditation reports shall be sent to the Board Office as soon as possible after final agency action. The institutions shall submit complete documentation of the accreditation process, site team report, institutional responses regarding strengths, concerns, weaknesses, and recommendations, and the final letter of approval or reaccreditation. The Board Office will schedule the accreditation report on the docket after completion of its review.

6.09 Principles and Standards for Program Duplication

- A. The Board of Regents, State of Iowa, recognizes that program overlap or duplication cannot be evaluated in absolute terms. Some duplication is desirable, appropriate, and essential. Other duplication is inappropriate.
- B. Policy decisions concerning the appropriateness of new programs or the expansion of existing programs that appear to duplicate activities in other institutions shall be based on such considerations as the following:
 - 1. Does the institution have personnel, facilities, and equipment adequate to establish and maintain a high quality program or should the program be located in another institution where adequate resources are available?
 - 2. Does student demand for the proposed program justify its development or expansion?
 - 3. Do adequate employment opportunities for graduates exist, and is it likely that they will continue to exist?
 - 4. In fields in which one university already offers a substantial program, but in which another university is proposing a new or expanded program, could the first institution reasonably accommodate the necessary expansion or would its resources and facilities be so taxed that such an expansion would reduce educational quality?
 - 5. Would a comparable program development or expansion at the first university (see Point 4) require new capital construction producing a higher cost alternative to that proposal?
 - 6. Would the proposed program enhance other programs already in place at the university?
 - 7. Is the proposed program consistent with the institutional mission statement?

8. Do other colleges in Iowa offer programs similar to the one proposed and at comparable quality and cost?

6.10 Academic Freedom

- A. The teacher (faculty member) is entitled to freedom in the classroom in discussing the teacher's subject, but should not introduce into the teaching controversial matters that have no relation to the subject.
- B. The protection of the prerogatives of academic freedom requires a conscientious, responsible staff. Specifically, each staff member shall uphold the dignity of the university in all of the staff member's activities; set for students an example of integrity, tolerance, and decency; and maintain high standards of scholarship within the staff member's field.
- C. No Regent university shall be or become an instrument of partisan political action. The expression of political opinions and view points will be those of individuals, not of institutions, since the official adoption of any political position, whether favored by majority or minority, tends to substitute one-sided commitment for the continuing search for truth.

6.11 Campus Speakers and Programs

It is the policy of the Board, expressed through the institutions of higher education under its control, to permit students and staff to hear diverse points of view from speakers and programs sponsored by recognized student, faculty, and employee organizations. This policy is entirely consistent with the aims of higher education. It is designed to emphasize that in a democratic society all citizens have not only the right, but the obligation to inform themselves on issues of contemporary concern, including politics, religion, ethics, and morals. Therefore, the Regents approve the following procedure for effectuating this policy:

- A. Administration - The president, or a committee designated by the president, shall be responsible for the administration of this policy on a particular campus.
- B. Restrictions - In sponsoring campus speakers and programs, recognized faculty, student, and employee organizations must comply with institutional rules on the reservation of rooms in advance, the posting of notices, and the payment of rental charges when applicable and such other rules as the institution prescribes for the use of its buildings to avoid any interference with the regular program of the institution.
- C. Sponsorship of Meeting - In order to encourage the presentation of diverse points of view on any issue, the president or the campus committee may at any particular meeting, or from time to time, sponsor, or encourage recognized campus groups to sponsor, additional speakers or programs that will contribute to the full and frank discussion of such issue.

Approved

ID: GB-49

FORM G -- OTHER CATALOG CHANGES AND/OR ADDITIONS

DEPT/SCHOOL: Health, Physical Education and Leisure Services, School of
COLLEGE: Education

B. CHANGES WHICH ARE NOT CURRICULAR IN NATURE

Included in this section are administrative unit name changes, a change in the three-digit course prefix number, changes in or additions to descriptive program or department information, program title changes (when no other program change has been made), and similar non-curricular changes

This section is handled directly by the Office of Academic Affairs and is not reviewed by the UCC and/or GCC

1. Catalog Page: 93

2. Nature of Change:
Program title change

3. Proposed statement or restatement as it is to appear in the Catalog (changes should appear in bold type):

Division of Health Promotion and Education

Bachelors degree in Public Health (replaces "Health Promotion Major")

4. Justification:

The University of Northern Iowa proposes to change the name of its Bachelor of Arts degree in Health Promotion to Bachelor's degree in Public Health (BPH).

Traditional curricular content of BPH degrees, such as that offered at Johns Hopkins University, includes courses in public health, international health, epidemiology, biostatistics, and environmental health. These are the core content areas offered in the current BA degree at UNI.

The BPH is becoming the recognized contemporary professional designation for the content delivered in UNI's program. The BPH designation will be a great help to the 150 UNI students currently enrolled in the major because recognition of the degree by potential employers will expand career opportunities. UNI's degree offering has served the state of Iowa well for a long time. Approximately 90 - 95% of our students complete their required final semester internship in Iowa. Nearly all of those student internships have been at county and Iowa state health departments, hospitals, university and corporate wellness facilities, and women's health clinics, providing public health education programming across the state of Iowa.

The proposed degree name change would require no new resources, as the courses in a traditional BPH program are all offered within the current degree program.

Although there is no BPH degree offered by any Regents institution, we recognize that The University of Iowa College of Public Health may someday want to expand BEYOND their graduate degree offerings to include an undergraduate BPH degree program. We would be entirely supportive of this strategic move. We would expect that the SUI undergraduate BPH degree emphasis would be different from that offered at UNI, and would not be unnecessarily duplicative.

This name change has been reviewed at the department level and has been approved by the UNI Administration.

CURRICULUM PROCESS QUESTIONS

- 1. What do we think works really well with our current process?**
- 2. What key criteria should the Senate think about when reviewing a curriculum proposal?**
- 3. Do all proposals need to go through the same review process?**
- 4. Do all proposals need to be judged by the same criteria?**
- 5. When there are objections, what criteria should the Senate use to evaluate the integrity of the consultation process?**
- 6. Should the University Curriculum Committee, the Graduate Council Curriculum Committee, or the Graduate Council be considered primarily as screening and advisory entities or as oversight and regulatory entities?**
- 7. Under what conditions and in what contexts should the University Senate take a stance that is different from the one taken by the University Curriculum Committee or Graduate Council/Graduate Curriculum Committee?**
- 8. What is the appropriate role for administrators throughout the process?**
- 9. Do “Proposals to Plan” need to be reviewed by the Senate before going to the Council of Provosts?**
- 10. How should the University Curriculum Committee “package” curriculum materials for the University Senate?**