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University of Northern Iowa Faculty Senate Meeting Minutes, April 22, 1996

University of Northern Iowa. Faculty Senate.

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FACULTY SENATE

April 22, 1996

1506

APPROVAL OF THE MINUTES

The minutes of the April 8, 1996, meeting were approved as corrected.

ANNOUNCEMENTS

1. Call for press identification. No representatives of the press were present.
2. Comments from Chair Gable. The Chair reminded Senators of the Investiture of President Koob on April 26 and the faculty meeting on April 29. The Chair discussed alternatives for an additional Senate meeting. After much discussion, Cawelti/Soneson moved/seconded to meet May 6 unless the faculty as a whole meets at that time, in which case the Senate would meet May 13. Motion carried. The Chair announced that the Board of Regents approved the request from the Department of Sociology and Anthropology to change their name to the Department of Sociology, Anthropology, and Criminology. The Board accepted program reviews of the departments of Marketing, Educational Administration and Counseling, Physical Education and Leisure Studies, School of Music, Mathematics, and Political Science and interdisciplinary programs Doctor of Education, General Studies, Humanities, Liberal Studies, and Military Science. The interdisciplinary program, a Minor in Environmental Perceptions, was given a deferment from external reviews as a result of a self study. The program remains in self study to examine future possibilities and its progress as monitored by the Dean of the College of Natural Sciences. The Chair distributed a document and discussed the review of the Organization Audit (Pappas Report) from the Board of Regents Office.
3. Comments from Provost Marlin. The Provost stated that during discussion of program reviews, the Board was concerned about follow up with time tables for implementing recommendations in the reviews. The Board approved Promotion and Tenure recommendations, the exterior of the Performing Arts/Classroom Building, and rebuilding the track. At the next Board meeting, in early May, a new President will be elected. At the meeting in late May, one presentation covering four reports, Faculty Workload, Faculty Productivity, Faculty Effectiveness, and Faculty Activities, will be made. A faculty member will be part of the presentation. Prof. Grace Ann Hovet will be speaking on behalf of UNI. The Provost recognized the Chemistry Department for receipt of an N.S.F. Grant on Undergraduate Research to work with an historically black institution in New Orleans. The Provost reminded the Senate of the Investiture of President Koob and the other celebrations going on this week to commemorate UNI's 120th year. The Provost commended Prof. Reineke for her work on the dedication of the Anne Wittenmyer statue commemorative sculpture.

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

- 599 Report of the Military Science Liaison and Advisory Committee. Lounsberry/Cooper moved/seconded to docket in regular order. Motion carried. Docket 526.
 - 600 Report of the Intercollegiate Athletics Advisory Council. De Nault/Henderson moved/seconded to docket in regular order. Motion carried. Docket 527.
 - 601 Report of the Committee on Committees. Cooper/Cawelti moved/seconded to docket in regular order. Motion carried. Docket 528.
 - 602 Request from University Committee on Curricula to approve Humanities I (680:021) and Humanities II (680:022) as prerequisites for Non-Western Cultures Courses of the General Education Program. Haack/Cooper moved/seconded to place at head of the docket, out of regular order. Motion carried. Docket 529.
 - 603 Request from Academic Affairs Office and the Graduate Council to approve a change in the Graduation Requirements, Thesis Requirements, and Summary of Hour Requirements for the Master of Arts Degree, Biology. Haack/Cooper moved/seconded to place at head of docket, out of regular order. Motion carried. Docket 530.
 - 604 Report of the University Calendar Committee. De Nault/Cawelti moved/seconded to docket in
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- regular order. Motion carried. Docket 531.
- 605 Request from Carol Phillips, Physical Education Curriculum Chair, to approve revised curriculum proposals from the Physical Education Division which address the three areas for which Senate approval was withheld. Cooper/Primrose moved/seconded to place at head of the docket, out of regular order. Motion carried. Docket 532.
- 606 Request from Peggy Ishler, Head of the Department of Curriculum and Instruction to approve corrections to the curriculum proposal from the Department of Curriculum and Instruction. Haack/Primrose moved/seconded to place at head of the docket, out of regular order. Motion carried. Docket 533.
- 607 Request from the University Committee on Curricula and the Graduate College to change the University policy on seldom/never offered courses. The proposed new policy would state "*Courses not offered within the previous four-year period will automatically be dropped from the Catalogue. A course dropped from the Catalogue may be reinstated within a subsequent four-year period. After eight years of not having offered this course, reinstatement will require resubmission as a new course.*" Haack/Henderson moved/seconded to docket in regular order. Motion carried. Docket 534.
- 608 Report from the Senate's Ad Hoc Committee to Prepare a Response to the Working Draft of the University Strategic Plan Dated February 1, 1996. Gilpin/Weeg moved/seconded to place at head of the docket, out of regular order. Motion carried. Docket 535.

NEW BUSINESS

There was no new business.

CONSIDERATION OF DOCKETED ITEMS

- 535 608 Report from the Senate's Ad Hoc Committee to Prepare a Response to the Working Draft of the University Strategic Plan Dated February 1, 1996. Gilpin/Cawelti moved/seconded to approve the response and forward it to the Provost. Reineke/Yousefi moved/seconded to amend the motion to add "*The Senate strongly affirms the three basic philosophical concerns on page 1, 2, and 3 of the report.*" Motion to amend carried. Main motion, as amended, carried.
- 533 606 Request from Peggy Ishler, Head of the Department of Curriculum and Instruction to approve corrections to the curriculum proposal from the Department of Curriculum and Instruction. Primrose/Grosboll moved/seconded to approve the corrections to the curriculum proposal from the Department of Curriculum and Instruction. Motion carried
- 532 605 Request from Carol Phillips, Physical Education Curriculum Chair, to approve revised curriculum proposals from the Physical Education Division which address the three areas for which Senate approval was withheld. Cooper/Soneson moved to postpone consideration until the next senate meeting.
- 530 603 Request from Academic Affairs Office and the Graduate Council to approve a change in the Graduation Requirements, Thesis Requirements, and Summary of Hour Requirements for the Master of Arts Degree, Biology. Haack/Soneson moved/seconded to approved the change. Motion carried.
- 529 602 Request from University Committee on Curricula to approve Humanities I (680:021) and Humanities II (680:022) as prerequisites for Non-Western Cultures Courses of the General Education Program. Haack/Cooper moved/seconded approve the change. De Nault/Henderson moved to amend by adding, "*The change to become effective Fall, 1998*". Motion to amend defeated. Motion to approve Humanities I (680:021) and Humanities II (680:022) as prerequisites for Non-Western Cultures Courses of the General Education Program carried.
- 515 587 Proposal by several faculty and endorsed by the Senate of the College of Natural Sciences that the Fall and Spring Semesters contain 15 full weeks of class with one full week of break in each. De Nault/Shand moved/seconded to approve the request. Amend/Soneson moved/seconded to substitute for the motion, a motion to refer the proposal to the Calendar Committee. Motion to substitute carried. Motion to refer the proposal to the Calendar Committee carried.
- 516 588 Proposal by Martie Reineke that the Faculty Senate revise paragraph two of Section II, Responsibilities to Students, paragraph 5 of the "Professional Ethics and Academic Responsibility" Section of the University Policies and Procedures Manual.
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The current paragraph states *"Faculty members may decide for sound pedagogical reasons that it is necessary to use course materials that include representations of human sexual acts. When such materials involve photo or film depictions, information sufficient to enable individual students to make a knowledgeable choice about whether to take that course, or attend a specific class session must be made available. Students will not be penalized for not attending a specific class session if such material is to be shown, but students are responsible for learning the content of the class session."*

The proposed change is *"In order to facilitate student learning, faculty members should present the appropriate context for course content because learning is furthered when students are adequately prepared to deal with course materials. While students are responsible for learning class materials and completing course requirements, faculty should respect decisions by students, based on the exercise of their own intellectual freedom, to not attend part or all of a particular class session."*

Haack/Soneson moved/seconded to approve the change. Reineke/Primrose moved to amend the first sentence to read *"Because learning is furthered when students are adequately prepared to deal with course materials, faculty members should set course content within an appropriate context."* Motion to amend carried. Amend/Van Wormer moved/seconded to delete the last sentence. Motion carried. Main motion, to revise paragraph two of Section II, Responsibilities to Students, paragraph 5 of the "Professional Ethics and Academic Responsibility" Section of the University Policy and Procedures Manual to read *"Because learning is furthered when students are adequately prepared to deal with course materials, faculty members should set course content within an appropriate context,"* carried.

519 591 Report from the Committee on Admission and Retention. Amend/Grosboll moved/seconded to receive with gratitude the Report from the Committee on Admission and Retention. Motion carried.

520 592 Report from the Educational Policies Commission. De Nault/Reineke moved/seconded to approve the recommendations in the report.

Recommendations for Priority Registration are: *"1) Priority registration continue to be offered as at present for select handicapped students, 2) that priority registration be phased out for R.A.'s and Presidential Scholars, consistent with commitments which have been made, 3) that priority registration that was in place for student-athletes, but which as been suspended, be discontinued, and 4) that departments continue to make adjustments for students on an individual basis when appropriate."*

Recommendation for the Evening Program is: *"No recommendation relative to Evening Program be made. However, faculty and department heads are encouraged to monitor the implementation and quality of all of their evening programs."*

Motion to approve the recommendations carried

ADJOURNMENT

De Nault/Cawelti moved/seconded to adjourn. Motion to adjourn carried.

CALL TO ORDER

The Faculty Senate was called to order by Chair Gable at 3:31 PM in the Board Room, Gilchrist Hall.

Present: Mahmood Yousefi, Randall Krieg, Dean Primrose, Sherry Gable, Carol Cooper, Ed Amend, Scott Cawelti, Martha Reineke, Jerome Soneson, Ken De Nault, Paul Shand, Joel Haack, Andrew Gilpin, Katherine Van Wormer, Barbara Weeg, Sue Grosboll, Phil Patton, Barbara Lounsberry (ex-officio) and Forrest Conklin, Parliamentarian (non voting).

Alternates: Eric Henderson for Surendar Yadava .

Absent: Phil Patton.

APPROVAL OF THE MINUTES

Schroeder pointed out that Docket item 517, Report of the University Committee on Curricula and the Graduate Council, was erroneously listed as Calendar item 588 in the Draft of the Minutes for the April 8, 1996 Senate meeting. The Docket item should be listed as Calendar item 589.

The minutes of the April 8, 1996, meeting were approved as corrected.

ANNOUNCEMENTS

1. Call for press identification. No representatives of the press were present.
2. Comments from Chair Gable.
 - The Chair reminded Senators of the Investiture of President Koob on April 26 and the faculty meeting on April 29.
 - The Chair conferred with Senators about the scheduling of a May Senate meeting. After much discussion, Cawelti/Soneson moved/seconded to meet May 6 unless the faculty as a whole meets at that time, in which case the Senate would meet May 13. Motion carried.
 - The Chair announced that the Board of Regents approved the request from the Department of Sociology and Anthropology to change their name to the Department of Sociology, Anthropology, and Criminology.
 - The Board accepted program reviews of the departments of Marketing, Educational Administration and Counseling, Physical Education and Leisure Studies, School of Music, Mathematics, and Political Science and interdisciplinary programs Doctor of Education, General Studies, Humanities, Liberal Studies, and Military Science. The interdisciplinary program, a Minor in Environmental Perceptions, was given a deferment from external reviews as a result of a self study. The program remains in self study to examine future possibilities and its progress as monitored by the Dean of the College of Natural Sciences.
 - The Chair distributed copies of a Memorandum from the Board Office on the Organizational Audit (Pappas Report). The Chair reviewed portions of the report. (A copy of the document can be obtained from the Secretary.)
3. Comments from Provost Marlin.
 - The Provost reported that the head of UNI's program review, Herb Safford, did not have an opportunity to make a presentation to the Board of Regents. During discussion of program reviews from the other institutions, the Board expressed concern about follow up with time tables for implementing recommendations in the reviews.
 - The Board approved Promotion and Tenure recommendations, a revised exterior for the Performing Arts/Classroom Building, and rebuilding the track.
 - At the next Board meeting, in early May, a new President will be elected.
 - At the meeting in late May, one presentation covering four reports, Faculty Workload, Faculty Productivity, Faculty Effectiveness, and Faculty Activities, will be made. A faculty member will be part of the presentation. Professor Grace Ann Hovet will be speaking on behalf of UNI.
 - The Provost recognized the Chemistry Department for receipt of an N.S.F. Grant on Undergraduate Research to work with an historically black institution in New Orleans.
 - The Provost reminded the Senate of the Investiture of President Koob and the other celebrations going on this week to commemorate UNI's 120th year.
 - The Provost commended Prof. Reineke for her work on the dedication of the Anne Wittenmyer commemorative sculpture.

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

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Lounsberry/Cooper moved/seconded to docket in regular order. Motion carried. Docket 526.

- 600 Report of the Intercollegiate Athletics Advisory Council.
- De Nault/Henderson moved/seconded to docket in regular order. Motion carried. Docket 527.
- 601 Report of the Committee on Committees.
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- Gilpin/Weeg moved/seconded to place at head of the docket, out of regular order. Motion carried. Docket 535.

NEW BUSINESS

There was no new business.

CONSIDERATION OF DOCKETED ITEMS

- 535 608 Report from the Senate's Ad Hoc Committee to Prepare a Response to the Working Draft of the University Strategic Plan Dated February 1, 1996.

Gilpin/Cawelti moved/seconded to approve the response and forward it to the Provost.

Reineke/Yousefi moved/seconded to amend the motion to add *"The Senate strongly affirms the three basic philosophical concerns on page 1, 2, and 3 of the report."* Motion to amend carried.

Reineke spoke to the amendment. These three concerns were in the initial response of the Senate back in December. The revision of the Strategic Plan we are now responding to did not adequately take into account these concerns. The Senate has been supportive of expression of these concerns. The Senate needs to make special mention of these concerns in order to underscore that we will be disappointed if they are continued to be ignored in future drafts of the Strategic Plan.

Gilpin agreed with Reineke's comments about the need to express these concerns. However, the review presented by the committee is the result of joint work by the committee with the representatives of the Academic Affairs Council. Though they would probably be in agreement, any changes would need to go back to the Academic Affairs Council for approval before a joint document could be sent to the President.

Reineke stated that the amendment was not intended to modify the document itself, but was simply to enhance the approval of the document.

Motion to amend carried.

Amend wished to review critical portions of the document. Gilpin did not object but pointed out that there is a time element if changes are going to be made. There should be no fundamentally new issues in the report.

De Nault expressed concern about the process for making changes in the University Strategic Plan. Changes are being expressed by the academic community through the joint Senate - Academic Affairs Council document. Students would be submitting their own review and P & S would be submitting a review. Any changes in the Strategic Plan would have to be agreed to by all of these three entities. De Nault thought that this three-part division and governance should be discussed by the Senate next fall. Discussion of specific points in the Strategic Plan could wait until the revised document is distributed by the President.

Cawelti focused attention on Subgoal 1B2, page 8. This is where a considerable amount of new, more forceful language was put in. Specific issues that were addressed included the need to prepare and communicate an operational definition of scholarship and substitution of the term "community" for the "ethical and caring" statements.

De Nault stated that the meetings with the representatives of the Academic Affairs Council, Aaron Podolefsky, James Lubker, and Herb Safford, had been positive and refreshing. He was surprised and pleased with the amount of agreement there was on all of the issues discussed.

Haack raised concern with the rewording of Subgoal 1C1a, page 9. The original intent of the section was to encourage greater student involvement with the many outreach programs now in place. The

new wording has changed that.

Cooper questioned the statement of Subgoal 3A2, page 13, "*Promote the personal and professional development of all employees.*" Gilpin stated that the committee overlooked the "personal" in the sentence. Cooper expressed concern with the potential implications in "personal ... development". What faculty, students, or others do on their own time should not be a concern of the University.

Main motion, as amended, carried.

- 533 606 Request from Peggy Ishler, Head of the Department of Curriculum and Instruction to approve corrections to the curriculum proposal from the Department of Curriculum and Instruction.

Gable announced that page 14 of the proposal, Residence Requirement for the Doctor of Education Degree, should be removed. This item should have been included with corrections from the Graduate Council.

The requested correction is to add the number of credit hours to 210:193, Early Childhood Experience. The proposed hours are 2 - 4. The hours had been left off the original proposal brought to the Senate.

Primrose/Grosboll moved/seconded to approve the corrections to the curriculum proposal from the Department of Curriculum and Instruction. Motion carried

- 532 605 Request from Carol Phillips, Physical Education Curriculum Chair, to approve revised curriculum proposals from the Physical Education Division which address the three areas for which Senate approval was withheld.

De Nault recalled that part of the original problem involved courses in other departments and asked if consultation with those departments had taken place. Carol Phillips replied that the difficulty had been overcome by dropping the courses. De Nault stated that adding or dropping courses offered by another department required consultation.

Cooper/Soneson moved to postpone consideration until the next Senate meeting.

Cooper expressed concerns with the proposal and thought that they should be addressed before consideration by the Senate.

Cooper asked Provost Marlin whether athletic training was being phased-out. Provost Marlin replied that one position in the program was going to be used for other purposes.

Motion to postpone consideration until the next Senate meeting carried.

- 530 603 Request from Academic Affairs Office and the Graduate Council to approve a change in the Graduation Requirements, Thesis Requirements, and Summary of Hour Requirements for the Master of Arts Degree, Biology.

Haack/Soneson moved/seconded to approve the change.

Motion carried.

- 529 602 Request from University Committee on Curricula to approve Humanities I (680:021) and Humanities II (680:022) as prerequisites for Non-Western Cultures Courses of the General Education Program.

Haack/Cooper moved/seconded approve the change.

Soneson asked Reinhold Bubser, Chair of the University Committee on Curricula, to explain the reasoning behind the proposal. Bubser replied that the Non-Western Cultures Committee stated that students should be exposed to the various historical, philosophical, and literary aspects of Western culture before taking courses in non-Western cultures.

De Nault expressed support for the proposal. He asked if there were any expected changes in enrollment trends. Bubser stated that he did not think there would be any.

De Nault/Henderson moved to amend by adding, "*The change to become effective Fall, 1998*"

De Nault expressed concern that immediate implementation might catch some students whose programs have been set. Provost Marlin stated that she did not understand the concern because if students had already taken Humanities I and II there would be no effect. Other students would simply have to take Humanities I and II first. De Nault responded by expressing concern that students already in some programs, such as the B.S., may not have the flexibility in their schedules. He thought that there should be a lead time for the students and their advisors.

Amend spoke in opposition to the amendment. The change would become effective Spring 1997 and would not effect students who had just enrolled. Waiting until Fall, 1998, would not address the concerns of the people offering non-Western cultures courses.

Haack stated that individual student problems could be handled by student request forms.

Motion to amend defeated.

Motion to approve Humanities I (680:021) and Humanities II (680:022) as prerequisites for Non-Western Cultures Courses of the General Education Program carried.

515 587 Proposal by several faculty and endorsed by the Senate of the College of Natural Sciences that the Fall and Spring Semesters contain 15 full weeks of class with one full week of break in each.

De Nault/Shand moved/seconded to approve the request.

Amend asked if the Calendar Committee had had an opportunity to review the proposal.

Haack remarked that Phil Patton, Chair of the Calendar Committee, sits on the Senate and the proposal has been on the docket for quite some time. He did not know if Patton had discussed the proposal with the Calendar Committee.

Lounsberry stated that as Chair of the Faculty she also serves on the Calendar Committee. Her understanding is that the Calendar Committee made the proposal for 15 weeks in the fall to the Cabinet and the Cabinet did not support the proposal feeling that it was not rigorous enough.

Provost Marlin added that she did not recall any extensive discussion by the Cabinet. There were concerns about having enough class days. She also stated her concerns about the academic merits of a week off at Thanksgiving. She did not see the basis for the proposal.

De Nault spoke in favor of the motion. The proposal was presented to address four issues. Issue one is that at present, if one teaches a large lecture section that has several laboratory sections and one of these sections is on Monday, the Monday section misses two laboratory sessions within the first two or three weeks of the start of the semester. There is no way for the instructor to keep this section in step with the other sections. This makes Monday an undesirable day for scheduling laboratory sections, thus effectively rendering useless valuable laboratory space. A second issue is the reverse, if one has a

lecture session on Monday and laboratory sessions on say Wednesday and Friday, under the current calendar, one could have four weeks of laboratory before one had one lecture session. This makes having lecture on Monday undesirable, again wasting valuable space and time. A third issue is the 74 and 76 instructional days in the Fall and Spring calendars, which seems to make little pedagogical sense. The proposal calls for 75 instructional days (15 full weeks) in both Fall and Spring. The fourth issue is the present Thanksgiving break. Because we only have class on Monday and Tuesday, many students take a week off. He did not think it was appropriate to schedule exams or other activities to try to keep students here. A full week break would also allow for off-campus educational activities similar to those now conducted over the Spring break. With regard to Thanksgiving, he did not see the problem because our sister institutions take a week off now at Thanksgiving

Primrose expressed sympathy with the problem of Mondays but was concerned with the 15 weeks of class. He thought this was almost asking for a pay raise. Fifteen weeks was not enough time to do some of the things you need to do.

Yousefi stated that if the concern is that there are not enough instructional days in the Spring Semester we should increase the number of instructional days in the Spring Semester, not reduce the number of days in the Fall Semester.

De Nault responded that there must be some misunderstanding. The proposal does not ask for more or less instructional days. There are 74 and 76 days now. This averages to 75, which is 15 weeks of class. The proposal only asks that each of the weeks of class be full weeks and any breaks be full-week breaks.

Yousefi expressed concern for a week break at Thanksgiving. Students might not show up for the week preceding the Thanksgiving break.

Haack stated that the proposal does not propose shortening the number of class days. There would be 15 weeks of classes not including Spring Break or Thanksgiving Break. The proposal is not addressing whether a semester is too short, it is addressing the scheduling issue of Monday classes with the present calendar.

Cawelti stated that the great thing about Spring Break is the timing. It comes at a nice time in the semester. Thanksgiving break comes toward the end of the semester. He would like a break in the middle of the semester.

Lounsberry stated that Calendar Committee struggled with the issue of classes on Labor Day and Martin Luther King Day.

Grosboll stated that Labor Day was a concern with students who worked in the summer. Summer jobs carried through Labor Day.

Reineke expressed concern with obtaining a care giver on Labor Day. She wondered what instructors or students with children would do with them.

De Nault stated that other institutions meet on these days. The College of Natural Science Senate in discussing the issue thought it might be more appropriate to schedule an on-campus event on Martin Luther King Day rather than taking an extended weekend off.

Amend/Soneson moved/seconded to substitute for the motion, a motion to refer the proposal to the Calendar Committee.

Cawelti questioned the intent of the motion. Did this mean the Senate approves or disapproves the proposal? Amend stated that this means that the Calendar Committee would have to come back to the Senate with a motion after they have examined the proposal.

De Nault expressed concern with the substitute motion. It has taken the Calendar Committee more than a year to prepare the revised calendar proposal that has just come to the Senate. The proposal before us has languished on the Senate's Docket for most of the Semester. Faculty are effected by the scheduling of their labs. The Senate has an obligation to look at the scheduling of classes so that faculty can deliver what needs to be delivered to students. The present calendar set up is impeding our ability to teach effectively.

Grosboll asked if other colleges had difficulties similar to those in the College of Natural Sciences.

Mike Gasser, alternate for Gilpin, replied that the present calendar does effect scheduling in the Psychology Department. They face the same problems as expressed by C.N.S.

Lounsberry stated that the Calendar Committee wanted to do a poll of Students and Faculty about the calendar.

Soneson expressed concern about the scheduling of laboratories, but was uneasy about the other implications, such as Labor Day. He wondered if there was a third alternative that has not been discussed.

Andy Abbott, Vice President of NISG, spoke in favor of the proposal. Most students come to campus on the weekend before classes start. Starting classes on a Monday would not be a problem, even if it was a holiday such as Labor Day or Martin Luther King Day. Most students he has talked with are in favor of a week break at Thanksgiving. Most of the classes taken on the Monday or Tuesday before Thanksgiving break are not of the quality of the classes during the rest of the semester. Night classes on Tuesday night pose particular problems because students need to get special permission to get back into the dormitories after their class is over so they can leave for home.

Motion to substitute a motion to refer the proposal to the Calendar Committee carried.

Main motion, as substituted, carried.

- 516 588 Proposal by Martie Reineke that the Faculty Senate revise paragraph two of Section II, Responsibilities to Students, paragraph 5 of the "Professional Ethics and Academic Responsibility" Section of the University Policies and Procedures Manual.

The current paragraph states "Faculty members may decide for sound pedagogical reasons that it is necessary to use course materials that include representations of human sexual acts. When such materials involve photo or film depictions, information sufficient to enable individual students to make a knowledgeable choice about whether to take that course, or attend a specific class session must be made available. Students will not be penalized for not attending a specific class session if such material is to be shown, but students are responsible for learning the content of the class session."

Haack/Soneson moved/seconded to replace paragraph two of Section II, Responsibilities to Students, paragraph 5 of the "Professional Ethics and Academic Responsibility" Section of the University Policy and Procedures Manual with the statement *"In order to facilitate student learning, faculty members should present the appropriate context for course content because learning is furthered when students are adequately prepared to deal with course materials. While students are responsible for learning class materials and completing course requirements, faculty should respect decisions by students, based on the exercise of their own intellectual freedom, to not attend part or all of a particular class session."*

Reineke spoke in favor of the motion. The prime issue was that students run into problems in class when they are not adequately prepared for the material they are presented. A secondary issue is the

content, particularly sexually explicit content. At the faculty Senate meetings when this issue was originally discussed, faculty voiced the opinion that students were not offended by sexually explicit material but rather by politically offensive material. The Board of Regents at that time would not accept a general policy. Rather, they wanted a policy dealing only with sexually explicit material. Since that time, the University of Iowa, which had not complied with the Board's request, finally came up with a policy which is basically the language presented in the proposal. This policy has been accepted by the Board of Regents. It seemed that the Regents would be willing to consider a UNI policy that spoke to the general obligation of faculty to prepare their students adequately for what they are to encounter in class and to not privilege sexually explicit materials. The section of the Policies and Procedures Manual deals in generalities. The recommended revision would be more consistent with the general policies already stated. The empirical evidence is that students can be offended by many things and the key to not offending them is to prepare a context for the material.

Reineke stated that upon review of the proposal, the language seemed somewhat garbled. She proposed that the first sentence be changed so that it started with "because".

Reineke/Primrose moved to amend the first sentence to read "*Because learning is furthered when students are adequately prepared to deal with course materials, faculty members should set course content within an appropriate context.*"

Cawelti wondered about situations where material is shown to students and the context is explained later. Did the amendment say that the context must be explained prior to showing the material to students. For instance, one could not show a movie until after the context has been explained.

Reineke responded that we are trying to reconstruct situations that have not happened at UNI. Apparently we do whatever needs to be done to handle offensive material. At Iowa, where there was a problem, students were sent off to view something that nothing was done with, other than that the student viewed it. In the other case (at Iowa), students viewed a video or film at the end of an hour and then left with no discussion. Faculty judgment is permitted here with what constitutes setting a context. This would alleviate Regent's concerns to know that we are aware what causes student frustration and concerns in their classes. Faculty take on as a responsibility making sure we provide context for learning.

Gable reminded the Senate that any policy changed passed by the Senate would need to be approved by the Board of Regents. Iowa State University has also considered the University of Iowa's language and voted to remain with their original statement.

Lounsberry stated that the beauty of Reineke's proposal is that it gets rid of the phrase "sexually explicit".

Motion to amend carried.

De Nault argued against the amended motion. The issue originally brought to the Senate was a very narrow issue of "sexually explicit material". The policy adopted by the Senate addressed this issue. The present proposal broadens the scope to include everything. He was concerned that the second sentence could be interpreted by students to mean that they could be absent from class for any reason.

Reineke spoke to the issue raised by De Nault. The present policy gives students the choice of not attending a specific class session but they are responsible for the content of the class session. The reason she proposed the change was to go along with the whole Iowa policy rather than mixing and matching UNI and Iowa policy.

De Nault responded that our policy only refers to photographic or film depiction of sexually explicit material. The proposal before the group refers to all course materials.

Van Wormer agreed. She stated that colleagues were worried that students could just walk out of class for any reason.

Henderson spoke in favor of the motion. The present policy intrudes into teaching by requiring him to draw attention to material that he may think is unimportant but which legislatures may think is important.

Andy Abott, Vice Preside of NISG, asked whether the last sentence meant that all attendance policies would be unenforceable?

Leander Brown recalled the anguish the Senate felt in dealing with this policy before. Though he empathized with the sentiments expressed, he is reminded of the old saying, "let sleeping dogs lie." This assumes the dogs are vicious. In this case, this is a vicious issue that should be left lying. Whatever changes that are made should be made in light of this. The Regents asked us to take specific action. The Senate reluctantly did so after considering all the contingencies and possibilities. It is true that the University of Iowa has gone through a tortuous process to get the language that is before us, but even with that language, they (Iowa) have been told by the Board of Regents "God help you if something goes wrong." We need to understand the implications of the actions we take, for academic freedom and the constituency that goes beyond this room.

Haack stated that the statement says that students are responsible for completing course requirements. This should take care of attendance at quizzes, exams, discussions, and other class activities. He had problems with requiring students to come to a general lecture.

Reineke stated that she did not think the language gave students the right to miss class indiscriminately. However, if a student found the subject for the day is so reprehensible that they cannot possibly bring themselves to attend, then no one is going to drag them kicking and screaming into the room. They can choose not to attend but they are still responsible for all the material in the class.

Henderson stated that he was much more comfortable with the forces of oppression which force something on him than to acquiesce. There are times when people need to be challenged and take risks. We ask our students to take risks all the time. We have to be prepared to defend our position on this issue. This was the core of what he did.

Gable asked Provost Marlin whether the University Attorney should review the language of the policy. The Provost replied that she did not think that was needed.

Amend stated that the second statement can be misunderstood by students.

Amend/Van Wormer moved/seconded to delete the last sentence.

Haack argued to keep the second sentence. Though he firmly believes in academic freedom, the Board of Regents was interested in a policy that did not penalize students who choose to miss a class because they found the material offensive while still holding them to learning the material.

Yousefi stated that he interpreted the second sentence to be a blanket statement that could be applied to anything.

Provost Marlin stated that the statement emphasizes the student's intellectual freedom.

Amend stated that some principles are quite apparent and clear. To suggest that an act of intellectual freedom is to walk out of a class when they do not like what is being said is to change the role and the relationship between faculty and students.

Reineke reviewed the present policy regarding student's intellectual freedom which states that "students are entitled to the same intellectual freedom that faculty members enjoy. Faculty must respect that freedom. They may not impose restraints upon student's search for consideration of diverse or contrary opinion."

Soneson stated that students should not leave classes when we talk about difficult issues. They need to be there to think about them, to present objections, to argue about the problems. If they are not there, there cannot be the enrichment of the discussion for other students. Other students will not hear their arguments. We can respect student's intellectual freedom and still expect them to be there.

Yousefi did not want to be a cynic, but some students may find it reprehensible to attend his classes under any circumstances.

Cawelti stated that the principle that was violated was "innocent until proven guilty." There was no investigation of the incidences. The policy was based upon hearsay and some shocked students outraged comments. Regent's policy should never be based upon hearsay.

Lounsberry spoke in favor of the amendment to drop the sentence. The historical context of the Board request was that there was a new President of the Board, Marvin Berenstein, who wanted to do a good job and respond. He was getting telephone calls. When it finally came down to the day, the Regent's began to feel uncomfortable with what they were asking the universities to do. The Board vote was 5 to 4. We are now in a new era. Berenstein is gone and we have different regents. Dropping this sentence might give us a chance to see if just the first sentence would go through. If they do not accept it, then we can come back and deal with it again.

The motion to amend by dropping the last sentence carried.

Haack stated that the statement now has no content, especially when it is replacing the existing policy. It may now be a nice pedagogic statement but it has no particular content to address the issue addressed in the paragraph it is to replace.

Cawelti agreed with Haack's statement. Without context the statement has little meaning.

Van Wormer stated that was the beauty of the statement.

Amend stated that a stronger statement would be a motion to strike. However, a general statement like this indicates we are aware of some of the possibilities and problems, but we do not want them (The Board of Regents) to tell us how to run our classes.

Brown remarked that he had been wondering whether he preferred repression to subjecting himself to restrictions. This proposal will probably get us some repression. Maybe this is the way to go. To not acquiesce, send it back, and see what happens. This is not what he would choose, but it may be the best way to go. We need to think about our colleagues.

Main motion, to revise paragraph two of Section II, Responsibilities to Students, paragraph 5 of the "Professional Ethics and Academic Responsibility" Section of the University Policy and Procedures Manual to read "*Because learning is furthered when students are adequately prepared to deal with course materials, faculty members should set course content within an appropriate context,*" carried.

519 591 Report from the Committee on Admission and Retention.

Amend/Grosboll moved/seconded to accept with gratitude the Report from the Committee on Admission and Retention. Motion carried.

De Nault/Reineke moved/seconded to approve the recommendations in the report.

Recommendations for Priority Registration are: "1) Priority registration continue to be offered as at present for select handicapped students, 2) that priority registration be phased out for R.A.'s and Presidential Scholars, consistent with commitments which have been made, 3) that priority registration that was in place for student-athletes, but which as been suspended, be discontinued, and 4) that departments continue to make adjustments for students on an individual basis when appropriate."

Recommendation for the Evening Program is: "No recommendation relative to Evening Program be made. However, faculty and department heads are encouraged to monitor the implementation and quality of all of their evening programs."

Soneson argued for keeping preferential registration for Presidential Scholars. There are only 15 each year. These are outstanding students who could go to any college they wished and they have chosen to come here in part because of the package we offer. One part of this package is preferential course selection.

Russ Campbell, representative of the Educational Policies Commission, spoke to the issue of Presidential Scholars. Presidential scholars get priority registration as a freshman, as do all scholarship students. Presidential scholars usually have several hours of advanced placement credit, which places them ahead of their cohort. He suggested that if this was a serious problem, the Presidential Scholars Committee should lobby directly with President Koob. The E.P.C. could not determine if priority registration made a heck of a lot of difference for anyone and therefore figured lets just get rid of it.

Reineke stated that the appeal of the recommendation was its simplicity and clarity. The proposal does speak to the one category of persons for whom scheduling makes a difference, the handicapped students. Scheduling for these students may effect whether they can take a class at all. Accessibility is a real issue for these students. Presidential scholars can be taken care of on an individual basis through student appeal.

Amend, who serves on the Presidential Scholars Committee, commented that current Presidential Scholars were concerned about the change in policy. However, when they learned that they would be "grandparented in", their apprehension declined. Presidential Scholars get many other benefits. They get full-ride room, board, tuition, and books scholarship. They get special seminars that are challenging. Priority registration is not that special of a bonus.

Haack asked whether priority registration was an important component in recruitment of Presidential Scholars.

Amend replied that he did not think so. They probably do not know what it is when they are recruited.

Andy Abbott, Vice President of NISG, spoke in favor of the proposal. Because Presidential Scholars are supposed to be the brightest and get a lot of money to come here, why do they get to register for the "easy" classes ahead of other students?

Cooper stated that student athletes would give the exact same argument as the Presidential Scholars for priority registration.

Weeg spoke to the recommendation in the report relative to evening classes. Though departments are

not required to participate, evening classes do have an effect on services, for example the library, I.S.C.S., etc. There is a demand for resources. This program does have an impact on campus.

De Nault continued the discussion by mentioning the demands on custodial services of Saturday classes. At present, custodial service in his building is only provided from Monday through Thursday. There are now Saturday classes and it is not very pleasant coming into the building on Monday. He would like the custodial schedule to be reviewed.

Weeg stated that five General Education Classes have been scheduled in the evening between the end of Spring Semester and the start of Summer Session. She did not know who had authorized this, but the Library is not open in the evenings during this period.

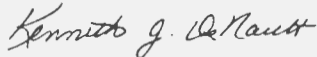
Russ Campbell spoke about evening classes. When the E.P.C. looked at evening classes they looked at it from the point of view as to whether this was a program. There may be problems with evening courses, but this was not the problem addressed by the E.P.C. There was no "evening program" requiring the shift of resources. The "program" seemed to be only a marketing ploy.

Motion to approve the recommendations carried

ADJOURNMENT

De Nault/Cawelti moved/seconded to adjourn. Motion to adjourn carried. The Senate adjourned at 5:28 PM.

Respectfully submitted,



Kenneth J. De Nault, Secretary
University Faculty Senate

Approved May 6, 1996