SUMMARY MINUTES
Regular Meeting
UNI Faculty Senate
January 12th, 2015
Oak Room, Maucker Union
3:30 p.m. – 5:03 p.m.

Courtesy Announcements
1. Press Identification: Christinia **Crippes**, *Waterloo Courier*

2. Comments from Interim Provost **Licari**
Interim Provost Licari that work continues on the Academic Master Plan. Regarding TIER, the efficiency study, the firm providing the academic components will be selected February 12.

3. Comments from Faculty Chair **Peters**
Along with United Faculty President Joe **Gorton** and Adam **Butler**, Faculty Chair **Peters** provides faculty review of the TIER proposals. He notes that most of the TIER academic work will likely begin next fall and has written articles about the "chronic underfunding of U.N.I. which have appeared in several Iowa newspapers. He is meeting with lobbyist Mary **Brown** to keep represent U.N.I.'s legislative interests. He reminded Senators of the January 21, 2015 Town Hall Meeting on Diversity.

4. Comments from Senate Chair **Kidd**
Chair **Kidd** addressed the schedule conflict between the scheduled Faculty Senate meeting and the open forum for one of the Provost candidates and with Senate approval cancelled the February 9, 2015 Faculty Senate meeting.

Minutes for Approval
Dec. 8th, 2015 **McNeal/Strauss** All aye**.**

Consideration of Calendar Items for Docketing
None

New Business
None

Consideration of Docketed Items
1256/1151 Consultative Session with UNI President Bill Ruud
http://www.uni.edu/senate/current-year/current-and-pending-business/actions-be-undertakenreceipt-reports-and-consultative-ses

1249/1154 BAS Degree Structure
http://www.uni.edu/senate/current-year/current-and-pending-business/policy-change-honorarydegrees
** Preliminary Approval of Core Competency Structure 9 Aye; 5 Opposed; 3 Abstentions
Continued discussion on 1/26/2015 at head of order

Motion to Extend the Session Heston/Finn All aye

1268/1163 Master of Public Policy Curriculum
** Dolgener/McNeal Approved All Aye
http://www.uni.edu/senate/current-year/current-and-pending-business/master-public-policycurriculum

Adjournment by acclamation 5:03

Follows are full transcript of 50 pages, including 2 addenda

Regular Meeting #1761
UNI Faculty Senate
January 12th, 2015
Oak Room, Maucker Union
3:30 p.m. – 5:03 p.m.

Present: Senators Karen **Breitbach**, Jennifer **Cooley**, Barbara **Cutter**, Forrest **Dolgener**, Cyndi **Dunn**, Kevin **Finn**, Gretchen **Gould**, David **Hakes**, Randall **Harlow**, Melissa **Heston**, Chair Tim **Kidd**, Ramona **McNeal**, Vice Chair Lauren **Nelson**, Steve **O'Kane**, Marilyn **Shaw**, Gary **Shontz**, Gerald **Smith**, Mitchell **Strauss**, Jesse **Swan**, Michael **Walter**, Leigh **Zeitz**; Faculty Chair Scott **Peters**, Interim Associate Provost April **Chatham-Carpenter**, Associate Provost Nancy **Cobb**, Interim Provost **Michael Licari**.

Not Present: Laura **Terlip**

Guests: Barbara **Burrows,** Deirdre **Heisted,** Donna **Hoffman,** Chris **Larimer,** U.N.I. President William **Ruud.**

Call to order 3:30

Press Identification: Christiania **Crippes**, *Waterloo Courier*

Kidd: Welcome Christine. We're going to switch it up. Senator **O'Kane** has an announcement about the Provost search.

O'Kane: I'm on the Provost Search Committee and I just wanted to brief you on what is going on. Starting next week, there will be two candidates on campus, and we have a total of five candidates. That all starts Monday, next week so be looking for emails with details.

Kidd: Thank you. Interim Provost **Licari**

Licari: Thanks, Tim. Welcome back everybody. Hopefully everybody had a good break in that they managed to stay warm. It was a little bit challenging over the last week or so. Just a few things to say: One is about the

Academic Master Plan. That obviously got up and rolling late last semester and so we continue that progress. Thanks to all involved in that. We've got a ways to go, but I think that Town Hall we had initially gave us some good feedback and I know that the Steering Committee is working very hard. Thanks, Gerald (**Smith**) for your work on that and thanks Nancy (**Cobb**) and April (**Chatham-Carpenter**) as well.

The next little update that I'd like to provide is related to TIER, the efficiency initiatives that are coming out of the Board. The proposals for the consultants for the academic components have been submitted. We are supposed to get feedback back to the Board next week and then there will be a selection of the firm February 12th. I have copies of the proposals. Tim (**Kidd)** has copies. Lauren (**Nelson**) has copies. A copy went to Adam **Butler** of United Faculty, and April (**Chatham-Carpenter**) and Nancy (**Cobb**) have copies. So we have one institutional response that we have to give, rather than a bunch of disjointed ones, and so over the next week we'll have to coordinate. We just found that out today; that it will be just one institutional response for the academics, and so we will get our heads together to make sure we're all on the same page. So that's where we're at with the academic component of the TIER process.

Kidd: Sounds good. Thanks, Mike. Scott?

Peters: Welcome back everybody. Picking up right where the Interim Provost left off, I'm kind of serving as the point person representing the faculty government side of the faculty's review of these proposals for the academic programs and then because this review of programs could potentially be linked to workload issues, United Faculty is paying attention

to this. UF President Joe **Gorton has** asked Adam **Butler** from the Psychology Department to be United Faculty's point person on this. So in addition to providing written comments about the proposals that have been received, Adam (**Butler**) and I and Mike think will be heading to Urbandale to the Board office in February.

Licari: Yes indeed. That will be the 12th.

Peters: To interview the people. That is the update. Now, that's February 12th. The Board decision will take place some time after that. When you look at the timeline, it starts to look like most of the action on the review of academic programs regarding TIER probably won't happen until the fall, I would have to guess. I'm getting a 'no' from the President, so I could be wrong about that.

Ruud: I will certainly oppose it.

Peters: You mean it won't happen until the fall?

Ruud: I would oppose to have anything start before the fall, if that's okay with you guys.

Peters: Yeah. Stay tuned and we'll try to keep you updated. Item Number Two: There have been a number of news articles within the last few weeks about legislative prospects for Performance-Based Funding. Senator **Heston** sent us one of them over the break. The *Press-Citizen* had one today or yesterday or today maybe, and the *Courier* had one over break as well. All of them stress, all three articles stress, as I did in remarks at the last meeting that while there is a path to passing this thing, it's a narrow path. The Republicans in the House support reallocating funds, but are hesitant to commit to funding but key Democrats are skeptical or outright opposed

to reallocation. I will note though, that I saw in all three articles that there is a very important Senate Democrat, Senator Dvorsky from Coralville, in all three articles he said that he doesn't' agree with the Regent's proposal, he does want to find a way to address the chronic underfunding of U.N.I. Our new lobbyist, Mary **Brown**, will be on campus on Friday. She'll be doing an update at noon in the Presidential Room of Maucker, and so as you know, I'm going to try to make sure that we keep UNI's needs toward the front of this debate and that we make sure people at the State House know about what we do here, and the value of it, and that it does not get lost in the debates over the Regent's specific proposal. That meeting is at noon in the Presidential Room of Maucker, and I may have some more information via email to share on that as well. And then finally I was asked to help spread the word about the Town Hall on Diversity, which is next Wednesday, January 21st from 2:00 to 4:30. I think it's preceded by some food from around the world so that's a little mental note: Get there early, maybe. It's in the Commons Ballroom. There's a Keynote speaker scheduled, but it has been portrayed as an interactive event in which we'll have discussions about how the University is doing and what it can do to improve on the campus climate for everyone on campus. Thank you.

Kidd: Thanks, Scott. I don't really have too many comments, I guess. You're (refers to Lauren **Nelson**) the name on the floor, by accident. But one thing I heard about was on February 9th there is an open forum for one of the Provost candidates, so I believe it coincides with the Senate time. So, since we're all here, should we cancel that meeting?

Nelson: I think that would be good.

Kidd: All right. Assent is given. Sounds great. We won't be meeting on the 9th and I think that's okay. That's basically it for me. We have minutes for approval. Do I have a motion to approve the minutes of December 8th? Moved by Senator **McNea**l. Seconded by Senator **Strauss**. All in favor? So moved. Thank you. It's been awhile. I got to take off a meeting. So the minutes have been approved from December 8th and we have nothing to docket, which is nice. I have no New Business, which is nice. The meat of this meeting is going to be about two things that we've put off. One is a report coming back from the BAS Committee, and the second is a Consultative Session with the President, who is kind enough to be here now, which is great. I thought we would start with the President, because that makes sense, and I know he also has a lot of information about the BAS programs to help us out. Please, take the floor.

Ruud: You want me to talk about the BAS?

Kidd: You can talk about anything you want and then when as we go to the BAS we'll integrate with April (**Chatham-Carpenter**).

Ruud: Thanks for having me. Welcome back to the Spring 2015 semester. I was thinking about it the other day, the panic that set it in 2000 when we were sure that we were all going to blow up, and now it's 15 years later. I was also reminded, when I just came back from Judy's father's 90th birthday party, and some of the great-grandchildren that were there are the eight, nine and ten year-olds of today are going to be around 2100. It sort of brings the past to us. It's an interesting time in our lives. Very excited to comment on something Scott (**Peters**) mentioned: the whole issue of Performance-Based Funding. The whole issue of getting the chronic

underfunding of the University of Northern Iowa moved forward is very, very important for us. As I leave this session I'm on my way to Des Moines for tomorrow we have the Regents' Breakfast with legislators. It's a structured breakfast with the three Regents Universities, the three presidents, a variety of legislators, the leadership that we will continue to push very hard on the additional $6.45 million each year over the next four years, to get Performance-Based Funding. I know that we have a partner in Iowa State University. It's interested in it as well and we appreciate, I'll pick on him a little bit, because I've been picking on him for the last month, but Scott **Peters** did an absolutely awesome job in his piece that he wrote that's appeared in half a dozen newspapers across Iowa. It's very, very important to us to get the chronic underfunding changed. Will the Performance-Based Funding Model, based on my experience-- will it look like exactly like it looks now in five years from now? Probably not; I came from Pennsylvania, where as you know, I started out in Pennsylvania nine years ago with 64 input measures to a Performance-Based Funding Model, and the two years before, the year before I left, we ended up with a 10-metric Outcome-Based Model. All along the way we survived. We got additional funding. We were able to adjust, adapt, get our input in, so I would clearly tell you that as we go into a Performance-Based Funding Model, rest assured that you will have input. At the same time, we're going to have that Metric-Based input because it's going to be hard to say, "I just don't like it." It's, "Here's how we need to change it. Here's what would be better. Here's what would be more beneficial for the University of Northern Iowa." I strongly believe that there, I think we will evolve with more differences than we think

between the University of Iowa, Iowa State and U.N.I. because we are different institutions. I also have an opportunity tomorrow to meet with Mark **Smith**, Minority Leader and Senator **Gronstal**, the Majority Leader to talk about specifics on Performance-Based Funding, and we'll have an opportunity to listen to the Governor's address at 10:00, and really hear exactly where he's coming from in terms of the proposals for his budget: hopefully he very strongly includes us in that budget. Part of that request is $1.5 million to enhance the Bachelor of Applied Science Program and I'll put it in a caveat, and then defer back to the conversation here. In my opinion, one of the nationwide obligations of a regional comprehensive university is to enhance the area of Bachelor's of Applied Science and Bachelor's of Engineering Technology. As a regional comprehensive university, we should be partnering with Community Colleges and other partners in the state, not in lieu of or instead of, but in addition to. So please don't understand that we're going to have a bunch of BAS and BAT Programs and get rid of everything else. Absolutely not because BAS and BAT only fits into a relatively small piece of what we can do, but as we partner with community colleges, as the current administration proclaims, "community college for free" I'm always waiting for that 'free' part and where that's coming from. But he's talking last dollar for free and there's an awful lot of students that can go last dollar for free to a community college. As we push, or as it's being pushed, community college opportunities and what I call stackable degrees. For those of you who haven't had my speech on stackable degrees, it's pretty easy. The ideal stackable degree is nursing. As a senior in high school, you can get a CNA certificate and go out and be

employed. If you want to continue in nursing, you can go to community college and get a two-year R.N. degree and go out and be employed. Unfortunately for those of us in the four-year business, the R.N. degree is a very lucrative degree. You can leave that College at $50, $60, $70,000 a year. But, you can then come back with a four-year degree, and a B.S.N. You can come back with a graduate degree and an M.S.N., you can come back with a doctor degree and a DSM--To me that's the perfect stackable degree. What we need to figure out is what are the appropriate and inappropriate substitutes for nursing. Some of the obvious ones, Industrial Tech., Health Promotion, Criminology, Business Management, Early Childhood, Tech. Management—Hawkeye is starting a program in Police Science, a two-year degree in Police Science. If we had a four-year program in Emergency Management, what police department in the State of Iowa wouldn't want their police officers to have a two-year degree in Police Science and a four-year degree in Emergency Management? What we need to do with the Emergency Management degree, is then make sure it stacks into a Master's degree in Public Administration or a master's degree in Public Policy so that you don't leave somebody hanging, "Oh boy, here's a four-year degree. Oh, by the way," then all you're doing is shifting the old 2 +3 or 2 + 4 to go into graduate school. Now I have to start all over to go to Graduate School. We don't want to put people to do that. How do we build Police Science and prepare emergency management degrees that lead into a Master's degree? And, I think more importantly for us, how do we admit and convince the programs that don't fit? I don't think we want to have a BAS in accounting. I don't think we want to have a BAS in music. Okay. I

don't think we want a BAS in some other areas that don't necessarily make sense for that discipline. Also, we already have programs in the School of Technology and B.E.T., Bachelor of Engineering Technology, and I think that's a ripe area for us in Manufacturing Technology, Mechanical Engineering Technology and any of those technical areas that will allow us to place students in the hands-on world of ... you know, a lot of folks at John Deere…John Deere wants a lot of engineers to design tractors. John Deere would probably like a lot of Manufacturing Engineering Technology Bachelor's degree holders to build tractors. Okay? And that's how we can identify it. That would probably cause our Department of Technology to grow into a Program of Technology to grow into a School of Technology potentially, in terms of where it goes. We have asked the State for $1.5 million. So, one of the things you need to know is we don't necessarily want to start this necessarily out of our own dollars. We'd like some dollars to help move it forward. There are a lot of universities around that we can use as models: Ferris State University, for instance, in Michigan has been doing BAS and BET degrees for 50-60 years; they have a huge program in Automotive Technology area, they have a huge program in the Industrial Technology area. Michael (**Licari**) and I just visited …

Licari: Pittsburg State

Ruud: Pittsburg State in Kansas that has a separate College of Technology and the day after we were there, they were going to have 200 companies that were just coming to the College of Technology to interview their students for a job. It's an area I think that we can build on, I think we can get State funding for, I think we can recruit and retain talented faculty, and

I think we can recruit and retain talented students, and I think it's a program we can also build upon in terms of getting external funding; corporate support, company support, and so we have started. I only brought five copies. I'll pass this around and give you a peek. (**Brochure attached as Addenda 1**) We started a program in March in Technology Management Program, two at a time, either in hybrid or online. We already have, Mike (**Licari**), about 20 students in the Technology Management Program, so I think if we carefully identify the programs that will work and the programs that are on overlap, and don't conflict with what we currently offer, I think it's also a way in which we can grow enrollment, not just in Cedar Falls, but on-site at the 15 Community Colleges in the State of Iowa, as well as online, in terms of a lot of folks that are place-bound, and there's strong interest among the community colleges for us to do this part. So it's not like we're inventing something that hasn't been done before. So that's a little bit of background on the BAS/BAT Programs that I think would be an exciting addition to what we do at the University of Northern Iowa.

Kidd: Thank you. Would anyone have any questions for President **Ruud**? Feel free to go beyond the BAS degree of course, so I'll open the floor for questions.

Ruud: I must have sold them.

Kidd: Sounds like a good thing. Seeing no questions, I'm always happy to let you go, or if you want to stick around for a little bit. Next up we have April (**Chatham-Carpenter**) and Deedee (**Heisted**) who will be talking about --I don't know how you want to go with this? I can pull up the files you gave me.

Chatham-Carpenter: I also have a special guest we have here, Dr. **Burrows** from the Department of Education, and she is part of the Community College Division. I know that last time we brought the BAS discussion before the Faculty Senate you all were asking some questions about enrollment and the demand and so I asked her to come today to be able to answer those kinds of questions in case you do have those kinds of questions. If you remember the last time we were talking about the BAS degree, the Senate approved a kind of a general format for the BAS degree, which was that the students would come in, bringing in 60 hours of credit with an AAS or AS degree, and then they would take 21-30 hours of Liberal Arts Core, 21-30 hours of their major and then 0-18 hours in electives, depending on if their major was the longer end of the LAC or not. You asked us, two different groups, to weigh in on a couple of unanswered questions: First unanswered questions was what would that LAC (Liberal Arts Core) component look like, so that's what Deedee (**Heisted**) is going to talk about, the proposal from the Liberal Arts Core Committee, and then the second question you asked the University Curriculum Committee to consider is what do we do with the foreign language exit requirement. We are going to be presenting our respective committee's recommendations report on that for your consideration.

Heisted: For those of you who don't know me, my name is Deedee **Heisted**, I'm Director of the Liberal Arts Core. I chair the Liberal Arts Core Committee, and I just want to take a minute to thank the Liberal Arts Core Committee. We received this charge from the Senate, actually quite late in the semester, or at least it felt late to us. So I think the Liberal Arts Core

Committee, the faculty who worked on this, including Paul (**Andersen**) the Student Rep., did a really good job of pulling together what we're calling the Core Competencies, the Bachelor of Applied Science Core Competencies Model. Now my assumption is that you all received the entire Core Competencies Model, the proposal as well as the summary. Is that correct? Okay. For a little bit of background on the Core Competencies proposal, we were told to create something that would be between 21 and 30 hours. We did first begin with our current Liberal Arts Core, and began to look at different types of courses that might fit into the Bachelor of Applied Studies degree. The more the Committee talked about it, we realized that what really felt that these Bachelor of Applied Science students needed more of an Innovative Competencies-Based Model. What we decided to do was we went to the AAC and AAC&U Value Rubrics and some of the documentation from the Lumina Foundation, and began to look at the overarching Core Competencies, the skills needed for college graduates, and so what we came up with, the six competencies listed above. (**See Addenda 2:** *From the report these include: 1.Workplace Communication, 2.Intercultural Knowledge, 3.Ethical Reasoning Competency, 4.Creative Inquiry and Analysis, 5.Applied Problems Solving, 6.Integrative Learning).* In the more extensive draft, you will have actually some of the definitions of those Core Competencies. One of the things that you might want to note—and I'm sure you found this in your own discussions of the BAS degree, is that there is a great diversity in what students take in order to achieve an AAS degree. However, what we did see was that more likely than not, students will have completed during their

AAS degree some type of math some type of writing and some type of oral communication. What we decided to do was to embed those three areas in what we decided might be admissions criteria. However, what we also did was we cut our requirements from 30 down to 21 so that if a student came in not having satisfied those, that they could still complete the BAS, the Core Competencies portion, within 30 hours. So that's where you see that area. Our hope is that a large percentage of the students will come in with all three of those areas, and thus we wanted to be sure to create some space for electives. Our fear was that if the majors went up and really hit the wall with 30 hours, and we hit the wall with 30 hours, that we would end up with very little flexibility with these students: No possibility of taking electives, so that's the area in which we back off a little bit, hoping to create some flexibility.

In terms of what comes next, the Liberal Arts Core Committee will wait for some type of sign from the Senate (about) how much further we should take this draft. We put a lot of time into it. We can put more detail into the proposal if the Senate so desires. With that said, we have been creating this proposal in a bit of a vacuum, in that we have not yet seen what these programs look like. So on the one hand, we think that these will intersect nicely with all of the different BAS programs that we've heard spoken of on campus: Criminal Justice. Management. We think that the Core Competencies will fit nicely with all of them. However, we haven't seen any of them in detail and so for us that would kind of the moment when we can add even more detail to this proposal.

One of the things that the Senate will have to consider if we move forward, I think, is what role does the Liberal Arts Core have in relationship to this BAS degree? Is this a body that you want to oversee portions of the curriculum of this degree? Or is this going to be another type of body that would maybe be similar to the Liberal Arts Core Committee but just focus on the Core Competencies. So I think that the Senate has a lot of decisions to make, and we wanted to get this draft to you early, but with the caveat that we realized that are the first ones to throw something on the table, and so we're willing to take it back and move in the direction that the faculty would like us to, as soon as we see some of those proposals.

Chatham-Carpenter: Tim, I don't know if you want questions on that before we go to the foreign language?

Kidd: I think that sounds reasonable. Does anyone have any questions about having 21 hours, or the general idea of Core Competencies?

Heston: As I look at this, this would appear to be a stand-alone**,** independent alternative to the LAC. Am I interpreting that accurately?

Heisted: I think that all of these competencies are in some way, shape or form embedded into the Liberal Arts Core. However, this is a different way of thinking about it, in that when we began to think about these students, one of the things our Liberal Arts Core currently does is it allows students a lot of choice, which we may or may not be able to afford these students. Some of that choice is because we have students who are here who are looking to discover different content areas, and do so often through the Liberal Arts Core. What we saw here was an opportunity to put the emphasis on, instead of that exploration moment, to put the emphasis on

skills, building these competencies. These students, they know what they want to do. They may even know where they wan to do it, and likely they are already doing it, and so what we really wanted to do was to really have the focus more on the skills and less on the content.

Heston: So I have a follow up question: These would be essentially a set of new courses, taught by whom?

Heisted: So the idea is that, and part of this would be the next phase to decide. Part of this is that we have courses all over campus that may or may not be courses that could be a part of this. Some may be online, some of them may be face-to-face. If we get to the point that we want to pursue the Competency-Based Model, what we'll have to do is have to put a call for the creation of these types of courses, or a call for courses that exist that could fulfill this. Keep in mind that what we're thinking about is a cohort of people, students, who would be taking this online, so in some cases we have some, and in other cases we may not.

Chatham-Carpenter: And they wouldn't have to be developed all at once either, because we were anticipating that they would take an eight-week course, so two courses a semester; fall, spring and summer, so that they would all be these eight-week kind of courses.

Heisted: As you may know, that to create a course through the Quality Matters Program, faculty are given a stipend in order to create those courses and that's kind of an on-going incentive for faculty to be developing new courses. So what I picture is that these courses would fall into that development process.

O'Kane: If I could ask a question of President **Ruud**. Looking at the back of the Technology Management, (*refers to distributed brochure*) I can't quite make out what is meant by 'course sequence.' It looks like six years, two courses.

Ruud: Three-year program.

O'Kane: Just to clarify.

Licari: It's a part-time program.

Cutter: I wanted to follow up on some of Melissa's (**Heston's**) questions. So I'm a little confused because at first you were talking about new courses, then you were talking about existing courses that could fit in, not you're also mentioning eight-week courses. So it seems like if existing courses fit in, they really wouldn't be courses that these students would be taking because they're not…

Heisted: In many cases, the courses would have to be reworked. Keep in mind that the Liberal Arts Core Committee has about six faculty who were throwing out courses that they knew of, or names of people who could teach potential courses, and it seems as though I don't know that there is necessarily any, even in talking with Kent Johnson, the Dean of Continuing Ed, that there are courses in existence today that we could flip the switch that would be ready for this particular group tomorrow. By the fall could we have one or two ready; either an existing course that could be gone from a 16-week course to an 8-week course? Could we have an entirely newly developed course? I think so. Could we do it all by next fall? No.

Cutter: Would they be sort of segregated from the B.S. students?

Heisted: Yes.

Cutter: One thing that comes up is that this seems like a lot of new resources maybe more new resources than we would have to do using the existing Liberal Arts Core. Another sort of thing I was thinking of in terms of the existing Liberal Arts Core, I know these students know what they want to do, and they've already got AS or AAS degrees, but I wouldn't want to throw out the whole idea that the Liberal Arts Core is supposed to broaden the way you think, and it seems like what the Competencies-Model is doing is kind of getting rid of that part of it.

Zeitz: I like the idea; I understand what you're saying about expanding the thought process. From a pedagogical standpoint, where we take a look at competencies, that's an interesting idea because one of the aspects of this is as I read it, was that you're also going to somehow determine that certain life experiences would replace courses. Did I read that properly?

Heisted: I don't think so.

Zeitz: Maybe I didn't read that properly. I'm sorry. Okay, that changes it. My question on the competencies is how would they be measured? The whole idea of competencies is that I could test out of a class, like CLEP-ing out of a Spanish class or something like that. And my question is how does Intercultural Knowledge get tested? Maybe this is too far down the road, but I think it's a real important thing. Are we talking a multiple-choice test? Are we talking interpersonal connections? What thoughts did you have on that?

Heisted: Well for example if you look on Number 2, Intercultural Knowledge: and even without going into a lot of detail, we tried to provide, once again, taken from A.A.C.&U. research, we tried to define what we

meant by Intercultural Competence. We also actually went so far as to spell out some of the goals and outcomes that we could seek to achieve in these courses. I think that built into this process would have to be an assessment plan, much like the one that we've been working on with the Liberal Arts Core in which you would have to be assessing these specific outcomes first, and decide whether or not a course was appropriate for this category, and second of all, what types of assignments and work were demonstrating competencies in these? In terms of whether or not a student could test out of something, could a student bring in some work? I think that that's kind of why we're talking about the possibility of this BAS. There may have to be a committee on campus, a BAS Committee, that would look more carefully at the types of work students might bring in, in order to "test out" of these types of courses. Or, we could say, "No, you can't test out of these types of courses." Those would be decisions, that you're right, we've thought about it conceptually but we don't have the details in the proposal. To be honest, I don't know. That's what we would wait to hear from the Senate, if they want us to work out some of those proposals or if assessment would be part of the course proposal, where you would propose a course and how it would be assessed, and therefore we would know before we accepted the course—how those competencies would be assessed.

Zeitz: I see. Okay. Thank you.

Swan: I have a couple comments and questions. The Senate sent this to the Liberal Arts Core Committee because it's a new Bachelor's degree, and the U.N.I. faculty has long decided that all Bachelor degrees have a Liberal Arts Core. That's what makes U.N.I. Bachelor's degree; lots of variety in the

majors and different kinds of Bachelor's degrees, but all Bachelor's degrees, at U.N.I., the faculty has long decided, has a Liberal Arts Core. So we asked Liberal Arts Core Committee, to say well "What kinds of things can you do with the Liberal Arts Core for this new degree?" And I've only gotten this very recently, so I haven't I haven't really been able to study it. But from your presentation and what I've been able to see here is that it looks like you've thrown out the Liberal Arts Core, and created something entirely different. I guess I want to know why did you decide to do that? What do you think the faculty doesn't want a Liberal Arts Core or think it's important academically in the American tradition of the academy to have the Core to it's Bachelor's degrees? I have another observation and perhaps a question.

Heisted: I think that when we began our work we actually began with three models. We looked at the possibility of using the existing Liberal Arts Core. We also looked at…to be honest I don't remember what the second one was, but basically we would take this Liberal Arts Core, 45 hours, and divide it in half and say, "Okay. There you go. You need to do half of it." We just thought that seemed really random to us. So what we did was we began to discuss, "What is the Liberal Arts Core?" The Liberal Arts core is General Education. And you're right. We've chosen to call ours Liberal Arts Core. When I came here, I think in 2000 it was still being called Gen Ed. Okay? And so as we began to really research, the idea of General Education and what that was, for different students, including today's more innovative approaches, basically what we realized was that while we had a lot of these competencies embedded in our Liberal Arts Core, that this could be a more direct way to reach some of what we considered to be the most important

competencies with the BAS students, who would only be taking the 21 hours. Paul, (**Andersen**) it looks like you're wanting to say something?

Andersen: We couldn't decide like which pieces of the Liberal Arts Core were more important than the other ones. Like, how do you determine in those 21 hours which one is more important than another? And so we took the main competencies that we thought were gained out of taking the Liberal Arts Core and we created these six. That was the idea behind it, because we couldn't pick and choose which Liberal Arts Core was more important.

Swan: I did want to follow up. I do have a second issue though. We did expect the Liberal Arts Core to say, well, "We do think this requirement, in the Liberal Arts Core, wouldn't need to be required for this degree." You're saying, reporting that you just couldn't do that. You couldn't say "the Physical Ed requirement just doesn't need to be here for this; or three of the Humanities hours wouldn't have to be required for this." That's what you couldn't figure out?

Chatham-Carpenter: We also have research to show that there were at least 12 that most AAS, and actually Barbara (**Burrows**) can talk about this, all the AAS degrees are required to come in with 12 hours already, and that includes Humanities a lot of times. It includes communication, math, and then they have a lot of science classes already included with their AAS.

Swan: That's what I expected. That's what I did expect the Liberal Arts Core to do something like "these students typically have these courses already done," so we would still require them, but they would have already been

done, they just wouldn't be here. But you would still have it in the degree. It's required. Humanities, well they took it at their Community College.

Heisted: Not necessarily. One of the challenges is the diversity of the content of the AAS/AA degrees coming in. To make any of those assumptions-- what we put up there was the **one** assumption--that we could actually detect in looking at some of these programs, was that there generally was some type of math, some type of oral communication, and some type of writing. Let me just tell you about the third model. The third model, and this is maybe what you're kind of leaning towards, the other model that we considered would be that if the students who were coming here that they would just send us their transcript and we would look at it. And we would see that Jesse has "x" and Paul has "x and x and x" then Cyndi has "x and x and x" and now they're going to have to take this and this and this. We determined that that seemed not very practical.

Swan: Why didn't it seem practical?

Heisted: … So either you could have some type of components, like where you would say with a 2 + 2 Agreement, "we'll accept that this degree is more or less this," because of the faculty time that it would take to go through and analyze every single component. So let's take the Industrial Tech. I think that you said that there were 120 students? (confirmed by **Licari**) So you would have had to review 120 dossiers each semester to determine all the courses that those students have taken, and now what courses they would have to then take and so we thought that well, if we can instead come up with a block approach, so that leads to the second idea, which would be like "Let's just cut the LAC in half. Here's a block and

we assume they have half of it." To us, that seemed random because they may or may not have half of it, or parts of the half, and that's when we moved to the actual competencies.

Swan: Can we go back to the 120 concrete examples for this Tech? They really are 120 entirely different people? They're not 90 or…

Cooley: The Office of Admissions already has templates in place and they do typically analyze 120 transcripts but they have those in place and they know what to do…

Swan: Even if they were from 120 different places, Admissions already does that.

Chatham-Carpenter: I'd like Barbara (**Burrows**) to speak to that, because she knows what the AAS degrees are, keep in mind.

Burrows: Let me just tell you quick. My background is math and I'm from Florida, they have a true Common Core Numbering system. So of you take it at a Community College, you don't have to pay someone at a University to analyze and count it, because it was made by a state-wide committee. We don't have that.

Swan: Sure, but we do have articulation agreements.

Licari: But it's not the same.

Burrows: They vary from the 15 colleges, and you have…I've visited with Jo **Loonan** in the Admissions Office, and you have like probably three people that most of their day they spend reading our catalogs to see what our courses are. It's kind of a waste of time. So if we could get courses which ….I'm excited about this because I'm excited about you all creating something that says, "We want you to come here with this," and if 'this' is

just that foundational stuff that goes into those six (competencies), which are very important to this group--those six are very important to the kind of students who are getting their AAS (degrees) and are out in the workforce. These students want to become, their being either... coaxed, or for whatever reason, they want to become managers in their technical areas usually. Ethics, problem solving: that's perfect. What they may not have is the Liberal Arts areas of maybe Humanities, or foreign language or higher level science or whatever, but they have the technical skills they've needed to get that AAS and to get that job, and now they're coming back to become broader. This will help make them broader. Back to the AAS: The AAS has 12 credits of; a minimum of 12 credits of and that comes out of technically three areas: communications, math & science together, (and they're put together because maybe there's more science than math) and Humanities. Humanities pretty much includes the Behavioral and Social Sciences, but they vary. They vary greatly, not only from program to program, but from school to school.

Swan: The AA degrees match up better, don't they? Not in your experience?

Burrows: Better. But not as near as good as I personally would like, because what we see is these students coming from Kirkwood, I mean... they have…For your school, Hawkeye, is one of the best, their staff has worked out a transitional guide, and they have somebody in Admissions in their process of approving courses, so you guys see what they've changed to see if it jumps off the direct articulation. They're one of the few that has that. So you can have a chart, I've seen a chart of 15 community colleges with

one course and how it transfers in here, and they don't transfer anywhere near the same from one college to another. It will continue the nightmare. So, what I love about this is the idea, and in Florida we did have community colleges offer BASes, and they all do that block, they use that block transfer to say, "You've got that degree," it's almost like you're given the work experience a little bit of credit because you're allowing to count all those 60 credits. Your technical background and your work, make it that, okay, "we'll allow you to come in with 60 credits." Our 60 credits are going to be really strong. That's what I see from this.

Swan: This is something new that I'm hearing from you. I'm learning that it's been a nightmare now for years? We just forget about this, but the AA people coming here for a BA, that that transfer has been a nightmare for years?

Burrows: Not near as bad as the AAS…

Chatham-Carpenter: AAS doesn't transfer in, and this is the problem.

Licari: That's the challenge.

Swan: It's not like an AA? It's not an academic degree.

Burrows: We have 5,000 graduates? You're losing a whole pocket of students because they don't have the things that you want, and so they're only transferring in like 16. The last agreement only guarantees 16 credits, and its just electives.

Chatham-Carpenter: So we have no articulation agreements with the AAS degree. None of our state schools do. Buena Vista recently put in a Bachelor of Applied Science degree.

Burrows: Some of the individual colleges have them. Your Industrial Tech has some good articulation agreements with Kirkwood and…

Licari: But they each have to be done individually.

Burrows: They each have to be done individually. There's like 400 out there. It's crazy. And so what this is, in my book, is this is a statewide one that says, "We want this as the foundational, and you guys in the Community College, you make sure this is happening." and that's a big push to make sure that's happening, that you're going to take all that. I don't know if you watched the commercials over the break. How many times does Kaplan University have a police officer saying, "They're giving me 80 credits"? It's just happening all over. The students are going to go where they can get the degree. I see this as a quality degree. I know what other people are throwing out there as degrees, but I see this as a true quality degree that gets them knowledge of Liberal Arts, but also the management. I said that backwards--Not only the management, but also some Liberal Arts. I think some of the other degrees at the other Colleges don't offer that.

Swan: I agree that the Colleges don't either, and I don't see this as undoing the academic part.

Kidd: Jesse, I wonder if Barbara…She's had her hand up for awhile.

Swan: I did have a follow up though. Go ahead.

Cutter: I like the idea of making an articulation, but I guess I don't understand why if we had them do 30 hours or 21 hours of LAC courses to be determined based on the specifics of their AAS, that would still be

guaranteeing that they would be taking a certain number of classes. I don't see how that would make it impossible for them to come.

Heisted: I wanted to address two things: One of the things I would just want to add to the conversation is that when you do look at what employers are telling us that they're looking for, and one of the top things that continues to come up after communication, group work, many of the skills that the employers are looking for are competencies rather than they've taken this course, this course, and this course, and so we did work from those types of lists. The other thing I just wanted to add was that while articulation agreements are good, and in a lot of cases they serve us well, but I can tell you that one of things I found really frustrating as a faculty member at U.N.I. has been that I don't feel that my voice has always been heard when its comes to the articulation of courses. As LAC Director, and previously, I'd find courses on the books that had been articulated and I would say, "Really? That's the equivalent?" And I bet some of you have had that same experience, so I just want to suggest that using a Competency-Based model like this, that actually allows us to really look at these courses individually. So for example, one of the number one things that employers are looking for is ethics. We do not have an ethics competency, per se, or a category per se within the Liberal Arts Core. We know that that's what employers are looking for and that these students need a competency in it. I just think that I would shy away…I know that the Registrar's Office does not want us to move in the direction of, "they can just figure it out and they can determine the competencies, they can just take what's left." Quite frankly, as a faculty member or whatever you want

to call me: a former or "recovering faculty member," I don't want to give that away again. I would rather that we create, that we look at equivalencies, that we assess what we're saying we're going to do. That we admit people who have in fact achieved these proficiencies and not based on "because their course is called Humanities and ours is too." I think that this is a very innovation way of providing students with a general education, and it gives the power back to the faculty who get to actually look at the courses and decide what the competencies are, instead of just throwing it at the Registrar's Office.

Kidd: Senator **Strauss**, did you have something?

Strauss: A couple of comments, then perhaps a question. Seventeen years ago I was married to Annette Lynch, but I was living in Manhattan, Kansas where I was a Department Head and theoretically we wanted to live together, and she convinced me to come to U.N.I. but here's my point. This was during the later days of Constantine **Curris,** and she was so enthusiastic about U.N.I. Still is, but at that particular time, she said, "Mitch, you'll love this place. This is a Liberal Arts Core Institution that we stack majors on top of." That was the thing that she thought distinguished U.N.I., and continues to distinguish U.N.I. –a strong Liberal Arts Core basis that our majors get. Now, this new model, that President **Ruud** is pushing for, and I think it's got great merit, is a business model that I think is tempting to bring in more students and also to expand degree offerings. What it's going to be at some cost to that original model that Annette was so enthusiastic about. Because what we see is we're challenging this fundamental Liberal Arts Core basis that stack everything else on.

Heisted: there are many Liberal Arts Colleges then who would much prefer to have a Competency-Based model for their General Education. So in a way, while you might have feelings about the whole AAS articulation, and maybe a lot of us do. We wonder. We don't know. We've never worked with these students. I get that. But in all honesty, this model, and you can look at the current literature that's out there, this Competency-Based model is much more innovative and much closer to what these private liberal arts institutions are doing. They're they types of institutions that are creating the things, like instead of having this distribution model of liberal arts core, where everyone has to do 'x, x, x' in these categories, that you actually create a foundation of knowledge, skills and habits of mind that are interrelated, and that's what this does. I understand…

Strauss: I wasn't finished.

Heisted: And I wasn't either. (laughter)

Strauss: The point I was trying to get to is does it make sense to go to a different model? Then do we have two populations of students here, with one type of liberal arts background versus another? I know a lot of U.N.I students who have done things and said, "Why do I need to take all of these classes when I can go this direction that the AAS students are taking?" How do we cope with that? In fact, why not go to a three-year Bachelor's program for everybody if we can scale back this?

Heisted: Or a Competency-Based General Education program?

Strauss: Those are the points I wanted to make. Thank you.

Cooley: You said this much more eloquently than I could. We do operate as an institution, and as institution, once one model exists, it will undoubtedly

have an impact on any other model that's in place. We've heard the word 'segregation,' and we've heard the words 'cohort.' I would like to just philosophically debate: What does this mean? There are implications for an institution that has two vastly different models for how they're going to tackle Liberal Arts.

Dunn: Building on what other people have said, I think what some of us are wondering about, and feeling uncomfortable about is, what is the fundamental purpose of a college education? Certainly one purpose is to provide skills and abilities for the workforce. That's obviously important. But, most of us were also raised in the concept that it creates better citizens, that it enables someone to lead what Plato would have called "The good life," that it helps you to explore, to learn about life, the world you live in. I think that's what some of us are afraid could potentially be lost with this sort of model. Perhaps I'm wrong, and perhaps these competencies are what makes a good citizen and a good person. But I think that's why we're feeling uneasy with this. I'm wondering as well—two other comments: One is that I think, just glancing at the competencies, I find myself thinking that many of those competencies could and should be distributed across the entire curriculum. In other words, there's no reason why the Gender and Cross Cultural Perspective course that I'm teaching tomorrow shouldn't meet some of those, and arguably, if it doesn't meet any of them, I shouldn't be teaching it. (laughter) The thing of it is that, and I don't know much about the AAS either, is that it sounds like it is intended as a more technical, applied, learning-specific-skills and not broadly educational. Maybe I'm wrong on that, but that's the impression I'm

getting here. If in fact the AASes don't articulate well with our current curriculum, it may be because the AAS is intended to do something quite different from what a Bachelor's degree is intended to do. Is the BAS a hybrid of those things? Is it, 'we're not going to do the things we do in a Bachelors' Degree?' it's going to be purely workforce development and that's how we should be understanding it? But I guess those are some of the issues that this raises for me.

Shaw: I think we have to look at a couple of things here. One of those things I've been thinking about the whole time we've been talking is who is our audience? If we're looking at it from a communication standpoint, we need to know who is it that we are trying to address? If we look at what's going on in the high schools right now, we have . Waterloo Schools dividing itself into two. They're doing a skills based area; they're doing a College Bound. When I was in high school, you had a College Prep and Tech Prep and they're kind of moving back in those directions, and so it makes sense that we look at who is our audience, what is it we need to meet the demands of that audience, and then we were talking, Jesse (**Swan**) you were talking about the articulation agreements; I advise a lot of students, and I can tell you, the Community Colleges bring in multitudes of different things that they call the Liberal Arts Core, and sometimes what I would assume is oral communication, really has absolutely nothing to do with it. And so we have to base it on what we need. You talked about other schools, Kaplan: they're really basing everything off of what the people need. So we are sort of a business, and we are education, and isn't education part of business?

Swan: So the second part of my question about what you're proposing here is that we do have in our current Liberal Arts Core, we do have competencies. The U.N.I. faculty has said that's very important. But we also then have content. What you propose then concentrates on the competencies, even the categories that we label competencies, and we also have competencies in other categories and expanded that, and then eliminated all of the content. So, for instance, some content in the Liberal Arts Core that's eliminated is Western Civilization, so people with a Bachelor's degree in the American academic tradition understand the Western Civilization: what distinguishes us in the globe, etc. and there's other content in the Liberal Arts Core, and that content has changed over years and that's what the Liberal Arts Core Committee considers and we do change the content as we change the competencies, and so I wondering why did you choose to eliminate all content for this cohort of students?
Heisted: Well I think that the emphasis was changed. The content has to be there within the proposals of these courses. Ethical Reasoning competency: I can't imagine that a course on ethical reasoning… The content will be there. It might not be in the same format that it is now. Okay? Could someone from Philosophy and Religion create an Ethical Reasoning course? Yes. Could a Humanities instructor create an Ethical Reasoning course? Yes. I think so. The content might be different in those. Jesse, let's say that we use part of the existing Liberal Arts Core. Alright, so those of you that teach in the Liberal Arts Core, you all get half. All right? So which of the Humanities courses would be the most important one?

Swan: We'd want the Liberal Arts Core to work with faculty to work that out. It's happened before.

Peters: One thing I thing that I try to keep in mind is that we are talking about transfer students, and so what I'm trying to compare, and try to visualize what a program with these type of criteria would look like, and try to compare it to our current transfers from community college look like. One thing that I'm wondering, since I'm not someone who sits down and looks at the transcripts of our transfer students, I wonder how many of our transfer students currently have gaps in areas of content that our Liberal Core says are important areas of content, but they come in because they met other requirements at their two-year institution? They got their AAS by articulation agreements where we are obligated to excuse virtually all of their Liberal Arts—not excuse, but give them credit for? I guess it's quite possible that already the population of our transfer students isn't/doesn't have the same core that our native students do to begin with, that there are significant gaps there already, and that this wouldn't necessarily be any worse as far as that goes, and could theoretically be better in the sense that it at least insures that that population of students who are coming in under this program get perhaps a more common set of classes than some of our other transfer students do. It's just something that comes to mind as this discussion has been going on.

Nelson: First, you are absolutely right. There are gaps when students transfer in with an AA and are just given credit for U.N.I.'s entire Liberal Arts Core. They're often missing a class and you have to track that even though they get credit and can graduate. If there are requirements in our

Core that might be essential later on in their future endeavors, you need to include that as part of your major advising. So there definitely are gaps. Having an A.A. doesn't mean that you have everything in U.N.I.'s Liberal Arts Core. The other comment I have is it seems that part of the motivation for changing the structure of the Core was to accommodate the students having opportunities for students to have electives in their Bachelor's of Applied Science Degree. It was my understanding that in fact one of the major differences about the Applied Science degree as opposed to AA is that students would come in with some major courses as well as some of the Liberal Arts Core course. So it seems to me that they would still have an opportunity for electives if you have more rigorous requirements. Then my final comment is I'm wondering about the Liberal Arts Core Committee's motivation in going to this Competency Model. I'm wondering if maybe part of the motivation is there was some desire on the part of the Committee to discuss a different model for the Liberal Arts Core, and this was an opportunity to do so and perhaps a wider discussion of our Liberal Arts Core considering a Competency-Based Model.

Heisted: Yes. I definitely think that the Liberal Arts Core Committee enjoyed the opportunity to have this conversation. Sometimes, people feel like, the Liberal Arts Core Committee is kind of stuck in the mud. They don't want any changes. They just want to have this. When you meet with the Liberal Arts Core Committee-- and I don't vote on it-- when I'm with the Liberal Arts Core Committee, I actually have the opposite feeling, in that the Liberal Arts Core Committee, they're many people on it who feel pretty passionate about General Education. They recognize trends in Liberal Arts

Education and General Education. They recognize that while our Liberal Arts Core has a lot of merits, it is kind of an old-fashioned model. It doesn't allow a lot of room for innovation. It's very territorial; very stuck-in: "You have to take this course and this course and this course," and you're absolutely right. I won't kid you, and the other thing about the composition of the Liberal Arts Core Committee, is you do have folks from Advising, from the Registrar's Office, who are also trying to put themselves in the heads of these students. What would you tell them when they come to take these courses? So, the Liberal Arts Core Committee definitely I think, and Paul (**Andersen**) can kind of, and feel free… My sense was that the Liberal Arts Core Committee was very excited about having this opportunity to create something that actually reflects current trends in General Education. So, yeah, I think so. I can't tell you that the statement didn't come up, but "Wow could you imagine if this works, we'll try it on this small population," which is something which all of the faculty want, which is "to change the Liberal Arts Core, as long as nobody touches my area." (laughter) This was a way to create that opportunity and I would challenge you all to look at some of the literature in terms of current trends in General Education and see how other schools are using these types of Competency-Based Models.

Strauss: I want to make another statement about the existential dilemma that we're facing here and this is with all due respect to President **Ruud**, because I think we're in a situation where we don't want to rearrange the deck chairs on the Titanic. We want to make legitimate moves forward to have U.N.I. grow, but when we go back again to another lifetime, when I

was the Dean of the Institute of Industrial Technology, and I used to recruit for my Graduate Program there, and different schools have different personalities and different missions. I would go to a school like the University of North Carolina-Greensboro which is I think, a peer institution, and I would talk to them about "Come to my institution and learn Manufacturing Engineering or Manufacturing Leadership," and their eyes would glaze over. It was not part of what they were about. Then I would go to West Virginia Institute of Technology and those kids would say, "Sign me up." And so some of these recommendations that we're considering can very likely change us at the fringes and change us at the heart before it's all done. We need to do it open-eyed and with consideration. And not so much worry about nuts and bolts, about this course and that course, but think first about 'what is this doing to our institution in terms of overall attributes and mission?'

Dunn: Two questions for Deedee: We've been talking about this "New Core" if we can call it that that could be taken on campus.

Heisted: No. It would be exclusively taken online.

Dunn: Okay, sorry, at U.N.I., but only online.

Heisted: Let me just play something out. Let's imagine that next year we started, and we had Industrial Tech BAS students, Criminology BAS students, and Applied Management BAS students. Let's say that we have 60 total, 20 maybe in each one. Maybe within the Core Competencies then we would offer two courses, and those students would be mixed together, so we'd have two 30-people sections, exclusively online. The thing that we know about the BAS students is that they are place-bound; they're full time

employees. They live where they live, they work where they work, they have families but they still want these degrees. We're assuming --the Liberal Arts Committee was told to assume --that these students are online students.

Dunn: Okay. I guess one question would be, is it likely or were you considering that in transferring in their AAS courses, that many of their AAS courses would have these competencies?

Heisted: No.

Dunn: No. Okay.

Heisted: That's one of the other assumptions that is listed here, is that we would assume that they would all have to meet these at U.N.I.

Dunn: So we've been talking about looking at some individual transcript and saying, "How many of these would transfer for the Liberal Arts Core Core?" You're saying zero.

Chatham-Carpenter: They have 60 hours that would be coming in, transferring.

Dunn: No Liberal Arts Core Core classes.

Burrows: But, individually from one college, they might have even been better. The point is, it's not consistent. But they are coming in with 12 Gen Ed credits, minimum.

Dunn: So it's possible that one of them would have had a course that when you look at the syllabus, meets the Creative Inquiry and Analysis criteria and therefore they would be allowed to transfer that in.

Heisted: They would have to do a special student request I guess if you wanted them to be able to transfer that in. But…

Chatham-Carpenter: That's not the way that this is set up.

Heisted: That's not one of the assumptions we're working under.

Dunn: So the assumption is that regardless of where they got their AAS or what it's in, they would all take 21 hours—21 U.N.I. hours—online.

Heisted: The same assumption as the AA degree.

Chatham-Carpenter: You should also know that I did ask Deedee to come and present this to the University Curriculum Committee to get their feedback before the draft was finalized as a draft, and I also had the departments that are preparing these BAS degrees also give feed back on these Core Competencies too.

Dunn: The idea is that they would gain these 21 hours in almost all cases it would be online – U.N.I.

Heisted: Keep in mind that we actually have outcomes now, and we would know how to judge instead of just throwing it to the Registrar's Office and saying, "the titles are the same." That to me is really exciting and empowering.

Dunn: My second question then: Is there a reason why many of these could not be part of the major? Why we couldn't have a course on Ethics in Criminal Justice, or Criminology Creative Inquiry course? I guess I find myself thinking again, that I agree these are key skills, it seems that every major ought to be getting them. Why have the separate?

Heisted: It was your department that had this question. That was the only question they had about this. We're Sociology, Anthropology, Criminology, couldn't we… Maybe, I suppose the devil's in the details; that does make sense to me that there could be. Now what would happen if you only have

five Criminal Justice Majors but we also think that Ethics is important for everyone. Well the management people might not want…and yet I would imagine that within a BAS program degree, you would welcome the opportunity to have a higher level ethics class, given the content of Criminal Justice, so in some ways we've thought this through for you. We've created the foundation for you, as we have with the Ethics of Working in Management, or the Ethics of Working in Industrial Technology, so that's the concept.

Zeitz: I think something that's getting missed here is that this different. This is just different.

Heisted: I prefer 'innovative.'(laughter)

Zeitz: I'm on your side here, okay? We've had cohorts in our program. We've had two-year cohorts for Master's degrees since '94. This semester all my classes are online. I'm going to be doing it from my basement at home. The idea is that this is indeed different. You have a different population. These are not kids coming from Hawkeye that are going to be coming over here to the campus and fitting in to what we do. What these are, these are people who would not be in U.N.I. unless they had this program. That's what we have. We have programs where we have students from all over the state, sometimes all over the world. In fact, tomorrow morning I have a class that starts at 6 a.m. because I have people in South Korea, and I also have people at 10 a.m. in Cairo. So this is the idea that this is a business. It really is. We can be academic about it and everything, but it's a business and we have to make money. We have to look at our populations and the populations will expand when we have a distance

capability. I hope you're not going to put 30 people in a class. Anything over 20 is tortuous. The idea is that you've got a system here and when the people come in, we may be developing another format for our learning. For the Arts for the people in this Applied Science, and I like the idea of the competencies. You need to have a way that's articulated and well designed for how you're going to assess it, so that it's going to be assessed in each class the same way so that way you know what's happening. I think you're right. Those are the top things that employers are looking for.

Heisted: But it's also the characteristics of a college graduate. It's not based on a list of employers. We want our students to be effective communicators, to have intercultural knowledge, to be strong ethically.

Zeitz: Absolutely.

Heisted: That's behind the whole idea of democracy and citizenship. It really is a balance between the two I think.

Zeitz: Absolutely and I think it's an important thing. I think it will work. I think the devil is going to be in the details and the assessment and that sort of thing.

Shaw: I think that one thing we need to remember, and I wasn't to ask this as a clarification, is that they are coming in with at least 60 hours, correct? They already have completed two years. We can consider them juniors as they enter us. A lot of those things that we would consider LAC they've met somewhere, somehow. We want to enhance what they've already got.

Swan: With that, we were just told that "No, the assumption is that they have nothing…

Chatham-Carpenter: That's not what we said. They have at least 12 hours and a lot of science credit.

Swan: So it's not nothing; they come in with 12 hours of Liberal Arts Core.

Heisted: They come in with General Education.

Swan: General Education, so we don't know what it is though. So that's why you also want to say, "We don't know what they are going to have. We want them to have a Core. It's amorphous.

Burrows: By the way, most of the AAS's have about 75 hours. So they've already taken…nursing has 87 credits; Someone who has a Nursing AAS has put in 87 credits working for ten years wants to become the Charge and they want to come for a Bachelor's Degree in Management. What I've said earlier: This is better. I've seen a lot of BASes. Waterloo Community Colleges offer BASes. I've seen their curriculum. This is much more meaty in the Liberal Arts. Much more. You are a Liberal Arts School. This is impressive. This is a good chunk of Liberal Arts. Maybe it's not 45 credits, but whatever the teachers do with those…these are the competencies that teachers get to create for, and I'm sure they're going to be high quality courses that they're not getting in other BASes.

Cutter: It was partially answered, but I don't know how many other people looked at AAS programs, but I was doing some hunting, and one of the things that I was very surprised about with AAS was that when you look at Iowa Community Colleges, you don't see AAS degree requirements. You specific majors and they have AASes. It's not like the AA or the AS where there are specific requirements, it's every individual major has different ones. So these 12 hours can be dramatically different and to me that is one

of the things that brings up a concern about looking at individual transcripts in terms of what specific kids of LAC courses they might need to take, because a lot of them have nothing that looks like Humanities. They might have a two or three-hour Human Relations class and that's considered their Humanities. So it tends to be between ten and 15 hours of what things we would recognize as Gen Ed classes and there is very, very, little in common.

Swan: I really did think that the Liberal Arts Core; your report, reveals that you considered lots of things outside of the Liberal Arts Core for the Bachelor's Degree. I guess I wish that you would concentrate on the Liberal Arts Core of the Bachelor's and try to work out with this specific population, how we could craft it so that we would know what they would need to take here because as we're learning, they will not have certain things. They will have typically other things, I would think.

Heisted: Typically what?

Swan: Typically I would think that an AAS degree would have competencies, not so much content, and that's why when they come here we would see Liberal Arts Core and say, "Oh, you need to take this content through U.N.I." But I could be wrong. I haven't looked at it. But then you keep saying they don't have anything. Nobody has anything in common…

Heisted: It's the commonality.

Swan: We were told when we approved this structure of the BAS earlier that we were looking at specific AAS programs to transfer here.

Heisted: We weren't given that charge.

Swan: And I think you should have been given a specific AAS degree where we approved a BAS in relation to that AAS. Then you said, well you looked

at the AAS and you figured out what they need as a core for the Liberal Arts Core, and not change our Liberal Arts Core entirely. That puts the BAS degree it seems to me, behind being approved. It seems to me if we figured out how to accommodate our Liberal Arts Core instead of changing it entirely; accommodate it to the BAS, we could get these new populations and serve them and educate them, and that's what I really wish the Liberal Arts Core Committee would do.

Heisted: Then that probably needs to perhaps be the Senate discussion, and a charge from the Senate.

Swan: That's what we did charge you with it, and you came with a new Liberal Arts Core.

Heisted: No, that was not the charge**.**

Kidd: We only have time for one more comment.

Cooley: This is very brief. I actually did attend a couple of these meetings, Jesse, and interesting enough, John Fritch came up with a model he proposed and he said, "Look, let's not reinvent the whole thing. If we're pursing three specific BAS Degrees, let's target those three degrees and see exactly what the kids bring in. " Only three. How it fits precisely with what we offer at U.N.I. That was his proposal. That wasn't apparently what…

Swan: I would like the Liberal Arts Committee to reconsider that, to advance the BAS program. We approve the structure of it. We want the BAS degree. We thought the Liberal Arts Core Committee would do something like that. That was the charge.

Heisted: No it was not. We were given 21-30 hours and asked to come up with…

Swan: It wasn't to come up with a new scheme outside of our Liberal Arts Core.

Heisted: We believe that this was within our …

Kidd: We're going back and forth here. I guess at this point, what we need to make a decision on is do we take the recommendations of the Liberal Arts Core Committee as a general thrust for BAS programs, or do we say, "No, this is a terrible idea"? I don't think we're at a point where we would approve a specific BAS degree because we don't have a proposal from a Department, and please, correct me if I'm wrong here, but what I think we need to have though, is some sort of guidelines for departments to structure their own degrees, and so I think the idea here is in the absence of a departmental proposal, we have a Liberal Arts Core proposal that then could be worked with the different departments. So, we're not going to be approving anything like, "Hey, we're going to have a BAS degree if we approve these suggestions." We're only approving this model.

Cooley: I think we might need to wait to voice any approvals because we haven't heard the second piece of this. April's (**Chatham-Carpenter**) is here too, and I think she had a little presentation for us.

Kidd: The foreign language.

Cooley: Well, I don't know if we can approve only a fragment. We could.

Swan: This is the Liberal Arts Core, this is the language for a Bachelor's requirement, not the Liberal Arts Core. And you would have a separate language requirement and then you have a major part. I think April (**Chatham-Carpenter**) is doing this language requirement; Deedee is doing the Liberal Arts Core requirement. I would like to hear alternative ways of

helping the BAS through the Liberal Arts Core, which I've learned have been proposed. I would like to know those before deciding on...

Kidd: This is the recommendation of the Committee, correct? And the UCC also approved this recommendation? Not approved…

Chatham-Carpenter: We just gave feedback.

Kidd: Would you like to decide if you approve the LAC suggestions? I think we can at least take a vote on this. Could I have a motion to have the Senate vote on 'do we accept these guidelines?' We're not going to speak about specifics, details, but the idea of the Competency-Based Model of 21 credit hours to be the common core of the BAS degrees? **Zeitz/Dolgener**. (Vote by show of hands: **aye: 9; opposed 5; three abstentions**.) Motion passes that we will be using this as a model for departments to develop their programs and then we'll hear from April (**Chatham-Carpenter**) at the next meeting. We have the consultation but I think we'll have time to hear about the foreign language requirement.

Dunn: The consultation is at 4? Do we know yet where?

Kidd: They're trying to give me the room upstairs, which is about the same size.

Licari: What about the University Room?

Kidd: That's booked. I tried that first. The closest thing I've found so far is the CME so if someone hears of a departmental room that we could use, that would be great.

Chatham-Carpenter: Is there any way we could hear about the MPP (The Master of Public Policy Curriculum)? She's been here the whole time.

Nelson: Master of Public Policy.

Kidd: In one minute, probably not.

Chatham-Carpenter You might give it a try.

Kidd: We could try. Could I have a motion to extend the session to hear about the Master of Public Policy?

Chatham-Carpenter: She's been here the whole time.

Cutter: We can vote on a time period to extend it.

Motion to extend the session **Heston/Finn**.

Kidd: All in favor of extending the session for no more than 15 minutes? **All aye.** Great. We can hear about the Public Policy.

Hoffman: I'm Donna Hoffman from Political Science. We are doing an expedited curriculum process on changing the MPP and you have that before you and I'm happy to answer any questions about it. It's shortening the program. It's moving it to a hybrid delivery method and as you know, because we talked about it last year in front of the Senate. The program MPP is a self-sustaining program. It's been moved under Political Science and in order for us to manage this particular degree program, this is what the parties involved, which does not just include us, I should add, professors in Political Science, but other departments have come up with over the last year in terms of curriculum.

Kidd: Does anyone have any questions?

Heston: This has gone through the entire curriculum process up to this point, so you're just waiting for final Senate approval?

Hoffman. Yes.

Heston: Thank you.

Kidd: So you've gone to the Graduate Council?

Hoffman: The Graduate Council, the UCC, CSBS Senate.

Kidd: So it seems to be approved by everybody but us. Any other questions? I guess we can do it.

Heston: Somebody has to make a motion.

Nelson: Senator Dolgener moved to approve.

Dolgener/McNeal All Aye. Motion passes.

Kidd: Thank you for being so patient.

Adjourn by Acclamation 5:03.

Next meeting:

3:30 p.m. Monday, January 26, 2014

Oak Room, Maucker Union

Submitted by
Kathy Sundstedt
Transcriptionist and Administrative Assistant
Faculty Senate
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Follows are 2 Addenda

Addenda 1: Brochure, Bachelor of Arts, Technology Management

New cohort program to begin **Fall 2015**

Bachelor of Arts

Technology Management

UNI will begin an undergraduate program this fall designed for AS and AAS graduates of career and technical programs from Iowa's community colleges. The program focuses on industry — its organization, resources, processes and management technologies. Incorporating an applied approach to critical thinking, communication and problem solving skills, this program emphasizes the enhancement of management skills that build upon a strong technical background.

Program features

- **Interdisciplinary curriculum** providing students with a broad background in the use of technology and management with human, material and information resources
- **Dedicated faculty** who have strong relations with industry professionals and employers
- **Flexible delivery** with a complete online setting
- **Accepts technical credits** from AS and AAS degrees
- **Strong job placement** — leadership and management roles in manufacturing, computers, engineering and technology fields

Program requirements

- An articulated AS or AAS degree — UNI can accept up to 65 transferable hours of credit from any two-year community college
- Foreign language requirement — if not completed prior to joining the program, students should consult with their UNI advisor for options
- Liberal Arts Core and university electives — additional courses may be completed at UNI or at a community college throughout the duration of the program

► *see reverse side for more details*

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Enrollment contact
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Addenda 2: Summary of BAS Recommendations for LAC and UCC

SUMMARY OF BAS RECOMMENDATIONS FROM LACC AND UCC
TO FACULTY SENATE
January 12, 2015

ASSUMPTIONS

- Only students who possess an AAS degree will be able to pursue the BAS.
- Students will be able to pursue a BAS entirely on-line, though some face-to-face options may be available.
- BAS students will have had a significant amount of work experience prior to pursuing the BAS degree.
- BAS students will typically be mature working adults pursuing career advancement.
- Only courses developed via Quality Matters on-line course development will be considered for inclusion into the BAS Core Competencies curriculum.
- No course can satisfy more than one competency in the BAS Core.
- No BAS Core Competency course can double-count within the BAS major.
- The BAS degree is divided into 21-30 LAC hours, 21-30 major hours, and 0-18 elective hours.

ADMISSION REQUIREMENTS

To pursue a BAS degree at UNI, students must have:

- At MINIMUM an AAS degree from an accredited community college
- a minimum GPA of 2.0
- at least 2 years of work experience, preferably related to the AAS degree
- have at least 60 hours of transferable college credit that includes at least one foundational course in each of the following areas:
    - writing*
    - oral communication**
    - math***

*If you have not satisfied this requirement you are required to take a LAC Cat 1A course at UNI or equivalent
**If you have not satisfied this requirement you are required to take a LAC Cat 1B course at UNI or equivalent
***If you have not satisfied this requirement you are required to take a LAC Cat 1C course at UNI or equivalent

BAS CORE COMPETENCIES REQUIREMENTS (21 hours)

These core requirements are meant to enhance the general education foundation that BAS students will have completed within the AAS degree. Students must satisfy each of the following competencies. (See complete LACC document for description of these categories.)

1. **Workplace Communication (oral and written)-6 hours**
    Sub-competency: Information literacy
2. **Intercultural Knowledge -3 hours**
3. **Ethical Reasoning Competency-3 hours**
    Sub-competency: Reading
4. **Creative Inquiry and Analysis-3 hours**
5. **Applied Problem Solving-3 hours**
6. **Integrative Learning-3 hours**
    Sub-competency: Creative Thinking or Civic Engagement

FOREIGN LANGUAGE EXIT REQUIREMENT WAIVER

Members of the UCC have discussed this issue at several UCC meetings (9/24/14, 11/12/14, 12/3/14). Based on these discussions and consultations with the Department of Languages and Literatures, departments developing programs for the BAS degree, and with the Iowa Department of Education Community College Division, the UCC passed the following motion: "UCC recommends waiving the foreign language requirement as an exit requirement for students in the BAS degree program." Motion passed. The UCC encourages departments consider including foreign language as a required option within their 21-30 major hours. The LACC could also consider if foreign language could be included within the required 21-30 hours of core competencies.