Faculty Development and Administrative Relations Council (FDAR)
2019-2020 Annual Report
Submitted by Council Chair Claire Andreasen

Council members: Claire Andreasen [V PTH], Jose Rosa [MKT], Panteleimon Ekkekakis [KIN], Eliot Winer [M E], Carmen Bain [SOC A], Diane Al Shihabi [ARTID], Dan Andersen [ABE], Ralph Napolitano [MSE], Dawn Bratsch-Prince [SVPP]; Jan Lauren Boyles [GSJC] = fall 2019 due to faculty sabbatical leave for Jo Mackiewicz [ENGL] returned spring 2020; attending Tera Jordan [SVPP] periodically spring 2020

Meetings:
2019: September 30, October 28, November 18
2020: January 27, February 24, March 23 (cancel; COVID university transition), April 6, April 20

Status - Charges from Faculty Senate President Sturm 2019-2020
• Faculty Handbook revision for Term Faculty emeritus; Status: completed
• Emeritus faculty review with ad hoc committee to be appointed via Office of the Provost; Status: partial completion
• Faculty mentoring last review 2006; Status: FDAR report spring 2020
• Campus climate; Status: ongoing
• Progress report - P&T for technology transfer, patents, team science, big data, interdisciplinary scholarship; Status: ongoing via new ISU partnership in NSF initiative
• Diversity awards for faculty; Status: university level at present time

Faculty Handbook revision for Term Faculty emeritus FH 6.4
Background:
• Parallel process for term faculty at the professor rank automatically qualify for emeritus, and those at the associate rank may be nominated and be approved if their service warrants it under the same process as tenured faculty
• Term faculty added to emeritus status process as for tenured faculty

Action:
• Faculty Handbook 6.4 revised for Emeritus/Emerita Professor to include Term Faculty

Engagement for emeritus/emerita faculty
Background:
• Review benefits/status; recommend changes and policies to remain in place to clarify and improve the involvement and status of emeritus faculty
• FH 6.4 Emeritus/a Professor states privileges and responsibilities, including abiding by all university policies as articulated in the Faculty Handbook and in the ISU Policy Library.

Actions:
• COVID 19 has slowed progress
• A priority is to create a website of resources
• Information has been collected
• Department chairs had a fall 2019 session on faculty retirement; recently retired faculty gave input on some challenges they face
• Ad hoc committee pending formation

Faculty Mentoring Review
Background:
• Gathered feedback from colleges on status of Faculty Mentoring Programs
• Varies between departments and colleges as to effective implementation
• University Mentoring Review in 2006
• Office of Provost
https://www.provost.iastate.edu/faculty-and-staff-resources/development/mentoring

Action:
• Construct a report to the Faculty Senate President with recommendations/follow up from the 2006 report

Equity, Diversity and Inclusion Committee—chair, José Rosa, please see committee report

Background:
• Faculty Handbook (FH) modification and wording by EDI for FH 3.4.2.2., 5.1.1.2., version 9
• Process proposed is departments develop metrics that can be adopted, the faculty will vote to approve or not; also will be part of the departmental governance document.
• FH emphasis for “responsibility for developing and sustaining a civil and equitable departmental and institutional climate.”

Actions:
• Executive Board discussion of FDAR Council report Rev 9 FH 3.4.2.2., 5.1.1.2.
• Communication - due to COVID 19, will forward Rev 9 FH 3.4.2.2., 5.1.1.2. to college caucus chairs for faculty feedback/review fall 2020

Collegiality Statements in PRS- information gathered from FDAR and other Senate Councils

Background:
• Civility, collegiality, engaged ISU community are all positive attributes; important to recognize that each has a different definition; need to apply equitably
• Overarching goal to prevent misuse of collegiality statements in the PRS (or elsewhere), especially regarding performance assessments. Clear metrics needed to define collegial and expectations within colleges and departments
• Diverse viewpoints stated
• Varied experiences with collegiality statements: ranging from departmental statements that are in place after departmental faculty input and process to collegiality statements that are implemented without faculty knowledge of the purpose or benchmarks
• Some ISU departments and colleges have collegiality or similar statements in the PRS; not uniform across the university

Actions:
• Faculty senate passed a resolution recommending removal of collegiality statements from the PRS
• A committee to be formed with members from the Office of the Provost and Faculty Senate to review and make recommendations

Credit via P&T/Advancement Process for technology transfer, patents, team science, big data, interdisciplinary scholarship, and similar

Background:
• Goal to create language in the FH aligned and similar to other sections for faculty advancement

Actions:
• Taskforce formed by the VP for Research Office with senate members to examine the proposed recommendations for the FH
• ISU was recently notified at the end of March that the university is a partner in an NSF-funded national project initiative, hosted by Oregon State University, which is the Promotion and Tenure – Innovation and Entrepreneurship (PTIE) https://ptie.org/
• The PTIE will focus on language, national standards, and goals listed on the URL website
• Plan for ISU to align the FH after the reports are issued to appropriately reward faculty academic performance and scholarship

Faculty Senate Recognition and Development Committee- Chair Dan Anderson, please see committee report
Actions:
• Fall 2019 - Foreign travel grants have been reviewed and recommendations made. The budget expenditure aligned for time of year
• Spring 2020 - Foreign travel grants pending due to COVID 19; determining equitable process
• Award recommendations submitted

Facilities and Educational Resources Committee - Chair Ralph Napalitono, please see committee report
Actions:
• Reviewing prior documentation to address needs
• Room scheduling and cost and resources for classrooms are recurring topics
• Reviewing deferred maintenance for classrooms

Acknowledgement: To acknowledge this Council and Committees for the dedicated time and thoughtful input to review standard policies and the many temporary policies related to the COVID 19 pandemic with short turn-around times, and actions for the greater good for the faculty and university.
Membership:

Don Beitz [CALS], Rahul Parsa [BUS], Eric Cochran [ENG], Jan Friedel [HSC], Brian Behnken [LAS], Bianca Zaffarano [VET], Doug Jacobson, [FS Curriculum Committee Chair], Terri Boylston [FS Academic Standards and Admissions Comm. Chair], Courtney Vengrin [FS Outcomes Assessment Committee Chair], Ann Smiley-Oyen [Student Affairs Chair], Sarah Moody [Student Government], Andrea Wheeler [AAC Chair], Ann Marie Van der Zanden [Assoc. Provost, ex officio]

AAC Activity:

Diversity Class Requirement. The Council continued in its review of the Diversity Class Requirement from the Academic Year 2018-1019. This charge was given to the Council by the 2019-2020 Faculty Senate President Jonathan Sturm, to continue of work of the previous academic year. The Council invited guests to the AAC to discuss the potential of a broad review of the learning objectives of the required Diversity Class as the first careful step in a process to conduct such a critical review. Student government representatives were invited as guests to the Council meetings. Feedback was elicited from the Student Government and others within the University community on the merit of a review. As a result of these discussions, the Council requested that the President convene a working group with members chosen to be representative of faculty teaching required Diversity classes, student government, and those committed to fostering diversity initiatives on campus. The charge of this group to consider the revision of the learning objectives of the required Diversity Class and to examine how a Diversity class requirement is conceived in ISU peer Institutions.

The Working Group met four times over the course of the academic year and prepared a report for the Senate President.

Review of Academic Program Proposals: The AAC reviewed and approved proposals for actions involving the following new or modified academic programs as brought to the Council via the Faculty Senate Curriculum Committee:

- Discontinuation of the Nuclear Engineering Minor [19-1]
- Undergraduate Certificate in Professional Sales [19-2]
- Minor in Business and Technology Consulting [19-3]
- B.S. in Environmental Engineering [19-6]
- Name Change: Global Health Minor [19-7]
- Masters of Arts in Teaching History [19-12]
- Proposal for University-Wide Student Outcomes [19-13]
- Middle Eastern Studies Minor [19-14]
- Entrepreneurship Minor [19-15]
- Soil Science Undergraduate Certificate [19-16]
- Credit for Prior Learning Policy [19-17]
- FH 10.6.4 “Dead Week” Name Change to “Prep Week” [19-18]
- Class Attendance Policy – Military Service [19-20]
- ISU Period 2 Drops [19-21]
- Request for Early Reinstatement [19-22]
- Home School GPA Policy [19-24]

The council leadership will transition in May 2020 to Prof. Sarah Bennett-George, the new AAC Chair.

Andrea S. Wheeler, Chair
Academic Affairs Council
27 April 2020
Committee Charge: Coordinate learning outcomes assessment implementation across the university.

The Outcomes assessment committee met 4 times in the fall of 2019 and 2 times in the spring of 2020.

Activity:
During the 2019/2020 year, the Outcomes Assessment Committee Reviewed and discussed the following:

- Revised and updated the language in the Faculty Handbook, section 10.7.2, on Outcomes Assessment to reflect current practices and expectations.
  - Planned avenue to submit revisions in Fall 2019
- Upcoming Higher Learning Commission review
  - Iowa State engaged in a Higher Learning Commission Year Four Assurance Review, which began on February 3, 2020. As a portion of this review, and in the spirit of continuous improvement, there are areas where Iowa State could improve related to learning outcomes assessment. Some of these areas Iowa State self-identified in preparation for the visit and others were identified by the visiting team.
  - The HLC Review concluded with a finding that Iowa State had met all criteria and had many strengths. However, the report noted that although Iowa State clearly outlines the skills and attitudes that every ISU undergraduate should possess, "[i]t is less clear how these outcomes will be assessed and aggregated at the institutional level."
- University Outcomes
  - Revised language to propose four outcomes as university-wide learning outcomes based on existing outcomes already held in each individual college.
    - Diversity and Global Citizenship
    - Communication
    - Critical Thinking and Problem Solving
    - Information Literacy
  - Proposed the 4 University-Wide Outcomes to Academic Affairs Council and Faculty Senate [FS 19-13].
At the last external accreditation review of Iowa State University by the Higher Learning Commission (HLC), the lack of clearly-defined university-wide Student Outcomes was identified as an area of concern. In addition to having outcomes identified, HLC criterion 4 requires that institutions assess student learning outcomes and use the results of those assessments to improve student achievement of those learning outcomes. Historically, university-wide outcomes have been proposed without success in at least two prior instances.

The committee reviewed current student learning outcomes described in the University Catalog and in published college documents to assess the breadth and scope of outcomes for each college. These outcomes were compared within and among colleges, and this comparison assisted in the identification of common learning outcomes among all undergraduate degree programs. The OA Committee’s objective was to propose overarching learning outcomes for all ISU undergraduate students that would be acceptable to satisfy HLC university-wide outcomes requirements, and are consistent with learning outcomes and objectives that have been adopted by ISU colleges. The four university student learning outcomes identified were developed based on the existing outcomes stated for each college and are designed to synthesize those objectives into a set of general learning outcomes that would be beneficial to all students. These learning outcomes were reviewed and approved by the Academic Affairs Council in the fall of 2019, and were presented to the Faculty Senate for a first reading on January 21, 2020.

Amendments were made by Senators following the first reading. The committee has concerns about the verbiage of the amendment. Readers are led to believe that the Registrar (or some university entity) will do the reporting, while it is really necessary that departments/programs consciously consider student achievement of outcomes and write reports. No entity
has been created to do outcomes assessment FOR departments/programs and there is neither a carrot nor a stick for departments/programs to do it.

- The amended University-Wide Outcomes were passed on February 11, 2020

Goals for the next year:

- Propose the updated language in the Faculty Handbook, section 10.7.2, on Outcomes Assessment to reflect current practices and expectations to the Academic Affairs Council and Faculty Senate.
- Create a best practices guide and website for outcomes assessment in conjunction with CELT.
- Ensure adequate preparation for the upcoming HLC Review.
- Consider as part of HLC Quality Initiative – Conduct Needs assessment Determine where colleges stand with outcomes assessment and to recommend training, processes, and potential resources.
End of Year Report – 2019-2020

Academic Standards and Admissions Committee

During 2019-2020, the Academic Standards and Admissions Committee has discussed numerous issues and policies related to academic standards and admissions to ensure the current policies are current and fair for all students.

The following policies were discussed by ASAC and presented to Faculty Senate for approval:

- **Credit for Prior Learning.** Establishes a policy for a student to receive credit for prior leaning acquired from credit by examination, non-degree granting institutions, and ACE-recommended military coursework and/or experience. (FS 19-17; approved 3/10/2020)
- **Class Attendance Policy – Military Service.** Provides a more in-depth policy for responsibilities of students and instructors for short term (less than 2 weeks) and long term (more than 2 weeks) excused absences due to Veteran or military service obligations. (FS19-20; approved 4/21/2020)
- **Procedures for Early Reinstatement (waiver of required semesters of absence) for students dismissed from the university.** Current policy was amended to allow colleges to set procedures and requests for early reinstatement. (FS 19-22; approved 4/21/2020)
- **GPA Policy for Home School Applicants for Admissions.** A home school students GPA to be used for admission purposes will be based on grades assigned by an independent entity. If the home school students has enough independently assigned grades (at least 12 semester credits of college-level course work or 5 Carnegie units of high school-level course work), this GPA will be used in the RAI formula for admission. If the student does not have enough independently assigned grades, admission will be based on a holistic evaluation (ACT/SAT scores, high school core courses, courses taken at local high schools, colleges and universities) of the student’s entire academic record. (FS 19-24; approved 4/21/2020)
- **ISU Period 2 Drops.** Statement that the signatures for drops from instructors and advisors during Period 2 drops are advisory signatures and not signatures of permission (FS 19-21; pending vote May 5)
- **Policy for Award of Automatic Scholarships for Home School Students.** Proposes award of automatic scholarships for home school students be based on ACT/SAT test scores (FS 19-26; pending vote May 5).
- **Transfer Student Admission GPA Requirements.** Proposes to change the minimum GPA to 2.25 for all transfer students (domestic and international) to be consistent for all transfer students. Minimum GPA for transfer international students is currently 2.75 for engineering applicants and 2.3 for all other majors) (FS-19-31, pending vote May 5).

The following consent agenda topics were discussed and approved:

- **Pass/Not Pass Policy.** Clarified that Pass/Not Pass credits are based on credits attempted (not earned). ASAC discussed but did not approve the following:
  - Increasing credit limit for Pass/Not Pass to more than 9 credits
  - Changing Pass/Not Pass limit to number of courses (Pass/Not Pass limit stands at 9 credits)
- Summer Combined Term GPA. Clarifies the use of summer term GPA for decisions related to academic standing.
- Catalog Language for Prerequisites for Courses. Clarified timeline for notifying students of administrative drops for students that do not have prerequisites for courses.

The following GPA minimum requirement was approved:

- Discontinuation of GPA Requirement for Dietetics Admission. Discontinuation of pre-dietetics designator and dietetics admission process.

In addition, the following topics were discussed, with further discussions and actions planned for 2020-2021:

- Schedule Change during Period 2. Discussions on advisory (not permission) purpose of instructor and advisor signatures on drops during Period 2, with the recommendation to require only the advisor signature to streamline the process.
- Posthumous Degree. Review and define policy for award of posthumous degree to students who die prior to completion of degree requirements.
- Drop Limit and Designated Repeats. Review of current policy on drop limits and designated repeats.
- Graduation with Distinction. Allow students in BSN program (32 credits) to be awarded graduation with distinction honors if meet grade point requirements.

Respectfully submitted,

Terri D. Boylston, Chair
DATE: 3/5/20  
TO: Faculty Senate Executive Board  
SUBJECT: Honorary Degree Committee 2019-2020 Annual Report  
CC: Sherri Angstrom

2019-2020 Honorary Degree Committee members:

Chair  Steve Freeman  ENG  Sang Kim  
CALS  Dan Loy  HSC  Ruth MacDonald  
BUS  Brad Shrader  LAS  Paul Griffiths  
DES  Gary Taylor  VET  Eric Rowe

The Honorary Degree Committee received four honorary degree nominations. The committee reviewed the applications and then met to discuss the applications. Three of the candidates were recommended to the Faculty Senate Executive Board. The Executive Board accepted the committee recommendation and all three candidates were forwarded to President Wintersteen for consideration. The nominators for the fourth candidate were given specific feedback regarding the weaknesses in the nomination packet and were highly encouraged to resubmit the candidate for future consideration.

The Committee also received approval from the Executive Board to have two review cycles each year, one in the fall and one in the spring, instead of the current one review cycle per academic year.

The chair commends the committee members’ valuable service for the academic year.
The Equity, Diversity, and Inclusion Committee was highly energized in Fall 2019 and Spring 2020 semesters. Below are initiative and achievement highlights.

**Inclusion of Diversity and Inclusion Behavior in Performance Assessments: Proposed Changes to Sections 3.4.2.2 and 5.1.1.2 of the Faculty Handbook** – This initiative dates back to Spring 2019, when language changes to the Faculty Handbook proposed by the committee were first presented to FDAR Council. The language was debated, and no consensus was reached. The proposal was tabled until Fall 2019 semester. In Summer 2019, the broad insertion of collegiality expectations in PRS documents by Workday triggered concerns that affected this initiative, since the initial proposal argued for inclusion of diversity and inclusion behaviors in performance assessments as a means to advance civil and equitable environments. The committee withdrew the proposal as the debate over collegiality in PRS documents unfolded. After the senate resolution on removing collegiality from PRS documents passed in January 2020, the committee reframed its recommendations as a means for Iowa State faculty to help fulfill the institution’s land grant mission. The revised proposal is being discussed by FDAR Council and the Senate Executive Board.

**Enhancing New Diversity Hires’ Experiencing of Being Included and Accepted at Iowa State** – Along with other groups on campus, the ED+I Committee is concerned with Iowa State’s track record when it comes to retaining diverse faculty and staff hires. The committee initially undertook learning more about this topic with an eye towards possible policy or best practices recommendations to FDAR Council and Faculty Senate. It had conversations with the Office of Diversity and Inclusion in Fall 2019, and followed up with an invitation to Tera Jordan and Katharine Hensley from the SVPP’s Office. It also engaged in virtual brainstorming, focusing its attention on identifying experiences that might engender strong emotional commitment in new hires and could be brought about in the first three months of employment. One additional committee endorsed activity was to explore pilot program ideas with Ivy College of Business faculty members in Fall 2019. One idea that emerged from these efforts and is moving forward is to encourage Career Services Council members to work towards sharing job opportunities in their professional domains (e.g., health care, accounting, engineering) as a way of enhancing assistance to new-hire partners to find employment. Career Services Council has undertaken this as a potential project. Additional ideas and language for a Faculty Senate resolution were being developed in Spring 2020, and have been tabled in light of COVID-19 demands. They will likely be undertaken again in Fall 2020.

**Removing Bias from Student Evaluations of Faculty Teaching** – The ED+I Committee finds this an important aspect of equitable faculty development and administration. It hosted a joint meeting with diversity committee chairs from the college, to which it invited as presenters David Peterson, Professor of Political Science, Sara Marcketti, Director of CELT, and Associate Provost Dawn-Bratsch-Prince. The three presenters touched on the documented gender and racial bias embedded in widely-used (including ISU) student evaluation practices, research-based methodologies to reduce such bias, and current efforts at Iowa State University to improve student evaluation practices, respectively. The ensuing conversation was lively. The committee remains attentive to efforts across campus to improve student evaluations methodologies in campus post-COVID-19 practices and operations.