



IOWA STATE UNIVERSITY
Faculty Senate

Executive Board Agenda

Tuesday, February 9, 2021 – WEBEX 3:00 p.m.

Present: Al Shihabi, D. (Design); Andreasen, C. (FDAR and CVM); Bennett-George, S. (Academic Affairs); Bratsch-Prince, D. (Associate Provost); Butler, A. (Secretary); Campbell, C. (CHS); Daniels, T. (COE); Day, T. (J&A); Dekkers, J. (CALs); Faber, C. (President); Freeman, S. (Governance); Oberhauser, A. (RPA); Perkins, J. (Business); Sturm, J. (Past President); VanDerZanden, A.M. (Associate Provost); Wallace, R. (LAS); Wheeler, A. (President-Elect); Wickert, J. (Senior Vice President and Provost)

Guests: Wintersteen, W. (ISU President); Norton, M. (University Counsel)

1. Call to Order

President Faber called the meeting to order at 3:04 p.m. after pictures were taken.

2. Consent Agenda

- a. EB Agenda February 9, 2021
- b. EB Minutes January 19, 2021

Senator Wallace moved to accept the consent agenda. Past President Sturm seconded. The motion was adopted.

3. President Wintersteen's Remarks

Discussion between ISU President Wintersteen and EB members

4. Q&A on Free Speech, Academic Freedom, Syllabus Statement and Trolling/Doxing – Mike Norton, Jonathan Wickert, Dawn Bratsch-Prince

Provost Wickert reminded EB members of the presentation at last month's FS meeting by University Counselor Norton and himself. Since then, they have given similar presentations to Provost's Council (which includes academic deans and vice presidents) and to academic department chairs. Members of BOR Free Speech Committee and BOR senior staff were invited and participated in the presentation at Provost's Council. They expressed appreciation for the actions ISU has taken. Associate Provost Bratsch-Prince has organized three open fora for faculty (with the same slide decks, including information about free expression, the required syllabus statement, trolling, and doxing). At the first one, approximately three dozen faculty attended, from a variety of disciplines.

Some questions were raised at these presentations, including FS meeting, prompting Associate Provost Bratsch-Prince to develop a FAQ (frequently asked questions), which will be posted to the Provost's Office website. In response to a question at FS meeting about the School of Education, Counselor Norton, Associate Provost Bratsch-Prince, and CHS Dean Jolly met with School of Education faculty and leaders.

Senator Bennett-George said that her colleagues have expressed concern about the PR aspect. It's helpful to know what the law allows and what it doesn't allow. But none of this stops a student in class who is challenged on their viewpoint from feeling attacked and posting on social media. Her colleagues are worried about being the next example, even when what they are doing is allowed by the letter of the law. Faculty are unsure how to deal with this angle of the challenging situation.

Senator Oberhauser said that some disciplines talk about charged issues, including race, class, and gender. In her own class, she monitors her teaching wondering how it might be taken out of context, be blown out of proportion, or used in a different way. This creates a kind of fear, uncertainty, and self-censorship. She finds herself reluctant to say some things, post some material on Power Points, or put it in an assignment. She expressed uncertainty about whether it would be possible to resolve these problems.

Senator Campbell said that faculty have told her that they don't want to record any lectures and post them, because students have access to them and can post them anywhere in parts or in total. They self-censor and are reluctant to include certain material, because it might be misconstrued or taken out of context. Faculty are focused on figuring out how to do their jobs without getting in trouble, instead of focusing on how to do their jobs to best help students learn.

President Faber asked whether there are strategies that faculty can use. Is there a technological fix? When our classes meet in person, there's a problem with students taking photographs or recording lectures. But now we're the ones posting the recordings. Is there some kind of software that can help?

Provost Wickert acknowledge the validity of EB members' concerns. He added that the charged political environment amplifies the anxieties, and there is not a lot of trust. Recording lectures helps students by capturing the material so that students can access it; but it can be taken out of context and used against faculty. But, he observed, students have had the ability to criticize faculty in public for a for a long time. And students have been guaranteed the right to free expression and faculty have academic freedom. These are currently "front burner" issues, in the public eye. ISU President Wintersteen addresses questions and concerns about this everyday.

As experts in your field, Provost Wickert continued, you best know its subject matter. ISU's policy is that while teaching your subject matter, you may present anything that is germane to the class, within the construct of the class's subject matter. So long as you stay within these limits, you are free to express your opinions, perspectives, and expect students to understand that material. But, when faculty go off topic, risks start to come in. Provost Wickert added that not every case when faculty go off topic blows up.

Senator Al Shihabi said that faculty are more cautious right now. Sometimes, they don't realize that there may have been a problem or that a comment might be misinterpreted until after it's been said. She noted a positive effect of this heightened scrutiny: it makes her think carefully about how what she says may be interpreted. Preparing to teach asynchronous classes is different from preparing to teach synchronous classes. Videos need to be recorded and edited, which allows her to remove parts that are problematic. When she records a synchronous presentation, she doesn't make the recording available until she has had a chance to edit it. Students are expected to take their own notes. Only students who don't attend class are likely to make use of the recordings. But her delay in posting recordings provides her a chance to clean up the recording. She added that this is time-intensive, but it introduces a level of control. It's also possible for faculty to limit how long a recording is posted. She asked whether Counselor Norton's slide deck or presentation will be posted to the Provost's Office website.

Associate Provost Bratsch-Prince said that participants in the open fora were assured that the fora would not be recorded, to encourage frankness. It might be possible to post it to CyBox, so that it cannot be downloaded. Counselor Norton said that he would consider it. He has concerns about making the information public, similar to the concerns that faculty have expressed about posting their materials. Absent the context of the presentation, people might be confused about what the slides mean. He added that the best course would likely be to continue to offer fora and presentations of the material.

Past President Sturm related a story about some alumni who had taken a picture of him pointing to a whiteboard during class. The students doctored what was printed on the whiteboard. It was all in good fun, but what rights do faculty have if it's malicious?

Counselor Norton replied that faculty have rights with respect to their intellectual property that's been created for use at the university. If malicious doctored were to happen, there would be avenues for redress, including traditional legal tools concerning misrepresentation, alteration, misappropriation, etc. That's a different case from a snippet recorded in class and then broadcast. Typically, we don't have a way to prevent that because of the Fair Use doctrine. What you say as a speaker is not packaged or commercialized, so students have more room to work with those. Assignments and tests can be protected under traditional copyright laws.

Senator Daniels cautioned that things are likely to get worse. Students have increased access to videos and sophisticated software that is inexpensive and does not require a lot of technical skill. It is easy to create deep fakes of some screed that looks totally realistic.

Secretary Butler asked whether faculty could be informed about how to assert copyright.

Counselor Norton replied that any class material that is in a tangible form is automatically protected by copyright. Faculty do not need to take any other formal steps to obtain protection over their work product. And that's the difference with student recordings. When a student records a lecture, the tangible thing produced is their recording, which gets copyright protection. Classroom materials that are printed on paper are protected by copyright.

Senator Al Shihabi said that she had been told that it's not possible to delete content on Canvas that was posted in previous classes. Is that right? If it's possible to permanently delete material posted to Canvas? President Faber replied that that's a great question for CELT.

5. Feedback on Winter Session #2 Concept – Ann Marie VanDerZanden

Associate Provost VanDerZanden described a plan to start Fall 2021 on Monday, August 16 and go through December 10, with exams from December 6 to 9. This differs from the current academic calendar, which begins a week later and ends a week later. She acknowledged that doing so would affect faculty contracts, which needs to be addressed.

By shifting the start and end dates by one week, that makes room for a four-week winter session, from December 13 to January 7. This is shorter than the two month period this year. The number of business days available during these four weeks is 17 days. If three weekend days are included, that would make for 20 instructional days (in contrast to this year's 25 instructional days). The workgroup discussed this issue with VPDI Office. Rather than asking students to work on a particular weekend day, class could be conducted asynchronously, so that students could select the best time to accommodate their own religious or cultural observances and practices. Our accreditation agency (Higher Learning Commission) has approved such a schedule.

Then Spring 2022 could proceed as originally scheduled (from January 10 to May 6), as could Summer 2022 (from May 16 to August 5).

In total, both fall and spring semesters would be 16 week semesters, which we want to maintain from an academic continuity standpoint. This keeps us in line with colleagues in the Big 12. We also can provide students, faculty and staff with Thanksgiving break and spring break.

Associate Provost VanDerZanden added that it would be possible for faculty to deliver four-week summer classes, so that they could reuse materials developed for winter session classes.

There would be a one-week break between summer and fall semesters and between spring and summer semesters. This allows for prerequisite checks and academic dismissal processes to be completed. But there's no break between the end of the winter session and the start of the spring semester. This might have a small impact, because fewer students enroll in winter sessions than spring or summer sessions.

The most noticeable impact, Associate Provost VanDerZanden thought, was the one week early start date. This would shift everything in the fall by one week until the end of the semester.

Students were overwhelmingly positive about their winter session experiences. 90% of responding students said they'd like to take another winter course. Student Government and GPSS are very supportive. Graduate courses are currently unavailable because of certain constraints. Associate Provost VanDerZanden acknowledged that we can't do all the things we'd like to do at once; this should be considered a "crawl, walk, run" approach.

Senator Perkins said that while his colleagues enjoyed the winter session experience, they had no break between the fall and winter semesters or between the winter and spring semesters. That was just their perception. On this proposed schedule, there actually is no break! That could have a chilling effect on people who would otherwise want to teach during the winter term. Although he did not like a 14-week semester, it might make sense to adopt that schedule to create room for an extra break. Provost Wickert expressed surprise for support for a 14-week semester. Senator Perkins said that he personally didn't like it, but it would be a way to solve this problem.

Associate Provost VanDerZanden said that just 51 courses were offered in the winter term. In the fall or spring, there are over 6000 sections offered. She did not foresee the winter term growing so large. She said that faculty had reported appreciating the opportunity to teach in the winter so that they didn't have to teach a class in the spring. We need to consider what such a rhythm would look like and what would make sense. Teaching in the winter is not something that all faculty would want to do, nor do all faculty offer courses that would fit for such a semester.

Associate Provost VanDerZanden added that UI has had a J-term for five or so years. Their enrollment was 800 students. We had over 2000 students. We accomplished this by offering the right courses and having faculty who were interested in teaching those courses. Students stayed engaged and were able to meet a need. Students asked about the possibility of offering more upper-level courses and fewer gen-ed classes. That's something to consider. The second version of winter session will be shorter, with 20 instructional days instead of 25.

In the chat, Senator Oberhauser asked, "What is the breakdown of faculty who taught in Winter - term and tenure track?" Associate Provost VanDerZanden replied that she did not know the numbers off the top of her head.

In the chat, Senator Oberhauser asked, "What will the financial model be for the winter term revenue / expenses? Will any of this \$ go back to departments?" Provost Wickert said that our budget model sends revenue back to the academic colleges. No additional financial aid was awarded for winter session, so there was no financial aid component. But there is in fall and spring semesters. Furthermore, there are central costs associated with delivering courses, including registering students, transcripts, collecting bills, student affairs, etc. This winter term, the central administration absorbed those costs. Future winter sessions may be different.

Senator Wallace asked whether there will continue to be restrictions on the number of credits that students can take in a winter session. He also asked whether data were collected about whether students made academic progress through winter sessions courses, or whether they just stretched out the spring, so that they could take 12 spring credits, instead of 15. Those data might be important in the cost-benefit assessment of whether to offer another winter session.

Associate Provost VanDerZanden said that the same limit on credits will be imposed. There might be some four-credit courses, but if you look at the number of minutes required per credit hour, it becomes really difficult to complete a four-credit course in that time frame. As for the reasons that students took winter session classes, there are probably as many different reasons as there were different students. Anecdotally, three students were able to graduate after taking a winter session class. Others were able to take courses to get caught back up from fall semester

and maintain normal academic progress. Others reported wanting to take a lighter load in the spring. Overall, the reasons that we thought students would have to take winter session courses were among the reasons students actually had for taking winter courses.

Past President Sturm supported continuing to experiment with a winter session. He did express concern about faculty feeling pressure to teach during winter term, especially if they are the only faculty member with the relevant expertise or experience teaching the course. If we go forward with winter sessions, Past President Sturm hoped that faculty could have a sense of control over their lives and curricula and hoped that department chairs will be coached carefully to say that if a faculty member does not feel that it is appropriate for them to teach during the winter session (for whatever reasons, including family reasons, COVID, etc.), they will not be required to do so, even if the department has the teaching need.

Associate Provost VanDerZanden said she appreciated the concern. She said that the number of courses offered were pared down from a list of more than 100 possible courses. They worked to ensure that faculty members negotiate with the department chair for an overload, buyout (so that they not teach in the spring or summer), or some other form of compensation. This will continue as we move forward. Faculty need to be able to have some say in these offerings. The rhythm of the academic year is important. We don't yet have enough data to know whether the students who take winter classes would have taken those classes in the summer instead, so that there is no net increase in student credits, just a redistribution of when students take those credits. We don't know right now.

Senator Dekkers said that he agreed with moving forward on winter session. He said that when the idea was initially proposed, he thought it would be an ideal opportunity for graduate students, who could take intensive courses; and those courses could be offered online so that non-ISU students could take them too. Why aren't we moving forward with graduate courses?

Associate Provost VanDerZanden said that the biggest issue is related to complications surrounding how graduate students are appointed, the length of their appointments, tuition scholarships, impact of stipends and TA appointments. These issues need to be addressed and considered. She doesn't know how soon those issues could be resolved to make graduate courses during winter session a live possibility. Dean Graves is working on this. She said she was surprised by exactly how complex doing so would be.

Secretary Butler said that she has students who on the traditional calendar miss the entire first week of classes, because they are selling livestock, engaged in 4-H activities, finishing up study abroad, engaged in military service, traveling with family, etc. She worried that this calendar would cause students to miss two weeks of classes. She was asked how to address this problem. Secretary Butler suggested moving the spring semester instead of the fall semester.

Provost Wickert replied that everything is interrelated. If spring semester were pushed, that would affect summer session. There is a consensus that it is important for summer enrollment to maintain a break between spring and summer session.

Senator Perkins said that there seems to be a presumption that winter session courses will be entirely online. Colleagues had expressed concern over the quality of online offerings. He wondered how representative this year's success would be of future sessions. Students were able to take online classes because they were home with family for the holidays and take some classes at the same time. However, if classes were offered in an in-person or hybrid format, would that be feasible? Would students be as interested in taking classes? It's not obvious that the enrollments would be as strong.

Associate Provost VanDerZanden repeated that we should think about winter session from a "crawl, walk, run" perspective. Next winter term may be more like this winter term, with a limited course selection and being fully online. Maybe the next year we could have some kind of mix. To Senator Dekkers's point, COD and CALS offer intensive, immersive 20-day sessions in person. So that may be a model for what he proposes. It won't work for everybody, but we can learn from their successes.

Senator Bennett-George said that she is on the Winter Session Planning Committee. She said she learned how complicated offering courses is, and all of the parts of the university that are affected, both on campus and off campus. Beyond academic units, community advisors in residence halls, people in the health center, and maintenance staff are affected.

In the chat, Senator Campbell wrote, "I'm sure this was discussed however, returning after Thanksgiving break for just one week ("reading" week) leaves very little functional time for class. What about ending before Thanksgiving week (keeping the August start date as proposed) which then provides a break between fall and winter. Yes, spring would need to be modified but as proposed that last week of the fall term is not very useful."

In the chat, Senator Oberhauser asked, "Will modalities be 'back to normal' in fall with mostly in person instruction? Difficult to predict now, but i know some universities have already planned on 40% in person instruction. (Cal State system)"

President Faber said that she liked the plan. She also liked having 4-week modules that can be used for both winter and summer sessions. She thought that it might prompt us to think differently about how we hire people.

In response to Senator Oberhauser's question, Provost Wickert acknowledge that it is hard to predict right now. We aspire to be back to some kind of new normal in the fall, with more in-person instruction, visitors on campus, Destination Iowa State, and in-person orientation. These might need to be conducted at reduced capacities, but they would be more like normal. Will we still wear face masks? Maybe. And there might be other mitigation strategies and advanced cleaning protocols. There may still be restriction on room capacity. In yesterday's memo, Provost Wickert said that he wanted to get faculty to think about how the fall might be different. This spring is still much like last fall, and summer will likely be like this spring, with a lot of online instruction. Of course, all of this is contingent on a number of things, most importantly widespread availability and adoption of vaccination by the campus community. He didn't think it would be helpful to set an arbitrary target without a clearer sense of what the fall term will be like.

In the chat, Associate Provost VanDerZaden wrote, “Thanks everyone for your feedback. Very helpful.”

6. Announcements

6.1. President

President Faber reminded EB members of the Campus Leader’s Luncheon tomorrow. Sherri Angstrom will send a notice soon about the next luncheon on March 17.

Administrative Committee met on February 2. Council chairs described upcoming business. The group also discussed a proposed joint action plan (by FS and the Provost’s Office) on teaching assessment and evaluation. President-Elect Wheeler and President Faber met with Associate Provost Bratsch-Prince, Associate Provost VanDerZanden, and Assistant Provost Jordan to discuss the proposal. The first step is to ask Governance Council to look at possible changes to FH. Administrative Committee agreed that it might be equally important to look at processes outside of FH (e.g., best practices on the Provost’s Office website). Some people asked whether the steps were in the wrong order. It’s not yet clear, but the plan is flexible enough to allow for modification if the need arises. The important thing is to start work on it.

6.2. President-Elect

None

6.3. Past-President

None

6.4. Senior Vice President and Provost

Provost Wickert announced that the number of students enrolled in spring semester exceeded the projected enrollment by over 200 students.

Secretary Butler asked student rating scores for Fall 2020. The student rating instrument was changed for Spring and Fall 2020 semesters. Faculty were told that Spring 2020 scores would not be required in annual evaluations and other evaluations, but faculty could choose to include them. But faculty were told that the data would be included in Fall 2020 evaluations. However, her chair asked how department means for comparable courses are supposed to be calculated. A number of faculty were teaching courses that they had not prepped, some were teaching in-person sections while others taught sections online or in a hybrid format. What advice does the Provost’s Office have for these comparisons? Do we have to have these comparisons?

Associate Provost Bratsch-Prince was unavailable for comment.

6.5. Council Chairs Reports

AAC: Senator Bennett-George said that the council will meet tomorrow to review six curricular proposals. They will also discuss a motion from Academic Standards. In two weeks, the council will meet to discuss the U.S. Diversity proposal.

FDAR: The council has two work groups: one on scholarship in extension and outreach, and another on term faculty advancement. Both workgroups anticipate having proposals available this semester, including models for process, best practices, templates, and training. There may also be some proposed FH changes (the first workgroup will likely have minimal changes, but the second workgroup would like the FH sections and best practices on the Provost's Office website on advancement to mirror those for tenure and promotion).

Senator Oberhauser asked about the status of the changes that FS approved at the last meeting. Senator Andreasen replied that FH will be updated in August. Senator Freeman added that the changes require approval from the Provost and ISU President. FH cannot be changed without their approval.

GOV: The council will meet on Friday. They will discuss teaching evaluations. Senator Freeman added a response to Secretary Butler's question: there is nothing in FH that requires that departments calculate means for comparable courses. That's a process issue, not a policy issue. Faculty should have that conversation at a department level. Such things should not appear in FH. Our policy is simply that faculty should document effective teaching. That's probably all we need for a policy. The rest concerns process, and FH should not dictate how that happens.

J&A: Senator Day said that one appeal is nearing its end. The entire committee will meet soon (on the 18th, Senator Wallace added) and send their recommendation to the Provost's Office.

RPA: Senator Oberhauser said that the council set agenda for this semester: feedback on enrollment, budget issues, and continued discussion of the use of stimulus funds by the university.

6.6. Caucus Chair Reports

CALS: Senator Dekkers said that the caucus will meet on Thursday. No updates.

COB: Senator Perkins said that the caucus has met four times, including one meeting right now. The college is nearing the deadline to get the revised college governance document out to the college. They hope the revised version will be approved. There will be a college faculty meeting at the end of February.

COD: Senator Al Shihabi said that cause met last week, and Dean Rico-Gutierrez attended. They talked about how faculty could help achieve college goals. Representatives from each of the committees reported on their activities. The representative on the Faculty Compensation Committee said that the committee hadn't met all year. This is a big issue for faculty right now, so it is concerning that they haven't met.

President Faber asked Senator Oberhauser to raise that question at the next RPA Council meeting, to which Faculty Compensation Committee reports. President Faber added that it would be a good idea for council chairs to check in with their committees to make sure that they are meeting.

COE: None

CHS: Senator Campbell said that the caucus met a couple of weeks ago. They typically meet once per month as a caucus and once with the dean. Several departments have expressed concern about where differential tuition dollars go. The caucus is working with the dean to improve budget transparency so that departments better understand where tuition money goes. Another item is that faculty continue to feel pressured to teach face-to-face. She could not say which groups of faculty are feeling most pressured (whether it's junior faculty, etc.), but she thought it was important to point out that that issue has not gone away. Although faculty are told to take the matter up with the department chair, Senator Campbell said that faculty feel that they cannot.

President Faber asked whether Senator Campbell knew why these people felt they couldn't take up the matter with their chairs. Senator Campbell said she didn't know. She didn't know whether these were junior faculty, term faculty, or tenured faculty. She didn't know names. Instead, she's receiving these reports second-hand, from people who have been told in confidence. She acknowledged that it is hard to propose a solution when we don't know which people are affected or their circumstances. But she said that people are still worried about speaking up in their own work environments.

LAS: Senator Wallace said that the caucus will meet with the dean twice this semester. He has discussed the possibility of having LAS Representative Assembly meet with FS LAS caucus about new curricular initiatives in the college to add value to students' degrees by adding more options for minors or certificates. It would be especially good to include a broad group of faculty because of the large volume of courses the college teaches as gen ed. Students want more targeted, career-directed programs. There may be ways to package cohorts of gen ed courses that would help for minor or certificate credentialing.

CVM: Senator Andreasen said that a meeting with the dean is pending.

7. Approval of the February 16, 2021 Faculty Senate Agenda

Senator Wallace asked whether there are topics for the special orders, or are the people introducing themselves to FS?

President Faber replied that VP Dorhout will be introducing himself. VP Younger will be talking about the various things that Student Affairs does that intersect with faculty. President Faber added that she will announce that people who wish to "mingle" after the meeting may do so.

Senator Perkins moved to approve the agenda. Senator Daniels seconded. The motion was adopted.

8. Good of the Order

None

9. EXECUTIVE SESSION

Senator Wallace moved to enter executive session. Senator Freeman seconded. The motion was adopted at 4:50 p.m.

9.1. Honorary Degree

10. Adjournment

The meeting adjourned at 5:00 p.m.

NEXT MEETING: Tuesday, March 2, 2021 – 3:00 p.m. – WEBEX