



IOWA STATE UNIVERSITY
Faculty Senate

IOWA STATE UNIVERSITY FACULTY SENATE
FACULTY SENATE MEETING MINUTES
OCTOBER 12, 2021 – 3:30–5:00 P.M.
SUN ROOM, MEMORIAL UNION

Present: Anderson, M.; Andreasen, C.; Behnken, B.; Beitz, D.; Bennett-George, S.; Beresnev, I.; Burrough, E.; Butler, A.; Chang, C.; Chen, H.; Cook, K.; Daniels, T.; Dubisar, A.; Faber, C.; Frank, M.; Freeman, S.; Gassmann, A.; Gillette, M.; Gomes, C.; Hanson, V.; Hornbuckle, B.; Janvrin, D.; Johnson, D.; Kang, S.; Kovnir, K.; Kreider, B.; Kushkowsky, J.; McGrail, M.; Mellata, M.; Micich, A.; Muecke, M.; Nair, A.; Oberhauser, A.; Parsa, R.; Perkins, J.; Pistolesi, S.; Peterson, D.; Quam, A.; Rayburn, C.; Reddy-Best, K.; Robertson, A.; Roe, K.; Rosa, J.; Rosentrater, K.; Schieltz, J.; Shaw, A.; Smalley, S.; Smiley, A.; Stevens, J.; Tootle, D.; Townsend, T.; Vary, J.; Wallace, R.; Wang, Q.; Watanabe, O.; Wheeler, A.; Wilgenbusch, E.; Winer, E.; Wood, A.; Wu, H.

Absent: Al Shihabi, D.; Armstrong, P.; Berger, D.; Bolser, K.; Bratlie, K.; Cardoso, C.; Cochran, E.; Day, T.; Dewell, G.; Kedrowski, K.; Lutz, R.; Martin, M.; Napolitano, R.; Schrier, T.; Svec, C.; Wade, N.; Williams, C.; Zerbib, S.

Substitutes: Sponseller, B. for Davis, R.; Bailey, M. for Hernandez, B.; Stalder, K. for Lonergan, E.; Cunnally, J. for Morgan, E.; Padgett-Walsh, K. for Padgett-Walsh, C.; Hall, A. for Schaal, M.

Guests: Wickert, J. (SVPP); VanDerZanden, A.M. (Assoc. Provost); Jordan, T. (Asst. Provost); Knief, A. (Parliamentarian); Johnson, C. (GPSS); Campbell, J. (SG); Kealey, K. (ISU Daily); Budlong, J. (Univ. Relations); Schweers, R. (SVPP Office)

1. Call to Order

Seating of Substitute Senators

President Wheeler announced that she would speak without a mask so that she would be audible, but was not doing so to set an example for others. She encouraged senators and visitors to spread out in the Sun Room. She asked senators to show respect for others, including guests. She reminded everyone that the principles of FS are grounded on mutual trust, respect, collaboration, and collegial decision making. Robert's Rules of Order will serve as a guide to keep decorum,

and keep members from being fearful of speaking. She said that senators' attention during the meeting is mandatory. She would not tolerate side discussions. She promised to keep the meeting running on time.

President Wheeler called meeting to order at 3:32 p.m. and seated substitute senators.

2. Consent Agenda

FS Agenda October 12, 2021 – [21/A/2]

FS Docket Calendar – [21/C/2]

The FS Minutes from September 14, 2021 were displayed on the consent agenda. Senator Freeman called for a point of order: the FS minutes were not distributed with the agenda materials and therefore should not be on the consent agenda. President Wheeler acknowledged the typographical error and said that the consent agenda would not include the FS minutes.

There were no objections to the consent agenda, so it was adopted by general consent.

3. Special Order: Mentoring Programs for Tenure Track and Term Faculty - Tera Jordan, Assistant Provost for Faculty Development

Assistant Provost Jordan began her half-time administrative appointment in 2020. She works with ISU ADVANCE. Other projects have included department enhancement, new faculty onboarding and orientation, analysis of faculty data (including the COACHE survey, ISU Faculty Satisfaction Survey, CSSM Exit Faculty Data [Center for Survey Statistics and Methodology exit faculty data], and Campus Climate data), and work with the Faculty Worklife Advisory Committee (created in 2016-17 from feedback from COACHE survey data). Her topic for today was faculty mentoring, the goal of which is to “cultivate a university community in which all faculty thrive.” The effects of good mentoring include improved retention and success, successful faculty reviews (including promotion and tenure and advancement), and a feeling of inclusion, belonging, and collegiality among faculty.

The mission of CIMER (Center for the Improvement of Mentored Experiences in Research) is to improve research mentoring relationships for mentees and mentors at all career stages. Participation includes summer training at ISU, which sensitizes participants to the national conversations on optimizing mentoring relationships. Assistant Provost Jordan said that empirical evidence shows that mentoring influences the outcomes of diverse faculty across disciplines and career stages; and varying mentoring orientations are useful to meet different mentoring needs and goals (e.g., small departments, departments with one or two senior faculty, departments with diverse faculty who have needs for wellbeing and community outside of the department). ISU is building a more comprehensive collective networking type of orientation. This enhanced mentoring will consider approaches and resources at peer institutions; reflect a synthesis of institutional data sources and reports; and integrate key literature and best practices.

Assistant Provost Jordan said that mentoring has staying power across the lifecycle of a faculty member, from the first point to the last point on payroll. (That is, from recruitment – which includes outreach and hiring and good outcomes – to retention – which includes skill development, advancement, and faculty satisfaction.) ISU is a participant in APLU's ASPIRE

iChange Initiative (Association of Public Land-grant Universities’s Aspire: The National Alliance for Inclusive and Diverse STEM Faculty). Underwritten by the NSF, this initiative focuses on postsecondary institutions where STEM faculty are widely recognized, recruited, and hired. This began in 2019, and we are in the third year with 19 other institutions.

The website for faculty mentoring has been revised: www.provost.iastate.edu/faculty-success/development/all-faculty/mentoring . The website describes the major areas of focus:

College Peer Mentors are appointed by the dean of the academic college. They collaborate to advance the effectiveness of mentoring across the institution and within college contexts. College Peer Mentors create networking opportunities and organize college-specific professional development events.

The Required Faculty Mentoring Program: All first-year tenure-eligible faculty are required to have a mentor. The overview has been updated and revised. There is an enhanced mentoring agreement form. There are faculty mentor resources that are new this year. The goal is to raise the floor for the institution. These resources clarify the role, responsibilities, and expectations for faculty mentors. There is a faculty mentor guide with a wealth of resources, including best practices and approaches for inclusion. There is a list of activities to engage in, and advice on how to navigate pitfalls and challenges in the mentor faculty’s journey or in life experience on campus.

Dear Faculty Mentor series: This program orients and equips faculty mentors with needed information and tools to increase their impact and effectiveness. The second session yesterday concerned well-being and community. The next workshop will be January 24, and will address student mentoring and advising: how can faculty mentors be an asset in cultivating excellent mentoring of graduate and undergraduate students?

Exemplary Faculty Mentor Awards: These awards celebrate extraordinary dedication by mentors to mentees. They honor senior colleagues who have gone beyond the expectations of a mentor.

Assistant Provost Jordan’s short-term goals include strengthening the faculty mentor program and provide more consistency and impact across colleges, departments, and units; encourage unit- and college-level discussions about mentoring goals, strategies, and activities; and enhance credit, reward, and recognition for faculty mentors.

Assistant Provost Jordan read some narrative comments about mentoring experiences from the most recent COACHE survey, which ranged from excellent relationships that have yielded new collaborations on projects to absent and non-existent mentors. A comment that “good mentoring kept me here longer than I wanted to” really resonated with her. Faculty mentors said that the mentoring program is rewarding but institutionally unrecognized. Suggestions were to enhance the PRS to ensure that faculty are asked about the impact of mentoring during annual reviews. The mentoring relationship goes in two directions: providing help to the mentee and to the mentor. Mentors develop communication and leadership skills. ISU will work to elevate the ways that mentors are impacted and career trajectories are enhanced. Senior faculty can seem

siloed and difficult to approach about research. Some junior faculty reported being afraid to impose on senior faculty. Some junior faculty have reported having better research mentoring experiences outside of the university, which Assistant Provost Jordan thought could be addressed. As a model, she cited the prominence of mentoring in a job announcement at Washington State University. If ISU is going to compete for great talent, we need to demonstrate our commitment to mentoring.

This connects with other short-term goals, which include evaluating, strengthening, or encouraging different mentoring arrangements and orientations to ensure effectiveness and impact; and ensuring that faculty have an opportunity to connect with potential mentors during the hiring process.

Assistant Provost Jordan said that she looks forward to collaborating with colleagues on FS FDAR Council (Faculty Development and Administrative Relations). In the long term, she hopes to expand optional mentoring opportunities to advanced assistant professors; to associate professors, especially those who desire promotion to professor; and to term faculty. These gaps are noted consistently in institutional data. An enhanced mentoring model would position us to equitably and inclusively support faculty.

Senator Oberhauser noted that mentoring paths for junior tenure-track faculty would likely be different from mentoring for term faculty because of difference in focus. She thought that it would be great for the university to offer mentoring for more senior faculty, especially those who are new to ISU. She said that when she arrived as a senior faculty member, she was not given a mentoring opportunity.

Assistant Provost Jordan agreed. She said that there is still a strong leaning in the current program to provide mentoring for tenure-eligible faculty. But it will be important to educate senior faculty on term faculty advancement: provide them with information, have conversations, and raise awareness that mentoring is not just about how to advance and get promoted. Today, mentoring is focused on well-being. The goal is to understand the needs that mentored faculty have, which may be in the campus community or beyond what ISU provides. There are two term faculty who serve as college peer mentors in LAS (which has the largest number of term faculty). She agreed that being tenured does not mean that one no longer needs mentoring. Some tenured faculty desire to make a career pivot, perhaps pursuing administrative positions. There should be multiple mentors for different seasons of a career, and ISU needs to create pathways for that.

4. Unfinished Business

None

5. New Business

5.1. B.S. in Healthcare Management [21-3] – Bennett-George

Senator Bennett-George said that this is a new program with the same general education and foundation as other majors in the Ivy College of Business. The proposal projects more than 200 students by the fourth year. There are two faculty members in place. Many of the classes come

from areas not taught by faculty in Healthcare Management. All of these representatives will be available for questions at the next FS meeting.

No comments.

5.2. Master of Community Development [21-4] – Bennett-George

Senator Bennett-George said that this proposal moves the masters program from Greater Plains Interactive Distance Education Alliance (GPIDEA) to in-house at ISU. 25 students are currently in the Great Plains Alliance program. All the faculty needed to offer the master programs are on staff.

No comments.

5.3. Master of Entrepreneurship [21-5] – Bennett-George

Senator Bennett-George said that this masters program comes from the Ivy College of Business, and complements significant work in entrepreneurship at the undergraduate and graduate level. There are ten faculty in place teaching courses in entrepreneurship.

No comments.

5.4. Certificate in Science Communication [21-6] – Bennett-George

This proposal comes from the Greenlee School of Journalism. It is a 21-credit certificate, with twelve credits required in Journalism and Mass Communication, Philosophy, and English. The electives come from three areas: Science in Practice, Science and Society, and Communication in Practice. The listed courses come from a range of disciplines in LAS.

Senator Hanson said that this proposal took her by surprise. She had worked to build a relationship with the Greenlee School to develop an agricultural education communications option in her major. These discussions took place last year by virtual meetings and involved the chair, director, and deans. An Agriculture Communication major proposal is in development. Senator Hanson said that Greenlee's proposal mentions Agriculture as contributing to this certificate, but they were never approached about serving in this role. One of the learning outcomes is to "prepare students to engage in constructive conversations with diverse audiences over contested science, environmental, health, and agricultural topics." But if her department is not a collaborator, who is teaching that? Her own course for which she is the only instructor, AGEDS 327, is listed among possible electives, but she was never approached. This certificate may meet the needs of LAS, but her department would like Agriculture to be removed from the description, along with their department and course.

Senator Hanson moved to refer the motion back to Academic Affairs Council. Senator Bennett-George seconded.

Senator Bennett-George said that additional information was brought forward in the EB meeting. Other people on campus had similar feelings. She thought that it was important to confirm that the named collaborating departments are actually collaborating.

The motion was adopted with no dissent.

5.5. Special Order: Required US Diversity Course – Andrea Wheeler

President Wheeler said that her comments were directed at the next order of business, to rescind an amendment made by FS Executive Board (EB) over the summer. She said that the motion to rescind will harm every senator in this room, every faculty member, and every student on campus.

She wanted to lay out the facts. The provost and president will not, at this current time, sign off on documents returning to four objectives. FS leadership discussed the rescind motion with the provost and president. In conversations, the provost has said that if the rescind motion were successful, the university and its student body would be left with the old U.S. Diversity requirement that has been in place since the 1990s. Rescinding this motion and returning to all four learning outcomes will likely result in an unsigned, unactionable document.

The solution found over the summer requires instructors to meet at least three of the four learning objectives. By providing choice to students and a responsibility to instructors, this solution alleviates the risk presented by HF 802. The rescind motion offers no workable alternative plan of action.

Implementation work has already started. An ad hoc committee has reached out to collect information from deans and instructors. And the committee is asking for their participation in developing a set of processes for the revision beginning next year.

Over the summer, there was growing interest in ISU's U.S. Diversity course, from social media, mainstream media, and legislators. This created a risk to faculty freedom. FS's bylaws charge EB with the responsibility of managing relationships between faculty senate, administration, and other groups both when FS is in session and when it is not. EB has the responsibility to protect the reputation of FS. EB is populated with experienced senators who have experience in shared governance. EB has a responsibility and duty to act over the summer, to protect relationships and respond to potential harm.

Over the summer, many faculty do not have responsibilities and cannot easily be called in for discussion and voting. FS bylaws say that EB can act and report its actions at the next FS meeting. EB did not simply vote to undo FS's decision; instead, EB received new information and, because of its duty to act for FS, EB acted.

FS received a motion in September to rescind. Notice of this motion was brought to the senate when there was no quorum. Without quorum, no official business can take place. Anything after quorum is lost is invalid. Nevertheless, the rescind motion remains on FS agenda for a first reading. FS can rescind actions of EB. But there will be negative impacts. President Wheeler added that EB's change is not perfect, but it is an improvement to the U.S. Diversity requirement. That is progress, not politics.

Senator Peterson noted that President Wheeler had said that part of the reason EB acted was that there was increased attention on social media. But when he consulted Twitter API for references

to U.S. Diversity requirement and ISU, Iowa State, etc., he found six tweets, four of which were before this and about things like departments announcing classes that meet the diversity requirement. There was a lot of social media attention to ISU's response to HF 802, but that is distinct from the Diversity requirement. Senator Peterson asked whether we are really making policy changes because people are tweeting about it, or there's negative controversy on social media. He admitted that this wasn't so much a question as "jaw-dropping astonishment" that we're making curricular decisions at least in part because of what's being done on social media.

President Wheeler said that her comment was about social media as well as all sorts of other interest that was growing in the U.S. Diversity requirement, The context for the need to act was because of multiple fronts of interest, not just social media.

Secretary Butler said that the timeline was that on May 4 FS voted by two-thirds for four learning objectives. An EB working group, which President Wheeler had chaired, wanted three out of four learning outcomes for a while. FS had rejected twice an amendment for at least three learning objectives, both at the April meeting and the May meeting. In May, the provost declined to sign FS's adopted motion. President Wheeler had stressed in her announcements at the last meeting (after quorum was lost) that "declining to sign" is not the same as "not approving," but now President Wheeler is saying that the provost is prepared not to approve. In the EB meeting, Secretary Butler asked that question directly of representatives from the Provost's Office, they had declined to say that they were prepared to "blow this up" or return ISU to the 1990s diversity requirement. Secretary Butler asked how exactly the negotiations over four learning objectives go, so that three out of four became the compromise position. Was the proposal "four out of four, take it or leave it"? Or was there an attempt to find a workable implementation program to help instructors develop their courses so that they can achieve all four learning outcomes. Secretary Butler wanted to hear how that negotiation went, because she was hearing different stories from the provost's office and from FS leadership about the consequences. Secretary Butler said that she found it hard to believe that this will have a negative impact on all of us – students, faculty, legislators, the state of Iowa – because the Provost's Office has clearly stated that they will work with us to achieve our goals for U.S. Diversity. Curriculum is the primary responsibility of the faculty.

President Wheeler said that her understanding is that the provost and the president will not sign off on four learning objectives as presented. They will still not sign off on four learning objectives. FS leaders and the provost came to a compromise, which is at least three of the four learning objectives. Anybody can still develop their class with four objectives. She thought it was a strong compromise.

Senator Freeman said that Senate EB often negotiates with the Provost's Office when there is disagreement and it looks like things will not be signed. That's how progress gets made. The action this summer was not out of the ordinary. It has happened before. In this particular case, we won. The students have been asking us for about a decade to make positive changes to the current diversity outcomes. All four of the learning outcomes that the task force worked hard on last year have been approved. That's a significant step forward. EB's negotiating to move the entire process forward made progress on behalf of what FS wanted. There was no need to take a step back and say to students that we still can't get this done, maybe next year. That's not the job

of EB and not the job of FS. We have the ability to come back and make modifications on everything we done. We change FH nearly every year. Senator Freeman recommended that we continue to move forward and continue to make progress as a body. In response to the question about what the damage was, Senator Freeman said it was that we were not able to govern. “Shared governance” doesn’t mean that we get to be in charge. We work together for mutual understanding, mutual progress, and mutual decision making regarding the curriculum. It’s true that the faculty has responsibility for the curriculum. All four learning outcomes were approved. Any individual faculty member can teach all four learning outcomes in any of their classes. In fact, everybody who teaches U.S. Diversity classes could choose to teach all four. That’s acceptable under the negotiation reached. Senator Freeman recommended that FS get back to work and take up other things.

Senator Behnken said he found interesting the language that the people who are committed to the diversity requirement that FS approved in May are somehow “doing damage.” He also found interesting the claim that EB had the power to do what it did. The idea that this is progress and that it is good are opinions, not facts. Senator Behnken said that he had a different opinion. He disagrees with the power that EB used over the summer. FS bylaws are clear: EB cannot overrule or undo a vote done by this body. That’s what the rescind motion addresses. We don’t want to go back to 1995 or 1996. We want the diversity requirement that we agreed to in May. If things need to be changed, we want that discussion to take place before the full FS. That’s what we did in April and May. From his perspective, Senator Behnken thinks that that’s what should have happened. It was unnecessary for EB to take action over the summer. EB could have waited a month, and we could have had the conversation before the full senate.

5.6. Motion by Annemarie Butler – [21-2]

Secretary Butler moved to rescind EB’s amendment (adopted in July 2021) to docket item 20-35 (U.S. Diversity Requirement). Senator Peterson seconded.

President-Elect Perkins moved to limit debate to 15 minutes. Senator Freeman seconded.

The motion for the time limit was adopted by hand vote with a clear two-thirds approval.

Secretary Butler said that she had made the motion at the last meeting because it was the first opportunity that FS had to act on EB’s amendment. She said she had procedural and substantive concerns. The EB amendment was made in July. The next FS meeting was the first week of September – just a matter of weeks. Secretary Butler said that she had yet to hear what made this an emergency situation. She was at the EB meeting, and social media was not brought up at that meeting. She said that FS is a democratic institution, and as such, we commit ourselves to allowing all voices to be heard and majority vote to prevail. This rushed action in a non-emergency situation subverts our democratic principles. A vote to rescind is a vote to reassert our commitment to democratic processes, enfranchisement of all senators, and respect for the points of view of all senators. Through this we achieve our responsibility of representing all faculty on this campus. Four learning objectives was the will of faculty senators, and overwhelmingly adopted in May. Three out of four was moved in April and May and it was lost both times. It’s not as though FS did not consider this amendment. Secretary Butler said that concern about perception in public relations is “bizarre principle” for curricular decision making. General

education requirements are knowledge and skills we expect of all ISU graduates and representatives of ISU. Secretary Butler added that EB's amendment signals to faculty that there is something troublesome about one of the learning outcomes, and that faculty would do well to avoid that outcome. It sends a signal to students that this is dangerous. Secretary Butler thought that these were bad signals to send. Requiring all four objectives would provide cover and defense for faculty who teach these classes: this is what we expect of our U.S. Diversity classes. For these reasons, she supported rescinding EB's amendment.

Senator Smiley thanked EB for doing what needed to be done to get the learning outcomes in place. She said that our goal as educators through the U.S. Diversity requirement is for students to honor and respect each other, to understand each other's cultures and backgrounds. These learning outcomes do that, and it can be done with three out of four of the outcomes. Senator Smiley observed that we are moving from one end of the spectrum, with outcomes that are too broad and too many courses satisfying the requirement, to the other, where all four learning outcomes must be met, which could limit the number of courses available to students. She thought faculty will have a more difficult time adjusting information in their courses and maintaining course integrity. Senator Smiley thought three out of four outcomes will accomplish what we want, which is for students to appreciate each other's cultures and backgrounds. She recommended voting against the rescind motion and supporting EB's amendment.

Senator Behnken said that a problem is how the whole thing has been handled. There was an emergency meeting over the summer, and Senator Behnken said that he doesn't know what happened or what was discussed. He was really proud of the work of the working group, which involved other faculty members and students, and produced a diversity requirement that we believe in and that FS voted for and believes in. In the emergency meeting, did anyone stand up for the students or faculty involved or for the process of FS and the decision FS made? Senator Behnken said he didn't know the answers to those questions. He pointed out that senators were aware of HF 802 as early as February, and it was brought up in AAC meetings and at EB. So HF 802 was not new information over the summer. Legitimate questions have been raised about capacity, the effects on faculty, and the implementation process. At last month's FS meeting, the provost had said that we don't know what the impact of the law will be. That's an important question too. But it doesn't make sense to change a policy before finding answers to those questions; it makes more sense to keep the policy adopted, find answers to those questions, and then adjust the policy if needed. EB should have answered their own questions first. Then they could have come back and proposed changes to FS. Instead, EB subverted that process, and substituted their will for the will of FS.

Senator Oberhauser said that her department's Intro class in WGS is the third most popular U.S. Diversity course. There is a great team that teaches it. Senator Oberhauser said that she is a member of the ad hoc committee that is charged with examining the feasibility and capacity for fulfilling the new U.S. Diversity requirement. She appreciated the hard work from the working committee, which laid the foundation for this work and ultimately the learning outcomes that we are looking at. A lot of effort and thought went into that document, and it provided a lot of the momentum for this much-needed change. She said that the current efforts really build on these strengths. She expressed concern that we are losing sight of the underlying purpose and reason for U.S. Diversity requirement. Ultimately our role in doing this is to teach students to

understand and critically engage with and apply diversity, equity, and inclusion in their lives, fields of study, and broader society. She asked senators to keep that in mind. She thought it was important to rise above the divisive efforts alluded to in senators' statements. Instead, we need to meet the challenges that we're facing in higher education. There are attacks on academic integrity and academic freedom. Senator Oberhauser is a member of EB, which is a body that is elected by peers. EB works extremely hard and in good faith to move FS's agenda forward. The decisions that were made over the summer reflected the new situation and passage of HF 802, and FS was not in session. The actions of EB were within the purview of Robert's Rules of Order and precedent. Senator Oberhauser objects to the motion to rescind and supports EB's decision from the July meeting.

Senator Peterson said that most of his objection is procedural. EB has the power to act on behalf of FS over the summer, but they cannot overturn FS's vote. EB did the one thing that FS bylaws say they can't do: they passed something FS voted down twice. Had EB moved to two out of four learning objectives, that might have been by the rules, because FS didn't actively vote that down. Senator Freeman had said that this is something that EB does all the time. Could he provide an example of a case where EB took action to change something FS had explicitly voted against? Senator Peterson couldn't recall such an example. Second, Senator Peterson said that while he thinks that EB took its actions in good faith, he thinks that the ways that the university has interpreted HF 802 and actions taken by EB have created a chilling effect. As part of a research project, Senator Peterson conducted a survey of faculty. The survey has issues, but one result is that 111 of our colleagues say they felt a chilling effect in their teaching as a result of HF 802. This is not just about the diversity requirement. But he does think that FS's apparent agreement with how the university interprets HF 802 is part of that chilling effect.

Senator Padgett Walsh said that the first sentence in the bylaws is about powers and duties, stating that none of EB's acts may conflict with decisions made by the senate. Robert's Rules also says that an Executive Board may never alter the decisions of an assembly by amendment or adoption of a proposal that has been expressly rejected. This restriction on the powers of EB applies to how it carries out all of its duties, including its duty to act for FS when it is not in session. Senator Padgett Walsh appreciates that EB saw itself as preserving the requirement and their proposal is reasonable and worthy of consideration. It is certainly preferable to the old diversity requirement. But the decision is not one for the EB to make, but for the whole senate. EB could have brought their proposal to FS as an amendment at the first FS meeting or as a provisional agreement needing FS's ratification. Senator Padgett Walsh proposed bringing the requirement back to the full senate through the rescind motion and using our usual good and inclusive process. We should allow senators to express their views and propose alternatives in order to find something that will work for the senate, the administration, and for our students. Senator Padgett Walsh expressed optimism that this can be accomplished properly and collegially if we make the effort.

Senator Roe observed that there have been procedural and substantive reasons offered. But one missing piece of information is why the Provost's Office was adamant against requiring all four learning outcomes. Could the Provost's Office explain that?

Provost Wickert said that there were two facts. One is concern about HF 802 and the mandatory training component of it. On the advice of counsel, Provost Wickert has concerns that requiring all four learning outcomes conflicts with the law about mandatory training. He takes the advice of counsel very seriously, as does ISU President Wintersteen. Second is concern around implementation. Would we have the capacity for over 5000 seats per year with all four learning outcomes? The ad hoc committee chaired by Senator Gillette is working on that. But Provost Wickert said that he is really concerned about the advice of counsel.

5.7. September 14, 2021 FS Minutes

Secretary Butler moved to approve the September 14, 2021 FS minutes. Senator Cook seconded.

Senator Freeman raised a point of order that as new business FS would have a first reading of the minutes and vote on it at its second reading next month.

Secretary Butler pointed out that Robert's Rules doesn't require that, but Robert's Rules also doesn't distinguish first and second readings. So if FS wishes to proceed that way, that would be fine.

Senator Gillette pointed out that a lot of senators were unlikely to understand what was going on. She asked President Wheeler to explain why this is being brought up and what is happening.

President Wheeler said that there have been a number of discussions about how minutes are taken for FS and EB. These discussions have raised concerns about excessive recording of discussions in the minutes as presented to us. Recent minutes have been sixteen pages filled with a lot of discussion. This creates the potential for inaccuracies.

Senator Peterson raised a question about inaccuracies. Minutes belong to the senate. As he understands it, the secretary takes minutes and they are included in the consent agenda. There is a process to fix any potential inaccuracies through the consent agenda: if someone has an objection, they can raise it, amend the minutes, and then approve the amended minutes. He said he would like to know what the inaccuracies are.

Senator Freeman said that Robert's Rules tells us that minutes should be a document of what the body did, not what the body said. We have been having that conversation multiple times and we don't know if there are inaccuracies. He didn't think it was fair to say that there are inaccuracies; instead, he doesn't know if the minutes are accurate or not. There is one way to determine: consult the recording. FS meetings are recorded. If we want a full transcript, we don't need the minutes for that, because we have an electronic record. FS tries to follow Robert's Rules. The official minutes should be a record of what the body does, not what it says. In the last set of minutes, there was documentation of things that happened after we lost quorum. Robert's Rules says that once quorum is lost, no business can be conducted, and there is nothing to record in minutes. So there are multiple issues to clarify before the body deals with these minutes.

Senator Peterson said that he was confused by that response. Whether FS minutes should conform to Robert's Rules prescription was discussed at Governance Council, but there was no

vote or consensus. FS does not always follow Robert's Rules. Robert's Rules provide guidelines, and it is our choice whether to follow them.

Senator Cook said that he likes the long form minutes, because they give us a record of our deliberations. He said that FS is incredibly fortunate to have a secretary willing to do this work. He said that at the last FS meeting, a substitute senator from his department glowed about the quality of FS compared to the minutes from LAS Representative Assembly, which are sparse. The discussion at the last FS meeting included incredibly important information about COVID mitigation and its existential threat, as well as HF 802. There was a lot of discussion surrounding procedure. Senator Cook said that he was "churned up" by the discussion, and he found it helpful to go back and reread what the provost and other panelists had said. Rereading it enlarged his understanding. Senator Cook said that he would like to share the minutes with his constituents sooner rather than later. He did not want them to have to wait a month for the minutes to be approved. He strenuously argued to keep long form minutes, especially if this is how they have been kept for over a decade.

Senator Stadler said that he had a different viewpoint. Since FS meetings are recorded, we have everything we need. He was concerned that people might not speak up if everything is recorded to such a degree in the minutes, especially if they disagree. He thought it was easy for people to stand up and agree when the largest part of the body agrees, but it is harder to stand up and disagree, especially if you know that everything you say is being recorded. He said he belongs to a number of organizations that follow Robert's Rules. This is the first organization he has been part of that has notes recorded to this extent in the minutes. The electronic recording can capture what people say; we just need a written record of the votes.

Senator Smalley moved to vote on the motion to put the minutes on the agenda. The motion was adopted by a hand vote, with several dissenting votes.

6. Announcements

6.1. Faculty Senate President

President Wheeler said that she and President-Elect Perkins delivered concise three-minute statements at BOR meeting. ISU President Wintersteen affirmed their statements in her remarks to BOR, saying that faculty continue to request more control over COVID mitigation efforts. A joint statement from the faculty leaders at all three public universities was sent to BOR on September 23. These and other formal statements have been acknowledged, but no formal response was made by BOR as yet.

The inaugural meeting of the strategic planning process has taken place.

President Wheeler, President-Elect Perkins, and Senator Wallace, along with P&S Council leaders, met with the two new regents. Senator Wallace invited the regents to return to campus to meet with FS representatives and faculty on campus. P&S Council discussed important issues, including WorkFlex.

The ad hoc committee has been collecting data about the U.S. Diversity requirement. They are reaching out to college deans, chairs, and program instructors. Some initial observations have been made by chairs.

President Wheeler said that she receives email and has telephone conversations with people who have a range of perspectives. She continues to welcome your thoughts and observations.

6.2. Faculty Senate President-Elect

None

6.3. Senior Vice President and Provost

Provost Wickert said that in-person commencement was held this past weekend for students who graduated in Spring 2020. They had a virtual commencement at the time, and we promised to invite them back to campus. This weekend was a celebration and a promise kept. Provost Wickert said he didn't know how many universities have held such ceremonies. 350-360 graduates participated, including bachelors, masters, Ph.Ds., and two DVMs who took the oath in Hilton.

Provost Wickert said he had just attended a special reception to honor Professor Lisa Schulte Moore, who was lauded with a MacArthur Fellow award, the first in ISU's history. Her research is at the intersection of agriculture and ecology and concerns how humans interact with the landscape. He encouraged senators to congratulate her.

There have been other successes in faculty awards. Kirsten Abel works with Associate Provost Bratsch-Prince on a project to facilitate nominating faculty for prestigious awards and gateway awards to fellowships in societies. She works with college and department awards committees, working with nominators and keeping a database. She will help you identify awards that are appropriate for you and pull nominators together. Provost Wickert thought it would be a good idea to invite her to a future FS meeting.

The Provost's Office worked with EB to develop two temporary policies that are in place this fall for COVID issues. The first is for an instructor who tests positive for COVID, who is asymptomatic, feels well, and needs to isolate, but is able to teach online. This policy allows the course to move online. There were four faculty in that category last week. The second is if there is unusual, substantive, and problematic absenteeism, which may be a sign of COVID. These courses may be moved online. There were three such classes last week. Although these are not big numbers, the policies help the affected faculty.

A \$42 million gift to Industrial and Manufacturing Systems Engineering department was made for construction of Therkildsen Industrial Engineering in the parking lot behind Howe Hall. The new building will free up space in Black Engineering building. This is the largest single gift for any capital project in Academic Affairs.

6.4. P&S Council

P&S Council President Chris Johnsen called attention to the Inside Iowa State article on the initial rollout of the WorkFlex program. In it is a link to a virtual event hosted by P&S Council

next Tuesday from 2 to 3, including UHR Associate VP Dwaine Heppler and Director Ed Holland. There is also an anonymous Qualtrics survey for staff to view and rank topics of importance.

6.5. Student Government

SG President Julia Campbell asked faculty to work with students who need to miss class due to career fairs. SG hosted a multicultural town hall, which involved candid conversations and great feedback. SG will communicate to appropriate departments across campus. SG will host a joint City Council meeting with ISU Police Chief Newton on October 27. Included on the agenda is developing strategies for curbing craziness of future 801 Days. SG is working to make CyRide transportation available for international students to travel to Des Moines Airport. There will be a special student fees tuition meeting presentation and a presentation about CyRide this Thursday. SG leaders met with the two new Regents and gave the new student Regent a tour of campus. Students are very happy for the completion of renovations to the Memorial Union, and Student Legal and International Students and Scholars Office will move in. The Multicultural Student Center space has also been improved. SG is working to address mental health concerns on campus, brainstorming creative ways to help students move forward. SG participated in filming for Campus Tour, which will air in March.

6.6. Graduate and Professional Student Senate

President Iennarella-Servantez said that GPSS decided to create college caucuses. They conducted a test run with LAS, collaborating with LAS department heads and graduate student senators. The experiment went well, and GPSS will implement a full program across the university. This provides an opportunity to get voices heard.

7. Good of the Order

None

8. Adjournment

The meeting adjourned at 5:09 p.m.

Respectfully submitted, October 28, 2021
Annemarie Butler
Faculty Senate Secretary

**NEXT MEETING: Tuesday, November 9, 2021 – 3:30 p.m.
Sun Room, Memorial Union**