



IOWA STATE UNIVERSITY

Faculty Senate

MEMO FROM THE DESK OF:*Steve Freeman*Steven A. Freeman, University Professor
Chair, Judiciary and Appeals Council

DATE: 4/19/23

TO: Faculty Senate Executive Board

SUBJECT: Judiciary and Appeals Council 2022-2023 Annual ReportCC: Sherri Angstrom

Council Charge

Maintains a system for faculty grievance; monitors the effectiveness of the faculty grievance process; recommends legislation to the Faculty Senate pertaining to faculty grievance, faculty dismissal, and faculty conduct policies and procedures; and works with the provost in defining the procedural and policy interface between the faculty grievance process and the administration's jurisdiction.

Faculty Senate Committee on Appeals Charge

Hears and works to resolve grievances from faculty who believe they have been treated unfairly with respect to salary, promotion, tenure, academic concerns, reduction in force, or other matters relating to employment; makes recommendations for grievance resolution to the provost; makes recommendations for changes in procedures.

Annual Summary

Three faculty have formally submitted appeals to Faculty Senate Committee on Appeals (FSCA) at the end of last academic year were resolved this academic year. Two additional appeals have been submitted last this spring and the are both ongoing.

Besides the filed appeals, the Chair of the FSCA, has had formal conversations with multiple faculty concerning potential appeals and many informal conversations regarding the appeals process and other avenues of redress such as the Ombuds Office.

The J&A Council sponsored two docket items that were passed this academic year. Docket Item 22-1 which created a new policy on Progressive Corrective Action (FH Section 7.2.7.6) and Docket Item 22-2 which revised the grounds for an appeal (FH Section 9.1).

Faculty Development and Administrative Relations Council (FDAR) 2022-2023 Annual Report

Submitted by FDAR Council Chair Diane Al Shihabi

April 22, 2023

Council Members

Diane Al Shihabi [ARTID], Dan Andersen [A&BE], Carolyn Cutrona E [PSYCH], Grant A Dewell [VDPAM], Brian Hornbuckle [AGRON], Huifang Mao [MKT], Ann Smiley [HSC KIN], Eliot Winer [M E], Dawn Bratsch-Prince [SVPP], Tera Jordan [SVPP]

Meetings:

2022: September 20, October 7, November 1, December 2

2023: January 25, February 22 (*Service Committee only*), March 1, March 22, April 5, April 19

Faculty Intellectual Property Rights in Online Platforms

Actions:

- Recommended that Provost's Office form University task force to address Faculty Intellectual Property Rights in online platforms, including Canvas.
- Provost's Office formed university task force to update Intellectual Property language in Chapter 10.9 of the Faculty Handbook on educational materials and in the Faculty Library Policy noted in link below:
<https://www.techtransfer.iastate.edu/wp-content/uploads/2018/09/USponsored-Educational-Materials.pdf>
The charge is to address intellectual property in instructional materials, classroom teaching (including online), and Canvas.
- Provosts Office and FDAR Chair met and agreed on a list of participants, including University Council, CELT, library staff, faculty representatives (all colleges), faculty senate, and FDAR representation. Ann Smiley represents FDAR on this committee.
- FDAR reviewed the Task Force policy proposal on "Ownership of Educational Materials," addressing the intellectual property rights of Author/Faculty vs. University in online course materials and their future use. FDAR made the following recommendations:
 - o Clearly define "university sponsorship" including what it is and what it is not. State dollar amount that constitutes University Sponsorship.
 - o Rectify conflicting definitions of author ownership and university ownership. As written, the university has more rights than the author. Equitably rewrite content on author-owned materials, i.e. "author maintains rights to use and allow others to use, reproduce, adapt, modify, update, display, distribute the materials for any University purpose."
 - o Omit policy of "updating" author-owned materials for "continuity of programming." If the author is no longer at ISU, new faculty should create or update courses with new materials and technologies.
 - o Define or omit phrase "in some circumstances," and rewrite this section. If author owns the materials, university should not independently determine what the circumstances are for use. Author must agree.
 - o Reconsider university's policy on "limited usage of author's materials." University should seek author's permission before use and require each faculty member to state plans in advance for how classes would continue in an emergency. Faculty members have intellectual property on Canvas including photos they took, films they developed, and designs they created. This material was not intended to be shared and is not appropriate for use by others.
 - o Restrict policy on "limited usage of author's materials" to 'with author's permission, for emergency use, and limited to current semester only.' Prohibit author's materials from being downloaded or copied for future use, unless author gives written permission.
 - o In policy on "limited usage of author's material's," prohibit Chairs and heads of programs from giving author-developed course materials to junior, term, or practice faculty to save money or for any other purpose without author permission.
 - o Clearly define "internal and external use."

- o Consider that Iowa State online is launching, and that overreaching policies will impact instructors' decisions to use platforms outside of 'university sponsorship' to protect intellectual property rights.
- o New laws and policies are not retroactive, but rather begin upon passage. With implementation of this policy, faculty should have the right to permanently delete any content on Canvas that they do not agree to share.
- o Define 'special facility.'
- o Rewrite sections that are 'open to interpretation' in the policy. There should be no ambiguity in meaning or in application. Faculty should clearly understand what they are being asked to agree to.
- o Keep policy in both Faculty Library Policy and Faculty Handbook Chapter 10 to maintain consistency with ISUs process of shared governance. The Faculty Senate should have the ability to address problems that impact faculty through the shared governance process.
- o Clarify policy of selling university-owned, faculty-developed course materials for commercial use. Why wouldn't faculty authors share in royalties even if university sponsored the work?
- o Explain why using specialized equipment should mean that the University owns the educational materials. Isn't this part of the university keeping up to date with its competitors? What is the dollar amount that would cause faculty work to fall within this category?
- o Explain why providing a faculty member a course release to develop a new innovative course should mean that the University owns the educational materials. Doesn't the university need to allow faculty such time to remain competitive?

Service Evaluation in Promotion & Tenure, and Advancement

Actions:

- FDAR and Provost's Office and agreed to form a university-wide committee to define institutional service and what level of service appropriate for each rank. Members of FDAR represented their colleges on the committee.
- Invited Mike Retallick, Department Chair of Agricultural Education & Studies, to present his work on the Faculty Work-Life Advisory (FWLAC) related to faculty service. FWLAC addressed three general themes, Clear transparent consistent communication, Structure of Committee Work, and Policy. Issues identified are 1) Chair needs to be able to counsel faculty member about service, but 2) Sometimes Chair is bypassed by service requests and does not understand committee work until performance reviews, and 3) committees and councils have different time commitments and there is no consistent or correct way to measure service. Limitations of the FWLAC's work is that it only surveyed administrators but not faculty. Requested Retallick to serve on the university committee on service. Agreed.
- Identified objectives related to service in P&T/advancement and made recommendations. They include:
 - 1) Clearly define institutional service by rank and its relationship to governance (noted in Faculty Handbook, i.e., service that supports broader institutional goals & activities, critical to the functioning of the university).
 - 2) Clearly define *significant* institutional service.
 - 3) Develop effective guidelines for faculty to document effort, impact, and effectiveness of service in CVs, annual reviews, and advancement packages.
 - 4) Provide clear criteria and training for P&T Committees, Deans, and Chairs to accurately assess service workload and performance.
 - 5) Develop more effective ways to recognize faculty in time-intensive roles in service. Seriously consider meaningful performance increases and depending on circumstances, consider advancement. Need to consider time expended and qualitative factors unique to each faculty member.
 - 6) Consider having more consistent expectations/evaluations across the university [Workday would allow a uniform faculty evaluation] but have freedom to consider individual circumstances and reward.
 - 7) To improve equity and trust, also consider removing or revising last sentence of Faculty Handbook Section 5.2.2.6 to ensure all PRSs have a non-zero percentage for institutional service.
- Summited "COACHE Survey Data Request on Faculty Service by College" for institutional improvement to Tera Jordan. Received College Dean approvals and report for review. Report shows that only 43% of tenured faculty feel that there is support for faculty in leadership roles and only 53% of tenured faculty feel that they can balance teaching, research, and service. Only 43% of associate professors feel that there is equity in distribution of advising responsibilities.
- Proposed KerryAnn O'Meara provide workshops to ISU Faculty and Administration on:

“Equity-Minded Reform of Teaching and Service Loads” and “Equity-Minded Reform of Faculty Evaluations.”

- Invited Dawn Culpepper, PhD, collaborator of KerryAnn O’Meara, to present a two-hour workshop to faculty and administrators on workload and reward in April. Event was delayed until fall due to faculty workload. FDAR Chair will attend Culpepper workshop in May and provide assessment.

Faculty-Administrator Relationships: Progressive Corrective Action

Actions:

- Reviewed, discussed, and supported Progressive Corrective Action, where process starts with a conversation and both parties provide perspectives. AAUP and Provost’s Office supports plan. Provost’s Office will provide “Academic Leaders Bootcamp” as part of on-boarding program for new academic leaders. FDAR supported plan with proposed amendments.

Faculty Performance Increases 2022-2023

Actions:

- Reviewed and clarified procedures. Timeline is shifting, decisions will now happen in fall with increases realized on January 1. Discretionary increases will happen January 1. Deans will provide criteria for merit and performance increases. If not provided by the College Dean, it is the responsibility of Caucus Chairs in each College to request information from the Dean, including, 1) what percentage merit and performance increases will be, 2) what the criteria will be to select faculty for each will be, and 3) how faculty members should apply for performance increases. The Provost instructed Deans to provide this information. The procedure is that the Chair makes the final decisions for departmental faculty increases.

Faculty Retirement and Active Grant Support

Actions:

- Reviewed and clarified procedures. Retired faculty are no longer employees. If an individual becomes an emeritus faculty member, they have a honorific title but are still not an employee. It is not feasible for non-employees to supervise or mentor students.
- ISU can allow an emeritus faculty member to be a Co-PI on a continuing grant.

College of Engineering Faculty Workloads, Eliot Winer

Actions:

- Discussed concerns are that the College of Engineering was 1) moving towards a metrics-based evaluation, and 2) that the policy would be used as a tool to terminate faculty. The policy focuses on quantity of publications, # of funded graduate students per year, but little on issues that could account for legitimate differences in situations and quality of work. Faculty suggested removing some metrics and be more qualitative, with less emphasis on quantities and more on time expended, and quality of research.
- Dawn Bratsch-Prince spoke with Dean of College.

Term Faculty Advancement:

Actions:

- Discussed changes needed in term faculty reviews. The frequency of reviews is currently high. PRSs are a major issue and are often outdated. Some departments give all faculty the same PRSs. University doesn’t have a uniform agreement on what is 10% service, 50% teaching, etc. When people come up for promotion, it is a problem. PRSs should be in Workday. Some packages don't have a narrative. Others lack understanding of service. Going to department faculty meetings is not service.
- There is a need to create a policy for term faculty that is similar to a post-tenure review. This would serve as a trigger if there is a problem, but would also allow full term faculty professors a longer period between evaluations.

Please see committee reports; brief summary of additional actions

Faculty Equity, Diversity, and Inclusion (EDI) committee

Actions:

- EDI Committee did not have a Chair. Design and Engineering did not have representatives. When contacted, two members conveyed that their terms ended in Spring of 2022.
- Notified Senate President Jon Perkins and requested that he notify respective Caucus Chairs to fill positions. Positions remained unfilled.
- EDI Committee was inactive.

Faculty Senate Recognition and Development Committee- Chair Dan Anderson

Actions:

The 2022-2023 committee was comprised of Daniel Andersen (Chair), Rameshwar Kanwar, Dan Zhu, Benjamin Shirtcliff, Brett Sponseller, Simon Laflamme, Rachel Haywood, & Elizabeth Norris.

The committee met three times to evaluate and discuss foreign travel grants and twice to discuss Big12 fellowships. There was only one Big12 Faculty Fellowship Application in the Fall and one in the Spring. These numbers are similar to the last few years but lower than pre-Covid. Both applications were robust and had good opportunities to increase collaboration. Cultivating greater use of the program will be an effort for the committee in the coming year.

This year there were 21 applications for the Fall, 15 applications for the Spring, and 33 applications for the summer. These numbers are up from the previous few years as travel and international opportunities continue to develop post-Covid. The funding rate for this program will be about 40% this year. The funding rate is lower than the previous years as application numbers have started to rise, but it is close to historical norms. At the last semester meeting, we reviewed selection criteria, switched to fillable PDF forms, and reviewed finalizing a document on helpful tips for creating a robust Foreign Travel Grant application.

We also met once to rank the 2023 Regents Award for Faculty Excellence Candidates. The Faculty Senate Recognition and Development Committee, comprised of representatives from all seven colleges, reviewed the nominee packets supplied by the Senior Vice President and Provost Office. The committee recommended five nominees (from a pool of eight) to the Board of Regents. This year's candidates were solid with a broad array of service to the university, with many demonstrating work in diversity and enhancing student success.

Facilities and Educational Resources (FERC) Committee

Actions:

- FERC Committee did not have a Chair. Design did not have a representative.
- Notified Senate President Jon Perkins and requested that they notify Caucus Chair to fill vacant position. Position remained unfilled.
- FERC Committee was inactive.

Acknowledgement: I gratefully acknowledge the members of the FDAR Council and its Committees for the dedicated time and thoughtful input put forth in the review of numerous policies and concerns for the greater good of the faculty, administrators, and university. A special thank you to Brian Hornbuckle for taking notes, Ann Smiley for serving on the university task force, Carolyn Cutrona for helping develop faculty guidelines for reporting service, Dan Anderson for providing committee reports, and Eliot Winer for his perseverance, positivity, and commitment. Also, a sincere thank you to Dawn Bratsch-Prince and Tera Jordan for continual guidance, suggestions, and assistance.

– Diane Al Shihabi

Academic Affairs Council (AAC)

2022-2023 Annual Report Submitted by Rahul A. Parsa, Council Chair

Council Members:

Rahul Parsa [BUS, Chair], Sung Kang [DES], Cris Schwartz [ENG], Jennifer Scheiltz [CALS], Anita Micich [HSC], Abby Dubisar [LAS], Karl Bolser [VET], Tom Brumm [FS Curriculum Committee Chair], Terri Boylston [FS ASA Committee Chair], Jessica Hurst [FS Outcomes Assessment Committee Chair], Jodi Sterle [FS Student Affairs Committee Chair], Ann Lent [Student Government]

Meetings:

September 21, 2022

October 19, 2022

November 11, 2022

February 28, 2023

March 20, 2023

April 4, 2023

April 18, 2023

AAC Activity:

U.S. Diversity Course Requirement

In fall 2021, per the Faculty Senate changes, a new U.S. Diversity Course Requirement Committee was formed. It was a sub-committee of the AAC and reported periodically to AAC. Kelly Reddy-Best was confirmed as Chair of this sub-committee. This committee developed a rubric for evaluating whether courses meet the new U.S. Diversity learning outcomes. The committee worked diligently and approved several courses under the new rubric. A summary of the committee is given below.

- 141 courses have been submitted for review
 - 108 ISU courses (11 of the top-enrolled courses were approved – they are bolded in the list with an *)
 - 33 transfer courses
- Committee approved 111 courses
 - 96 ISU courses
 - 15 transfer courses
- Committee rejected 30 courses
 - 12 ISU courses
 - 18 transfer courses

Review of Academic Program Proposals

The AAC reviewed and approved proposals involving the following new or modified academic programs as brought to the Council via the Faculty Senate Curriculum Committee:

- a. Discontinuation of the Latin undergraduate minor.
- b. Discontinuation of the Latin graduate minor.
- c. Undergraduate Minor in Spanish Translation and Interpretation Studies
- d. BS degree in Biomedical Engineering.

- e. BS in Agricultural Communications
- f. Professional Masters in Business Administration
- g. Masters in Accounting Analytics
- h. Biophysics BS Discontinuation
- i. SP CM Discontinuation
- j. Degrees of the Future

Review of Academic Policy Proposals

The AAC reviewed and approved proposals involving the following new or modified Academic Catalog proposals as brought to the Council via the Academic Standards and Admissions Committee:

- a. Posthumous Degree Policy
- b. Drop Limit Policy
- c. Last 32-credit Policy
- d. Policy changes for majors/minors/certificates
- e. Updating Diversity Committee Charge
- f. Approves courses proposed to satisfy the U.S. Diversity course Requirement for undergraduate students, including ISU and transfer courses.
- g. Review and recommendation (see enclosed Table) how students will select/apply US Diversity courses based on their catalog year
- h. Affirm reappointment to the diversity committee for next year
- i. Implementation timeframe of Policy Change: Degree Planning (Majors, Minors, Certificates)
- j. Waitlist Catalog Policy
- k. Emerging Leaders Academy Group Project
- l. Out of Term Schedule Change Proposal
- m. Waitlisting Policy
Scholastic Recognition - Replace Top 2% Recognition with President's List, which recognizes students with 2 consecutive semesters (24 credits) of a 4.00.

Unfinished Business

1. Converting the BA in Art and Design into two separate degrees: BA in Art and BA in history and discontinuing the BA in Art and Design.
2. Changing the name of the BFA in Integrated Studio Arts to BFA in Art.
3. Out-of-Term Schedule Change Policy

DATE: April 17, 2023
TO: Rahul Parsa, Academic Affairs Council
SUBJECT: Annual Report
CC: Sherri Angstrom

Committee Charge: Coordinate learning outcomes assessment implementation across the university.

The Outcomes Assessment committee met 3 times in the fall of 2022 and 3 times in the spring of 2023.

Additionally, the OA committee chair (Jessica Hurst) met with Ann Marie VanDerZanden, Associate Provost for Academic Programs and the new Director of Academic Quality and Undergraduate Education, Kelsey Gillen 1 time in fall 2022. And, Jessica Hurst met with Kelsey Gillen 3 times in the spring 2023.

Activity:

During the 2022/2023 year, the Outcomes Assessment committee reviewed and discussed the following:

- 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 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." The committee has surveyed other Big12 institutions to determine how Iowa State's Gen Ed assessment practices compare with practices at the other Big12 institutions. It is apparent that our assessment practices are not in alignment with other Big 12 institutions.
 - On April 13, 2021, HLC approved Iowa State's proposed Quality Improvement Initiative project. Iowa State is participating in the American Council on Education's Learner Success Lab with nine other institutions. As part of this 18-month project, Iowa State faculty and staff will conduct a comprehensive audit of the university's current student success initiatives and will propose a strategic plan for learner success. The plan aims to align policies, resources, and practices to

DATE: April 17, 2023
TO: Rahul Parsa, Academic Affairs Council
SUBJECT: Annual Report
CC: Sherri Angstrom

better facilitate learner success. To date, the project steering committee has appointed six subcommittees and has commenced the comprehensive audit part of the project. Sixty-four members of Iowa State's community are participating in the project subcommittees. The project will examine learner success through the lenses of diversity/inclusion, data-driven decision-making, and agility/transformation.

- Since Shawn Boyne's departure from the University during summer 2022, our committee has been working with the newly hired (October 2022) Director of Academic Quality and Undergraduate Education, Kelsey Gillen in the Provost's office on the completion of "college heatmaps" regarding program review status and learning outcome information for each degree program (by major) on campus.
- Our committee developed Phase 1 of a Qualtrics survey to collect data from all programs on campus during spring/summer 2022 regarding student learning outcomes. The intro of the survey states: "Our university-wide requirements are designed to ensure that all Iowa State University undergraduate students acquire the key skills and perspectives needed to succeed in a global society. In the Spring of 2020, the Faculty Senate approved four university-wide learning outcomes for undergraduate students. This survey will help our committee identify our campus-wide assessment needs as we strive to improve student learning and begin to prepare for our ten-year accreditation review by the Higher Learning Commission scheduled for 2025." Response rate for this survey was low; primary feedback was that the survey was too long.
- During fall 2022 and spring 2023, with the help of Kelsey Gillen, a much briefer version of the Phase 1 survey was developed and launched as Phase 2 of a Qualtrics survey to collect data from all programs on campus during spring/summer 2022 regarding student learning outcomes. The intro of the updated survey states: "This survey will help the Faculty Senate Outcomes Assessment Committee identify our campus-wide assessment needs as we strive to improve student learning and begin to prepare for our ten-year accreditation review by the Higher Learning Commission (HLC) scheduled for 2025. We are gathering information to capture a snapshot of the landscape of outcomes assessment at ISU. Your honest feedback on this survey will help us identify where help and resources are needed, so that we have a successful HLC review in 2025."

DATE: April 17, 2023
TO: Rahul Parsa, Academic Affairs Council
SUBJECT: Annual Report
CC: Sherri Angstrom

Goals for the next year:

- Identify agenda for next academic year, including a recommended five-year assessment plan for the General Education requirements.
- Ensure adequate preparation for the upcoming HLC Review.
- Consider as part of HLC Quality Initiative – Conduct Needs assessment for Curriculum/co-curriculum. Determine where colleges stand with outcomes assessment and to recommend training, processes, and potential resources.
- During the next academic year, we will partner with CELT to develop training for faculty and staff on assessment practices.
- Create a best practices guide and website for outcomes assessment in conjunction with CELT.

Report of the Faculty Senate Curriculum Committee
2023-2024 Academic Year
April 21, 2023

Member	Status	College/Unit
Basmajian, Carlton [C R P]	Voting	Design
Boylston, Terri [FS HN]	Voting	Human Sciences
Brumm, Thomas J [A&BE] (chair)	Voting	Agriculture and Life Sciences
Engelken, Terry [VDPAM]	Voting	Veterinary Medicine
Kerton, Charles R [PHYS]	Voting	Liberal Arts and Sciences
Nilakanta, Sree [ISBA]	Voting	Business
Schwartz, Christian J [M E]	Voting	Engineering
Keitges, Jenni [RGSTR] Fall 2022	Ex-officio	Registrar
Christensen, Heidi [RGSTR] Spring 2023	Ex-officio	Registrar
Lent, Ann	Ex-officio	Student Government
Mohammed Fili	Ex-officio	Graduate and Professional Student Senate
Robinson, Natalie B [G COL]	Ex-officio	Graduate College
Gillen, Kelsey [SVPP]	Ex-officio	Provost
Tiarks, Amber L [RGSTR]	Ex-officio	Registrar
Angstrom, Sherri L [SVPP]	Support	Provost (Faculty Senate)

The committee schedules meetings every two weeks so that proposals can be considered in a timely manner. About half of the scheduled meetings this past academic year were cancelled when there was no business to conduct.

Proposals considered and forwarded to Academic Affairs Council

In chronological order:

1. New B.S. in Biomedical Engineering
2. New policy for majors/minors/certificates (from the Academic Standards Committee).
3. Discontinuation of the B.S. in Biophysics
4. Discontinuation of the B.A. in Speech Communication
5. Name change: BFA in Integrated Studio Arts to BFA in Art
6. New B.A. in Art
7. New B.A. in Art History
8. Discontinuation of the B.A. in Art and Design

Other issues discussed/addressed

Issues brought forward by the Registrar:

1. Course approvals for interdisciplinary programs. FSCC will be the “college” approver. All interdisciplinary programs should have a governance document that details how curricula are considered/changed/approved.

2. Courses not dual-listed or cross-listed meeting at the same time and place. The instance where this occurred this year had a curricular justification. Since this is a rare occurrence, it will be treated on a case-by-case basis.
3. Workday Student implementation. The Registrar sought input from FSCC at multiple meetings on various workflows and policies surrounding curricula and Workday.

Other issues addressed:

1. How is academic credit for internships awarded? There is no uniformity across programs. The results of FSCC discussion were provided to the university Internship Task-Force.
2. There are difficulties in the curriculum approval process. Proposers (faculty) don't understand the steps, the documents needed, nor who needs to approve. Proposals are distributed via email in various formats with multiple files. It's sometimes confusing as to the current version under consideration. The chair is working with IT and Workday to implement an electronic curriculum approval process (similar to the Courseleaf course approval process), although it's been difficult to determine what is possible to do in Workday/Courseleaf.

Respectfully submitted,

Tom Brumm
FSCC Chair

USD Course Requirement Committee Report

Prepared by: Kelly L. Reddy-Best

Date prepared: March 7, 2023

Summary as of March 7, 2023:

- 98 courses have been submitted for review
- Committee reviewed 68 courses
- Committee approved 60 courses
- Committee rejected 8 courses

SUBMISSIONS

Courses that have been reviewed 2022/2023 academic year:

1. AMD 165 (Reddy-Best)
2. HIST/AFAM 469 (Behnken)
3. POL S 333 (Tuckness)
4. HIST 386 (Bix)
5. HIST 380 (Bix)
6. **COMST 450B (Rafferty) (rejected)**
7. HIST-USLS 371 (Behnken)
8. HIST-USLS 372 (Behnken)
9. ARCH 321 (Gleeson)
10. GLOBE/VMPM 330 (Matos)
11. **HDFS 240 (Donoho) (rejected)**
12. PSYCH 347 (Prieto)
13. ComST 210 (Ruble)
14. KIN 360 (Brellenthin)
15. HIST-AFAM 354 (Behnken)
16. HIST-AFAM-USLS 473 (Behnken)
17. WLC 210 (Carter)
18. **FSHN 220 (Beirman) (rejected)**
19. PHIL 235 (Padgett-Walsh)
20. AMD 458 (Reddy-Best)
21. AESHM 462X (Reddy-Best)
22. POL S 385 (Kedrowski)
23. SPAN 305 (Vessoni-De-Lence)
24. HIST 353 (Adeleke)
25. AFAM 201 (Adeleke)
26. JLMC 140X (Witherspoon)
27. WGS 425 (Schaal)
28. WGS 401 (Schaal)
29. SOC 277 (Krier)
30. WGS 323 (Dubisar)
31. **ARTH 494 Women/Gender in Art rejected**
32. POL S 337X (Shelley)
33. MUS 472 (Sturm)
34. HS 167X (Werstein)
35. HDFS 387 (Zarling)
36. LDST 333 (Widner)
37. EDUC 420 (Bruna)
38. MGMT 472 (Gordillo)
39. ***RELIG 210 Religion in America**
40. EDUC 459 Critical Approaches to Teaching Children's and Adolescent Literature
41. SPED 210 Disability in a Diverse Society
42. EDUC 406 Social Justice Education and Teaching: Secondary
43. ***LDST 322 Leadership in a Diverse Society**
44. EDUC 405 Social Justice Education and Teaching: Early Childhood and Elementary

45. ***HDFS 276 Human Sexuality**
46. ***HDFS 239 Consumer Issues**
47. AMIN 210 Introduction to American Indian Studies
48. ***HDFS 283 Personal and Family Finance**
49. ***USLS 211 Introduction to U.S. Latino/a Studies**
50. ***WGS 201 Intro to Women's and Gender Studies**
51. ENGR 204X (Clark)
52. HDFS 240 (Donoho)
53. HDFS 270 (Odenweller)
54. HDFS 479 (Popillion)
55. LA 272 (Stepleton)
56. **HDFS 377 Aging and the Family (Zarling) rejected**
57. HDFS 360 (Zarling)
58. **HDFS 249 Parenting and Family Diversity Issues (Zarling) rejected**
59. ENGL / AIS 240 (Burke)
60. ARTH 395 (Eisman)
61. ANTHR 322 (Arndt)
62. **HDFS 102 (Gudmunson) rejected**
63. AM IN 225 (Braun)
64. AM IN 311 (Braun)
65. RELIG 334 (Chase)
66. POL S 339 (Laehn)
67. SPCM 216 (LaWare)
68. **ENGL / WGS 345 (Burke) (rejected)**

Courses in queue for review on Mar, 8 2023 meeting

69. WISE 201x (Hartman)
70. ***AM IN 201 (McClung)**
71. ARTH 386 (Morgan)
72. HIST/WGS 457 (Rutenberg)
73. ECON 321 (Orazem)
74. AM IN 313 (Braun)
75. POL S 353 (Gabiam)
76. CRP 201 (Basmajian)
77. ARTGR 388 (Rice)
78. FSHN 463 (Winham)
79. LA 274 (Yost)
80. ENGL / AMIN 346 (Zuck)

Courses in queue for review on Mar 22, 2023 meeting

81. NRS 440 (Bowker)
82. SOC 235 (Krier)
83. SOC / AFAM 330(Bouffard)
84. CJ / USLS 360 (Bouffard)
85. CJ / AFAM 335 (Bouffard)
86. CJ / USLS 333 (Bouffard)
87. WGS 205 (Collier)
88. WGS 203 (Collier)
89. AMIN 327X (Hill)
90. SOC 350 (Bouffard)
91. GLOBE 494c (Nonnecke)

Courses in queue for review on April 5 2023 meeting

92. SOC 331 (Bouffard)
93. SOC/WGS 327 (Bouffard)
94. AMIN 205 (Gundlach-Graham)

95. AMIN 312 (Gundlach-Graham)
96. AMIN 324 (Gundlach-Graham)
97. SOC/WGS 328 (Krier)
98. PSYCH 346 (Scheel)

APPROVED COURSES in the 2022/2023 academic year

- 1. *AMD 165 Dress Appearance and Diversity in US Society**
2. HIST/AFAM 469, History of Racial Violence in Europe and the United States, 1865-1945
3. POL S 333 Democracy and Diversity in America
4. HIST 386 History of Women in America
5. HIST 380 History of Women in Science, Technology, and Medicine
6. HIST-USLS 371 Mexican American History
7. HIST-USLS 372 Latina/o History
- 8. *ARCH 321 History of the American City**
9. GLOBE/VMPM 330 Global Health Disparities
10. PSYCH 347 U.S. Latino/a Psychology
11. COMST 210 Communication and U.S. Diversity
12. KIN 360 Sociology of Physical Activity and Health
13. HIST 354 African American History Since Reconstruction
14. HIST 473 Civil Rights and Ethnic Power
15. WLC 210 Introduction to Asian American Studies
16. PHIL 235 Ethical Issues in a Diverse Society
17. AMD 458 Queer Fashions: Culture, History, and the Industry
18. AESHM 462X Black Lives Matter: Fashion, Politics and Resistance Movements
19. POL S 385 Women and Politics
20. SPAN 305 Spanish for Heritage Speakers
21. HIST 353 African American History to 1865
- 22. *AFAM 201 Introduction to African and African American Studies**
23. JLMC 140X Identity, Diversity, and the Media
24. WGS 425 Intersections of Race, Class, and Gender
25. WGS 401 Feminist Theories
26. SOC 277 Religion and Society
27. WGS 323 Gender and Communication
28. POL S 337X Health Politics and Policy
29. MUS 472 History of American Music
30. HS 167X The Science of Health Behavior Change
31. HDFS 387 Applying Evidence-Based Practices in Human Sciences
32. LDST 333 Women, Gender, and Leadership
33. EDUC 420 Bilingualism and the Education of Latinx Youth
34. MGMT 472 Diversity, Equity, and Inclusion in Organizations
- 35. *RELIG 210 Religion in America**
36. EDUC 459 Critical Approaches to Teaching Children's and Adolescent Literature
37. SPED 210 Disability in a Diverse Society
38. EDUC 406 Social Justice Education and Teaching: Secondary
- 39. *LDST 322 Leadership in a Diverse Society**
40. EDUC 405 Social Justice Education and Teaching: Early Childhood and Elementary
- 41. *HDFS 276 Human Sexuality**
- 42. *HDFS 239 Consumer Issues**
- 43. *HDFS 283 Personal and Family Finance**
44. AMIN 210 Introduction to American Indian Studies
- 45. *USLS 211 Introduction to U.S. Latino/a Studies**
- 46. *WGS 201 Intro to Women's and Gender Studies**
47. ENGR 204X LEAD Program Second Year Seminar Course
48. HDFS 240 Literature for Children
49. HDFS 270 Family Communication and Relationships
50. HDFS 479 Family Dynamics through a Social and Cultural Lens

51. Stapleton LA 272 Landscape Studies
52. Zarling HDFS 360 Housing and Services for Families and Children
53. ENGL / AIS 240 Introduction to American Indian Literature
54. ARTH 395 Art and Art Theory after 1945
55. ANTHR 322 Peoples and Culture of Native North America
56. AM IN 225 American Indians of Iowa
57. AM IN 311 Federal Indian Law and Policy (Braun)
58. RELIG 334 Africana Religions (Chase)
59. POL S 339 Liberty and Law in America (Laehn)
60. SPCM 216 America Speaks! Great Speakers and Speeches in American History (LaWare)

- ***Courses that were previously in the top 10 highest enrollment for USD are bolded and have a * indicator**

REJECTED COURSES

1. COMST 450B Special Topics in Communication / Health Communication
2. HDFS 240 Literature for Children
3. FSHN 220 American Food & Culture
4. ENGL / WGS 345 Women and Literature: Selected Topics
5. ARTH 494 Women/Gender in Art
6. Zarling HDFS 377 Aging and the Family
7. Zarling HDFS 249 Parenting and Family Diversity Issues
8. HDFS 102 (Gudmunson)

**RESEARCH PLANNING AND POLICY COMMITTEE
END OF THE YEAR REPORT
2022-23**

Committee Members

Chair, Jeff Essner
Marc Andersen
Ulrike Passe
Nicole Hashemi
Cassandra Dorius
Kris DeBrabanter
Iddo Friedberg
Peter Dorhout

The Research Policy and Planning Committee has discussed research related issues with the VPR, including improvements in post award support, graduate student support and health benefits, how the new strategic plan aligns with the research mission at ISU, new reporting requirements from funding agencies, new strategic initiatives, and the new proposal submission system.