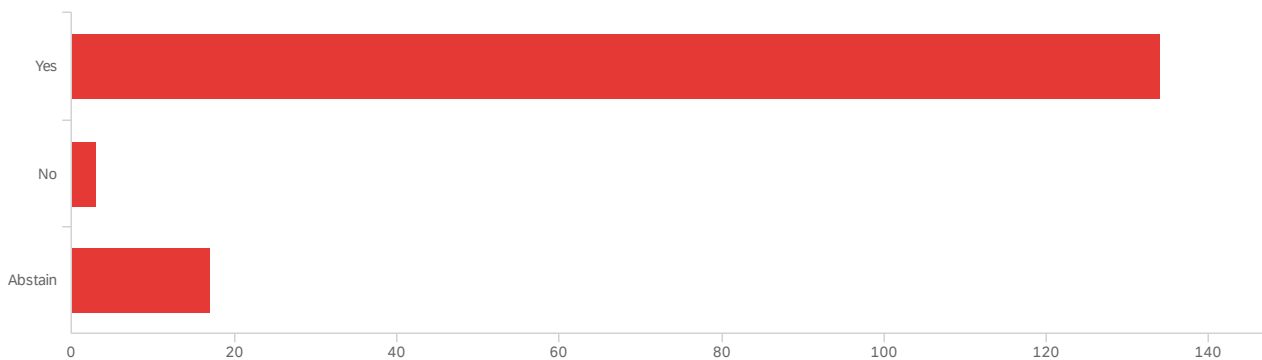# Default Report

COE Faculty Meeting 05/03/21

May 12, 2021 9:37 AM CDT

Q1 - Do you vote to support the proposal to amend the ISU College of Engineering Governance Document to add Section 3.c.11?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you vote to support the proposal to amend the ISU College of Engineering Governance Document to add Section 3.c.11?	1.00	3.00	1.24	0.64	0.40	154

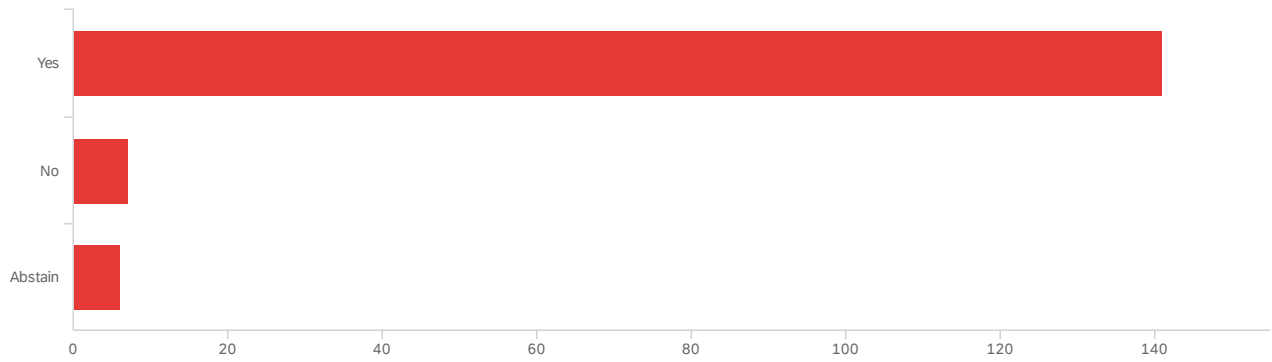| #	Field		Choice Count
1	Yes	87.01%	134
2	No	1.95%	3
3	Abstain	11.04%	17
			154

Showing rows 1 - 4 of 4

Q2 - Comments regarding the proposal to amend the ISU College of Engineering Governance Document to add Section 3.c.11?

Comments regarding the proposal to amend the ISU College of Engineering Gov...

The link to the document leads to CyBox, but then it can't find the page. I need to read the document before voting

Q3 - Do you vote to support the proposed CON E/MBA Councurrent Program?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you vote to support the proposed CON E/MBA Councurrent Program?	1.00	3.00	1.12	0.43	0.19	154

#	Field		Choice Count	
1	Yes		91.56%	141
2	No		4.55%	7
3	Abstain		3.90%	6
				154

Showing rows 1 - 4 of 4

Q4 - Comments regarding the proposed CON E/MBA Concurrent Program

Comments regarding the proposed CON E/MBA Concurrent Program

I note the reduction and change of scope from "important soft skills such as collaboration, communications, interpersonal, problem-solving, creativity, and leadership" in the rationale to "superior intellectual ability, strong leadership attributes, and must be highly motivated and career-focused" in the admission requirements. The meaning of the words is slippery, but I do have some concerns: (1) Leadership is subject to societal biases about who are valid leaders, and what attributes or approaches are permissible in leading, and whether leadership outside of large corporations (such as in start-ups, or more community-based construction) is (2) Should "highly motivated" instead be "highly accomplished", or does "highly motivated" mean that the candidate has understood and can convincingly reproduce statements showing conformity with powerful institutions in society? Why would we attempt to assess someone's motivation rather than their accomplishments? (3) Similar comments as (1) and (2) apply to "career-focused". Our job is to educate. How students use their education is their business. (4) The admission requirements suggest that collaboration, communications, interpersonal, problem-solving, and creativity are not valued in the program.

End of Report