

The regular meeting of the 2010-2011 Faculty Senate was called to order at 3:30 p.m. by President Bartschat. The following senators were present for all or part of the meeting: Bartschat, Courard-Hauri, Cramer, Dore, Esposito, Evans, Fairbairn (Gillespie), Freeman-Miller, Klipec, Koch, Lyons, Nelson, Reed, Reincke, Saylor, Simpson Vandegrift, Wrenn, Wright, Younger

Absent: Schneider

Upon proper motion and vote, March 2011 minutes were accepted.

President Maxwell Report:

President Maxwell indicated that from recent meetings in Washington D.C. the issue of access to higher education is a major conversation at the national level. Of a more local nature, he made a few comments regarding the misappropriation of funds case. President Maxwell indicated that regular audits, external and internal, are done. This case was discovered by Vice President Payseur and her staff, as is often the case, he said, with fraud. The institution is covered by insurance, with a deductible. Also, regarding Provost Renner's recent announcement of discontinuing his Provost position, President Maxwell indicated that there will be a national search beginning soon with the full involvement of the University.

While President Maxwell acknowledged that these two recent pieces of news may seem unsettling, he did not see Drake as an institution in crisis, stating that we are in a good place with our faculty, students and programs. He cited an example being that the Distinctly Drake campaign is on target to meet its fiscal year total goal and is well above the percentage goal for short term pledges and cash received.

Senator Esposito asked the President to clarify why the Provost's position announcement came out the way it did. He was concerned about the timing and the manner in which the message was delivered. President Maxwell asked of Senator Esposito in what fashion might have been preferred. Senator Esposito replied that this manner had caused worry and concern on campus. Additionally, he asked if Vice President Payseur is also planning to leave Drake as this belief was adding to the uncertainty. President Maxwell indicated that yes, she is looking to retire in the next year, although he did not cite an exact date. Provost Renner offered that it was not his intention to blindside anyone but distribute a concise message once his decision was made.

Provost Renner Report:

Provost Renner offered that most all the faculty position searches are complete. He stated there should be a strong group of professionals joining Drake. He indicated that in addition to the football summer overseas trip there are a couple of hundred students involved in summer overseas travel experiences. The Board of Trustee agenda meeting next week will include the presentation of the International Strategic Plan and persons recommended for promotion and tenure.

Provost Renner also offered congratulations to the new Windsor Professors of Sciences, Mark Vitha and Keith Summerville. He also extended appreciation to the committee's work reviewing the candidates.

The Travel Warning Policy had been sent to Senators for their information and Provost Renner shared that its purpose is to protect our students and faculty and manage the risk of external study. Additionally, distributed prior to the meeting was the IACUC Handbook. The IACUC is considered a committee within the Office of the Provost due to Federal compliance reasons. The body was requested to approve the document. Several in attendance, including Senators Courard-Hauri, Klipec and Younger, have had extensive exposure to the handbook's creation.

Senator Wrenn moved and Klipec seconded **motion 11-20**:

*Approve the IACUC Handbook*

The motion passed on a voice vote.

President Bartschat Report:

President Bartschat announced that the UCC (University Curriculum Committee) has recommended no action on the establishment of a required E-Portfolio at this time. Student Senate Liaison Ben Cooper was introduced. He distributed a copy of their motion to support the establishment of an Experiential Learning requirement for Pharmacy and Undergraduate students. The Student Senate motion had passed unanimously in favor of such a requirement. One student concern was the effect of the present overload fee with this new requirement. He recognized the student motion was not binding on Faculty Senate.

Senator Courard-Hauri moved and Wrenn seconded to move from the table Motion 11-15 concerning the J-Term creation.

Senator Klipec indicated that he found the report distributed by Associate Provost Sanders to have been helpful in answering some issues. Senator Klipec continued to be concerned about the shortening of the fall and spring semesters. It will cause about a 6% decrease in the class hours and he pointed out that students not taking a J-Term course would be subsidizing those who do participate in the J-Term. Student Body President Samantha Haas was recognized. She offered that from the student's perspective, if someone does not participate, it would be their choice. It is the Student Senate view that to not give the students the opportunity would be less desirable.

Senator Courard-Hauri spoke in favor of the J-Term creation. He felt it expanded the learning toolbox beyond the traditional semester lecture and there could now be different immersive courses. He shared some web research results which he had done concerning semester length. He offered that he believed a quality education can be done in a 15 week semester and with a J-Term. A specific example offered was the recent DUCURS presentations and how he might have used the J-Term time and spring term load reduction to work with the students towards the presentations. Senator Cramer indicated she agreed with his thoughts on the motion.

Senator Wrenn indicated he found the possibility of the alternate calendar as interesting and yet we have students who have part of their curriculum outside Pharmacy unit, thus they would be following two different calendars. His interest was to not start a process of segregating the Pharmacy doctoral students from the rest of the university. Senator Wrenn asked if the stipend would be available for the 12 month faculty. Mr. Sanders replied that his understanding was that they would be eligible, yet he did not know

for sure. He thought the different calendar situation would concern the fifth and sixth year students. President Maxwell offered that what might exist is a set of differing start dates for courses on campus rather than different calendars. He hoped the University would move away from measuring the ability to educate by time and move to measuring by outcomes. He sees the J-Term as an opportunity rather than as a challenge.

Maria Clapham was recognized and indicated she had concerns about implementation especially the maintenance of spring course offerings and departmental pressure for university wide initiatives. Establishing equitable rewards for teaching and funding for equipment and supplies are concerns now without this new element.

Senator Younger indicated she saw the student value and wanted the body to listen to the students. Further she saw the change of semester length as a shift of time rather than a loss of time. Senator Esposito shared that he did not believe that he had enough information. He felt the most recent faculty survey did not gather replies to an important question. That question would be to know how many faculty would teach every J-Term. He felt that different questions still needed to gather information from the faculty concerning the proposal and the negative effects this will have on current faculty workload including grading timeframes. He felt there was a different option which had not be fully researched such as more effort being placed in the May course offerings.

Previous question was called and passed.

With a paper ballot vote, the motion as amended passed (13 to 7).

Senator Simpson moved and Reed seconded **Motion 11-21:**

*Create a Experiential Learning Experience requirement*

All Drake students will participate in a significant experiential learning experience. Individual colleges/schools (or divisions/units within colleges, should a college determine that is more appropriate) will determine what kind of experiential requirement is appropriate for their students and how many credit hours that experience should involve, consistent with the learning outcomes contained in the proposal. A key element of all experiential learning experiences that meet this requirement, however, will be structured reflection on the experience.

Implementation Procedures: Colleges/divisions/units can satisfy the experiential learning requirement in a variety of ways, including, but not limited to, the following:

- a) Add a service-learning component to an existing class, and make the course worth four credits.
- b) Add a one-credit class in which a faculty member leads a series of common sessions for students with individual service or internship placements.
- c) Require students who study abroad or do research or service away from campus to prepare a reflection essay at the conclusion of the experience.
- d) Utilize existing experiential learning courses or experiences.

This requirement will take effect for students entering Drake in the fall of 2012. Colleges/divisions/units will submit to the Associate Provost for the Curriculum proposals that indicate the unit's approach to the experiential learning requirement by January 2012. If necessary, the Associate Provost will work with the colleges/divisions/units to insure these proposals reflect the learning outcomes of the requirement, and will then pass them on to the UCC for consideration and approval.

Learning Outcomes:

Students will be able to:

1. Reflect on the impact that engagement outside the classroom has on their understanding of liberal education, or on an academic discipline, or on important societal or personal values.
2. Integrate academic knowledge with their experiential learning.
3. Demonstrate an ability to apply knowledge to new situations.

In addition to those core outcomes, experiential learning provides a powerful set of tools for achieving the Drake Mission and, depending on the nature of the individual experience, also will help students to achieve one or more of these learning outcomes drawn from the mission explication: Drake students will:

1. Take responsibility for their own learning.
2. Apply knowledge and skills to understand new situations.
3. Demonstrate the capacity to raise questions about the relationship of their profession to ethical and civic issues.
4. Synthesize and focus the ideas and efforts of a group in the solution of problems.
5. Pursue new knowledge with intellectual curiosity, rigor, honesty, and accountability.
6. Demonstrate an understanding of the historical and cultural foundations of a society other than their own.
7. Assume responsibility for the common good of local, national, and global communities.
8. Serve as active stewards of both the natural environment and the cultural heritage of society.

Senator Klipec asked if this requirement could be met via the capstone and did the experience have to occur in the major. Mr. Sanders replied that yes, the capstone could count for this requirement and that no the experience did not have to be in the major. This requirement is within the general education program of the University. The clarification was also made that an experiential capstone could count towards the major and the general education requirement. Senator Saylor indicated that it might be useful for UCC to add brief definitions with an aim to give clarity and flexibility. There was a question concerning how rigidly individual experiences would need to be approved via the UCC or whether existing, broad experience approvals would be appropriate. It was stated that broad existing approvals would be acceptable, such as student teaching is one course with many individual experiences.

Ms. Haas and several Senators indicated support for experiential learning as an experience that Drake is already offering within many programs. There was concern that minimum guidelines be created or basic definitions. There was consideration given to sending the effort to committee before voting on the motion.

With a show-of-hands vote, the motion passed (with three against).

Senator Evans moved and Simpson seconded **Motion 11-22:**

*Approve the Academic Calendar 2012-13*

With a voice vote the motion passed without discussion.

Senator Dore moved and Klipec seconded **Motion 11-23:**

*Approve the Academic Calendar 2015-16*

With a voice vote the motion passed without discussion with one vote against.

With a motion and voice vote, the meeting closed at 5:00 p.m.