

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, Freeman-Miller, Koch, Lyons, Nelson, Reed, Reincke, Saylor, Schneider, Simpson, Vandegrift, Wrenn, Wright, and Younger

Absent: Klipec

Upon proper motion and vote, November 2010 minutes were accepted.

#### President Maxwell Report

Senator Cramer asked a question concerning student admittance and attendance policy. President Maxwell indicated that various appropriate policies were under review.

#### Provost Renner Report

The Provost offered an informational reminder concerning the University's Winter Weather Advisory Policy. It has been revised and posted within blueView.

#### President Bartschat Report

Ben Cooper, Student Senate Liaison and Samantha Haas, Student Body President, were introduced. Mr. Cooper distributed the current Student Senate organizational chart and contact information. Ms Haas invited the Senators and their colleagues to consider participating in the March 25th Relay for Life. Interested persons should contact her.

Senators Simpson and Wright moved and seconded motion 11-11:

Copies were distributed at the meeting. The motion read:

*Faculty Senate retains final approval on motions establishing or changing University curriculum approved by the Senate during the 2010/11 academic year until University administration supplies an implementation plan addressing cost/financial issues as well as changes in program/curricular offerings to facilitate the tentatively approved motions. This motion also includes the recently approved Center for Creative Learning and Teaching.*

Senator Simpson stated that this motion was drafted in response to faculty survey comments and those monetary concerns raised in Senate discussions. She indicated she was not looking to receive exact numbers today, yet the reality is evident that there will be costs involved in the various curricular initiatives. President Maxwell began his remarks by commenting on the Center. He viewed its creation as an administrative issue with collaboration with faculty. He offered the goal of having a Center with a large enough endowment to support staffing, stipends

and conferences. President Bartschat stated his interest in having the motion exclude items which are no cost.

Senator Wrenn moved and Koch seconded the motion to table. The motion to table failed.

The motion was made and passed to extend discussion on the main motion.

Senator Courard-Hauri was interested in knowing how this would affect the implementation timeline. Provost Renner believed it effectively gave the Senate a pocket veto. Senator Simpson indicated the intent was for information. Senator Lyons agreed that financial planning is important and she remained concerned about time and workload resources. Several Senators spoke in favor of a detailed plan which would include costs. President Maxwell reminded the body that by definition the administration is in charge of implementations. Senator Simpson indicated she would welcome input from Senators on any specifics and would compile them for later use.

Senator Simpson moved and Wright seconded the motion to table. The motion to table passed.

Senators Simpson and Reincke moved and seconded motion 11-12:

*Create a new Experiential learning requirement as an Area of Inquiry (AOI) within the Drake Curriculum. Experiential courses must require the student to reflect on how the experience relates to the learning within the program or contributes to achievement of Drake Mission learning outcomes.*

*All Drake students will participate in a significant experiential learning experience outside a normal classroom-based course, earning a minimum of three credits. The experiential learning may be achieved through the Drake Curriculum, through a major or minor program or academic concentration, or through an elective course. A key element of all experiential learning courses, however, will be structured reflection on the experience. The student can complete this requirement in a number of ways including study abroad, internships, undergraduate research programs, leadership programs, and service-learning activities. These activities will help students to achieve these 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.*

*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 Evans asked how this requirement would be administered, what body would have oversight and if it would be opening it up to any course. Senator Saylor stated that his understanding would be that the UCC (University Curriculum Committee) would be approving the courses for this requirement, theoretically like other AOIs. Senator Wright noted it is UCC's role not to create experiences but to review and approve based on existing guidelines. He supported the motion's concept but had a concern of how transfer students would be affected.

Senator Lyons indicated confusion with the first two sentences and how the requirement would be fulfilled. Senator Younger expressed a concern that this adds another AOI when there are existing experiences already within existing courses. Senator Schneider expressed that he was not interested in creating something completely new. He had interest in building on what Drake already has rather than to say that what Drake has is not enough. Also expressed was a concern that if this requirement is added what might be displaced in a student's degree program or general education. Senator Esposito was not sure if this type of experience is best done within a department and program or within the general education.

President Maxwell offered that a great feature of a Drake education is the integration of the professional and liberal arts experiences. He noted there are intentional integrations which are among the high impact learning practices which offer the students an exceptional educational experience.

Senator Fairbairn noted that within the School of Education the student teaching courses contain a reflective component. She wondered if this general education requirement would be in addition to student teaching.

Previous question was called, seconded and passed.

The motion failed (9 in favor and 10 against)

Senators Dore and Reed moved and seconded motion 11-13:

*Create a 100-level Integrative Seminar in Critical Issues as an Area of Inquiry (AOI) within the Drake Curriculum.*

*Catalog description: Integrative Seminar in Critical Issues:*

*Drake students will be provided the opportunity to integrate their liberal and professional studies by sharing knowledge and methods from a variety of disciplines to construct potential solutions for significant problems. This 100-level seminar gathers students from different majors to investigate a critical social, cultural, economic, scientific, technological, or political issue that has local, national, or global implications and to formulate a strategy to address that issue. Although the demands of particular programs may require some variation in scheduling this course, ideally all students will take this seminar in the junior or senior year. Integrative seminars will engage students to develop the following learning outcomes. Students will: Connect knowledge and skills from multiple disciplines or professional studies and varied sources to the reasoned analysis of a critical global issue or public question. Demonstrate advanced skills in research, critical thinking, and effective communication. Articulate and reflect on the values in question and formulate alternative courses of action or strategies to address a given problem.*

Senator Fairbairn indicated that based on discussion within the School of Education, she did not support this motion. Also of concern would be how this requirement would be assigned to transfer students. Senator Esposito believed it would be a nightmare for Art & Sciences. For him, it read like a general education capstone. Although he noted that some persons may be able to produce such a course, he would not be in favor this requirement without enough resources to do it well. Several speakers agreed with the concern of adding an additional requirement and their concern to have quality experiences with academic rigor laid onto the current faculty resources and workload. President Maxwell offered it is critical to keep in front of all of the Drake community that our students will live and work in an integrated world not a world which is discipline specific.

Senators Younger and Reincke indicated they were not opposed to integrated seminars, yet desired to make the Engaged Citizen successful before engaging in doing something else. Associate Provost Art Sanders shared that from the Engaged Citizen assessment measures already completed, it has had a positive impact on the students. He noted the major short coming to date, is the number of students who have been fully involved which he is looking to enlarge.

Previous question was called, seconded and passed.

The motion failed.

Senators Koch and Saylor moved and seconded motion 11-14:

*Support these outcomes for the Information Literacy AOI*

*Information Literacy: Drake students will learn to acquire, analyze, interpret, and integrate information, employing appropriate technology to assist with these processes, and to understand the social and ethical implications of information use and misuse. Drake students will use*

*appropriate sources, including library and internet resources, to process and evaluate information. Students will gain an understanding of the social and ethical issues encountered in a networked world, an ability to assess the quality of information, and learn appropriate ways to reference information sources.*

Courses in the Drake Curriculum and in major programs will engage students to achieve these outcomes. Students will be able to:

1. Navigate and integrate scholarly resources into their research and reflection.
2. Articulate the social and ethical implications of information use and misuse.
3. Evaluate information resources and identify quality resources relevant to the problem or issue investigated.
4. Select and employ the appropriate method and data for disciplinary research, problem-based learning, experiential-based research, and/or reflective/integrative coursework.
5. Articulate the basic implications of information use and misuse related to issues of academic honesty and plagiarism and pursue their educational goals with a high level of academic integrity.

President Bartschat noted that what is being presented today is not the exact question from the recent faculty poll. This is from the Drake Curriculum Task Force and was supported by the UCC. This language states a better description of Information Literacy. Senator Koch stated these outcomes reflect more on research skills as opposed to computer skills. Senator Schneider questioned the heading. He thought it might be called New Media or Library Science or Ethics in Information. Senator Koch responded the Information Literacy term is a broad, widely used term. Senator Wright noted from the poll that many faculty do see this as both content and skill. He indicated he saw it as both.

Senator Evans noted that in the Journalism field, it is basic reporting. The need is to not speak to one technology but allow for whatever technology. He stated he believed this to be general enough to be inclusive and a valid core value. Senator Saylor believed it was more than just ethics. The fundamental skill which this describes begins with gathering information and move farther into knowing what to trust and what to not trust and for the student to know how to sort all the information. Senator Esposito indicated he was in favor of the motion.

Previous question was called, seconded and passed.

The motion passed.

With a motion and vote, the Faculty Senate closed at 4:50 p.m.