

D R A K E U N I V E R S I T Y  
FACULTY SENATE MEETING AGENDA

The Drake University Faculty Senate will meet in regular session on  
November 17, 2010 Levitt Hall, Old Main at 3:30 p.m.

NOTE: If any Senator would like to submit a question for President Maxwell for the meeting,  
please email that question to President Bartschat ([klaus.bartschat@drake.edu](mailto:klaus.bartschat@drake.edu))  
and/or President Maxwell ([david.maxwell@drake.edu](mailto:david.maxwell@drake.edu))

1. Call to Order
2. Roll Call
3. Approval of October 2010 minutes
4. Report from President Maxwell

Annual Faculty Salary Presentation by Sue Wright, Deputy Provost

5. Report from Provost Renner
6. Report from President Bartschat
7. Unfinished Business none
8. New Business

a) Establish a regular cycle of review for areas of inquiry (AOI) and general education seminars. A course submitted to the UCC (University Curriculum Committee) for approval for an AOI must indicate how the course develops at least one of the designations and requires re-submission of course as part of the regular cycle of review. Saylor

b) Review and possibly restructure faculty governance committees and administrative structures in order to promote and sustain a culture of continual improvement of the Drake Curriculum Evans

c) Create the Center for Creative Learning and Teaching Fairbairn

d) 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.

Simpson

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.

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

Dore

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.

## 9. Adjournment