

The regular meeting of the 2010-2011 Faculty Senate was called to order at 3:30 p.m. by President Bartschat. Senate roll call was answered by 19 senators including a brief introduction.

The following senators were present for all or part of the meeting: Bartschat, Courard-Hauri, Cramer, Dore, Esposito, Evans, Fairbairn, Freeman-Miller, Klipec, Koch, Lyons, Nelson, Reed, Reincke, Saylor, Schneider, Simpson, Vandegrift, Wrenn, Wright, Younger

Absent: None

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

President Maxwell Report

President Maxwell complimented the Alumni & Development Division and Marketing & Communications Department for their work on the Distinctly Drake campaign public phase roll-out. The weekend included a volunteer summit and Francis Marion Drake dinner. As of Spring 2010, approx \$48 million had been committed to the campaign and President Maxwell reported that as of Oct 1, 2010 the total is approximately \$74 million. This campaign has a target of raising 65% of the total in cash or short term (1-5 years) pledges. To date, the campaign total is comprised of 80% of this category of gifts.

Do to his national level contacts, President Maxwell will be making available a report which outlines “high impact practices” (HIPs) such as the FYS (First Year Seminars). He believes this interesting data will be of interest to the Drake community as the report notes that HIPs impact student retention and various student populations. He stated that there is also research on eportfolios which identify that practice as being a HIP, too.

Also, President Maxwell shared that he continues to believe, from his work on NCAA Review Teams, that Drake’s focus on academics and integration for student athletes has value.

Provost Renner Report

Provost Renner indicated that even as several faculty position search committees are underway, that one position is already filled. He indicated that the search continues for the Service Learning Director.

Provost Renner distributed an item for Senate information and possible discussion titled: Conflict of Interest Policy for Faculty of Instruction

To maintain academic integrity at Drake University and minimize actual and perceived conflicts of interest, faculty of instruction are expected to avoid admitting to their classes any student whose enrollment would lead an independent observer to reasonably question whether the student would be subjected to instructor bias by virtue of the instructor's personal relationship with that student. Students covered by this policy include, but are not limited to, immediate family members of the instructor.

It is recognized there may be occasions when such enrollment is impossible to avoid because, for example, a particular course is required for a program of study (and no alternative course or instructor is available). Under these circumstances, the instructor is expected to openly acknowledge the potential conflict of interest prior to the commencement of the course by reporting the circumstances to her or his dean. The dean, and with concurrence from the Provost, will determine whether or not the circumstances warrant an exception to this policy.

This item was developed by a work group consisting of Sue Wright, Raylene Rospond, Keith Summerville and Wanda Everage. The statement of principle has been seen by University Counsel and has been approved by the President's Cabinet. The statement will become a part of the Faculty Manual as an extension of the conflict of interest policy.

Several senators asked questions concerning the statement. It was clarified that the statement does not prohibit the instructor from teaching a relative, for example, but that such a relationship would need to be disclosed to that instructor's dean. Thus the Dean would be called upon to make a ruling of appropriateness. President Maxwell offered that the Dean may need to know of or create a work around so that the integrity of the course and grading is not in question. Senator Klipec noted a concern that this might need to be applied to intimate relationships which may not be easily self-disclosed. Provost Renner indicated this statement was not written to uncover such an instance.

President Bartschat Report

Student Senate Liaison Ben Cooper was recognized and reminded the group about the upcoming Dean Dinner in Levitt Hall on November 2nd.

President Bartschat indicated that Associate Provost Art Sanders has emailed a request for faculty volunteers to participate in the J-Term Working Group. Mr. Sanders indicated that five faculty have already volunteered. Also, Chief Information Technology Officer, Ann Kovalchick will be issuing an invitation to faculty concerning her interest in gathering insights into the campus vision for Information Technology at Drake.

In response to a Senator request, President Bartschat indicated he would work to have the results of the second survey sent earlier than the results were sent for the first curriculum survey. He expected the second survey to be sent soon.

New Business

Senators Wrenn and Simpson moved and seconded motion **11-1**:

Change the title and description of the Life and Physical Science Area of Inquiry (AOI) within the Drake Curriculum to become effective with the 2011-2012 academic year.

Proposed description from the Task Force report (page 19); endorsed by UCC (page 5)

(Secretary's note: the sentence in *italics* was added following the Faculty Poll)

Scientific Literacy: Scientific literacy is crucial for understanding the issues that affect the future for all people, locally, nationally, and globally. Drake students will gain a basic understanding of content, methods, and contributions of science through courses rooted in the content of the life/behavioral and physical sciences. Through significant exposure to experiment and theory, students will be able to meaningfully interpret and evaluate scientific information for personal and professional applications as engaged citizens. All courses that fulfill this AOI will engage students to achieve basic scientific literacy; individual courses will pursue the additional outcomes as appropriate to their disciplinary or interdisciplinary focus. Drake students will complete two courses in this area of inquiry, including one in the life/behavioral sciences and one in the physical sciences. At least one course taken for this AOI will include a laboratory or field experience. Students will be able to:

1. Apply the methods of science for the generation, collection, assessment, and interpretation of scientific data and/or phenomena.

Additional Outcomes:

2. Use scientific methods and ways of thinking to solve problems.
3. Describe scientific theories on cognitive and behavioral, intellectual, or physical development.
4. Articulate the interrelationship of the development of human societies with the natural world around them.
5. Articulate the relevance of science to the global community in order to serve as active stewards for the natural environment.

The motion passed without discussion or dissent.

Senators Dore and Simpson moved and seconded motion **11-2**:

Change the description of the Values & Ethics Area of Inquiry (AOI) within the Drake Curriculum to become effective with the 2011-2012 academic year.

Proposed description from the Task Force report (page 20); endorsed by UCC (page 5):

Values & Ethics: Drake students will learn to recognize ethical issues and to reflect critically upon the demands of conscience. They will develop as *reflective practitioners* with an understanding of the larger goals of stewardship inherent in their professional endeavors, and have a sense of obligation that extends beyond the self. They will develop an understanding of the skills and knowledge necessary to anticipate the consequences of actions as well as an understanding of the dispositions necessary to develop a commitment to ethical conduct. Students will develop the basic tools required to question themselves and others in a responsible manner and to evaluate the ethical implications of both collective and personal choices.

Courses that fulfill this AOI will meet at least two of these student learning outcomes. Students will be able to:

1. Recognize and reflect critically on ethical issues.
2. Identify values that underlie human activities.

3. Articulate ethical issues that arise in their professional or civic life.
4. Articulate relevant ethical issues and apply them in developing solutions for critical problems and questions.
5. Articulate a reasoned vision of their own values or core beliefs.

The motion passed without discussion or dissent.

Senators Freeman-Miller and Saylor moved and seconded motion **11-3**:

Change the description of the Artistic Experience Area of Inquiry (AOI) within the Drake Curriculum to become effective with the 2011-2012 academic year.

Proposed description from the Task Force report (page 17); endorsed by UCC (page 5):

Artistic Experience: Drake students will learn to interpret and/or create art. Art constructs an essential and ongoing dialogue among individuals, cultures, and societies. Art--whether it takes visual, musical, or theatrical form--grows out of sustained intellectual inquiry. Drake students will recognize that art provides distinctive ways to engage the world and create expressions of the human condition. Courses that fulfill this AOI will engage students to achieve at least two of these student learning outcomes. Students will be able to:

1. Identify the characteristics of different artistic styles – visual, musical, or theatrical – and the factors that contributed to their establishment.
2. Articulate the role played by an art form – visual, musical, or theatrical – in the development of culture(s) or as a distinctive expression of human identity and creativity.
3. Articulate an analytical and reasoned understanding of a specific visual, musical, or theatrical art form and communicate this understanding in an appropriate form, whether oral or written or through the artistic medium itself.
4. Demonstrate an understanding of the nature of the visual, musical, or theatrical arts through the application of or engagement with an art form.

Two clarifications were made and accepted concerning the motion as it appeared in the agenda. The word Students is plural in the last sentence of the first paragraph. Also, the last sentence in the description should be numbered (4).

Senator Schneider noted a concern that this description would over intellectualize this AOI and ignore the esthetics of the Fine Arts. He desired for the esthetics to be an acceptable outcome. Senator Saylor responded that there is a desired balance to be struck within the applied arts and the study of an art form. He referenced points three and four in the description as addressing this need for a student to not necessarily be good at an art form yet able to learn about that art form. Senator Klipec expressed his concern about how the assessment would be achieved. Senator Saylor gave an example of how an assessment might be done for a student performance.

Previous Question was called and passed.

The motion passed without dissent with the two clarifications.

Senators Reed and Vandegrift moved and seconded motion **11-4**:

Change the title and description of the Historic Consciousness Area of Inquiry (AOI) within the Drake Curriculum to become effective with the 2011-2012 academic year.

Proposed description from the Task Force report (page 18); endorsed by UCC (page 5):

Historical Foundations: Drake students will gain greater understanding of the historical foundations of the modern world and the interconnections of global cultures. Two courses are required in this area of inquiry. Students will use historical analyses to study the interplay of multiple forces of change over time. Courses that count for this AOI will engage students to achieve at least two of these student learning outcomes. Students will be able to:

1. Demonstrate an understanding of the interplay of the fundamental historical forces (political, social, economic, cultural, scientific, and/or technological) that have shaped the contemporary world.
2. Describe the historical processes that have contributed significantly to global change.
3. Articulate an understanding of the histories of societies and cultures necessary to participate in an analysis of critical civic and global issues.
4. Demonstrate critical reasoning skills necessary to analyze the lived realities of power and wealth differentials between industrialized and developing areas of the world.
5. Reflect upon the nature of history itself as a product influenced by a nexus of forces, interests, and understandings, and on their own place within that historical context

A clarification was made and accepted concerning the motion as it appeared in the agenda. The last sentence in the description should be numbered (5).

The motion passed without discussion or dissent with the one clarification.

Senators Fairbairn and Saylor moved and seconded motion **11-5**:

Change the title and description of the International & Multicultural Area of Inquiry (AOI) within the Drake Curriculum to become effective with the 2011-2012 academic year.

Global and Cultural Understanding: Through understanding the interaction of knowledge, awareness, and cultural responsibility within a national or international perspective, Drake students will pursue the ideal wherein all persons have value and a voice. They will learn to examine aspects of society in relation to nationality, race, ethnicity, gender or culture, including the interactive nature of relations among peoples who differ according to these categories. Courses that fulfill this AOI will engage students to achieve at least two of these learning outcomes. Students will be able to:

1. Interpret intercultural issues from the perspectives both of the self and of others and demonstrate an understanding of the complexity of cultural issues.
2. Explore the elements that create diversity and explain their impact on the development of a culture or interaction between cultures.
3. Identify and analyze how institutions in increasingly multicultural countries adjust or adapt in order to meet the diverse needs of their citizens.
4. Reflect on the skills and knowledge necessary to help foster inter-cultural communication, respect, and understanding.

Senators Schneider moved and Cramer seconded amendments to items 3 and 4. The two items were discussed and voted on separately.

3) Identify and analyze how institutions in increasingly multicultural countries adjust in response to political struggles between members of increasingly diverse societies.

Senators Cramer and Courard-Hauri moved and seconded an amendment to alter the first full sentence to the description by deleting the “within a national or international perspective.”

The amendment was discussed and discerned to be clarity.

The amendment to item #3 passed without dissent.

There was discussion concerning various words and phrases such as the word ‘political’ was deemed to be a word which expanded the definition of struggles, yet it was determined to delete the word, without objection, from the amendment. The final amendment language was developed and agreed upon by several Senate members.

The amendment to item #3 passed without dissent.

3) Identify and analyze how institutions adjust in response to struggles among members of diverse societies and how they address their needs.

The amendment to item #4 passed without dissent.

4) Reflect on the skills, knowledge, *and collective efforts* necessary to help foster inter-cultural communication, respect and understanding.

The main motion as amended passed without dissent.

Senators Simpson and Wright moved and seconded motion **11-6**:

Change the title and description of the Quantitative Area of Inquiry (AOI) within the Drake Curriculum to become effective with the 2011-2012 academic year.

Quantitative Literacy

Drake students will learn to reason with the symbols and components of mathematical languages as well as effectively use the principles that underlie these operations. Courses that satisfy this requirement will have mathematical reasoning as their principal focus. They also may address questions that engage learners with the world around them and help them to analyze quantitative claims that arise from the study of civic, political, scientific, or social issues. Quantitative literacy courses *may* be focused on the mathematical needs of a specific discipline or on a specific interdisciplinary issue or problem. These courses will engage students to achieve these student learning outcomes. Students will be able to:

1. Analyze and present solutions to problems using symbols and components from mathematical languages and their underlying principles.
2. Identify and execute appropriate mathematical operations for a given question.

3. Evaluate claims based upon mathematical arguments.

The motion passed without discussion or dissent.

Senators Evans and Koch moved and seconded motion **11-7**:

Motion to change the Academic Charter Section XVI. The Faculty Senate

(to become effective with the 2011-2012 academic year)(the sentence to be changed is in *italics*)

B. The Faculty Senate shall be constituted as follows:

1. One member of the Faculty of Instruction from and elected by each College except the College of Arts and Sciences wherein one member of the Faculty of Instruction shall be elected from and by each of the four divisions. *For the purposes of Faculty Senate elections as well as representation on the Senate Executive Committee, the Faculty of Instruction of Cowles Library shall be considered a College.*

2. Twelve members of the Faculty of Instruction elected at-large.

President Bartschat reminded the Senate that since this motion would amend the Senate Rules, thus the motion would need to pass by two thirds. If passed, the motion would then go to the President and Board of Trustees for action.

The motion passed without discussion or dissent.

With a motion and vote, the Faculty Senate closed at 4:35 p.m.