

D R A K E U N I V E R S I T Y  
F A C U L T Y S E N A T E M E E T I N G A G E N D A

The Drake University Faculty Senate will meet in regular session on  
April 20, 2011                      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 March 2011 minutes
4. Report from President Maxwell
5. Report from Provost Renner including Travel Warning Policy & IACUC Handbook
6. Report from President Bartschat including the E-Portfolio proposal status
7. Unfinished Business

Motion 11-15 as amended

Create a three-week January Session

In order to provide all students with the flexibility to engage in the integrative and experiential learning called for by the Drake Mission, Drake University has instituted a January Session as part of each Spring semester. Within this session students have the opportunity to participate in a three or four credit academic or experiential course that permits study or service learning away from campus, independent research with a faculty member, or intensive focus on a significant topic. Students may enroll in additional January-sessions according to their own academic planning and consultation with their academic advisers.

8. New Business
  - A) 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.

## B) Create DCAC (Drake Curriculum Analysis Committee) as a Faculty Senate committee

Charge: The Drake Curriculum Analysis Committee (DCAC; formerly the Drake Curriculum Analysis and Planning Committee) is responsible for assessing achievement of the student learning outcomes drawn from the Drake Mission, and evaluating the effectiveness of the Drake Curriculum and related experiential and co-curricular programs in contributing to the achievement of those outcomes. DCAC will provide regular summaries of the student learning data to the Faculty Senate, University Curriculum Committee, and the Provost, and make recommendations as appropriate for ongoing improvement of the general education curriculum and related programs.

Specific responsibilities of the committee include:

- Work with the Director of Assessment and the Director of Institutional Research to
  - develop a rolling plan for assessment of learning outcomes drawn from the mission explication and the Drake Curriculum
  - evaluate the data for evidence of student learning and make recommendations for program improvement to the University Curriculum Committee and other bodies as appropriate
  - evaluate the effectiveness of the assessment instruments and procedures and revise the assessment plan accordingly.
- Encourage participation by faculty, staff, and students in assessment procedures.
- Report assessment results on a regular basis to the Faculty Senate, the University Curriculum Committee, the Provost, and to other groups on campus as needed.
- Consult with the Associate Provost for Curriculum and Assessment regarding faculty and staff development programs on teaching and assessing the essential skills and knowledge needed to achieve Drake Curriculum outcomes.
- Liaise with the colleges and schools to share general education and program assessment data that is useful to each.

Membership:

- Six faculty members appointed by the Faculty Senate Executive Committee to three year terms. The faculty representatives will include one each from the Colleges of Business, Journalism, Education, Arts and Sciences (including the School of Fine Arts), and Pharmacy, and one representing Cowles Library.
- 1 representative drawn from the University Curriculum Committee – normally the vice chair – one year term
- Director of Assessment (ex officio)
- Associate Provost for Curriculum and Assessment (ex officio)
- Assistant Dean of Students (ex officio)
- Manager of Instructional Technology (ex officio)

The committee will be chaired by a faculty member holding the rank of associate or full professor, the term to last for one year; after the first year of DCAC's existence, any faculty member appointed to the chair's position must previously have served on the committee for a minimum of one year..

In appointing faculty, the Senate Executive Committee should give consideration to the level of involvement of individual faculty members with the Drake Curriculum (such as past participation in teaching FYS or AOIs) or with college, school, or program assessment.

Initial terms will be staggered so that committee openings occur on a three-year rotating basis. Two representatives will be appointed for each term of service, paired as follows: Business and Education, Pharmacy and Cowles Library, and Arts and Sciences and Journalism.

Note: historically, the Student Senate has appointed a representative to DCAP, often the chair of the Student Senate's Academic Affairs Committee. We suggest that this student might be better placed on the University Curriculum Committee than on the newly constituted DCAC, as the UCC's mandate to review Drake Curriculum courses and cross-college programs aligns more closely with academic affairs decisions directly affecting students.

C) Approve revisions to the Student Code of Conduct

D) Approve the Academic Calendar 2012-13

E) Approve the Academic Calendar 2015-16

9. Adjournment