

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
October 20, 2010 in **Conference Rooms, Olmsted Center 312-313** at 3:30 p.m.

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

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) and/or President Maxwell (david.maxwell@drake.edu)

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

a) 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.

b) 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.

c) 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. Student 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.
- Demonstrate an understanding of the nature of the visual, musical, or theatrical arts through the application of or engagement with an art form.

d) 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):

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

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. 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

e) 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.

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)

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.

f) 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.

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

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.

g) 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.