

The meeting of the 2015-2016 Faculty Senate was called to order at 3:30 p.m. by President Bob Soltis. The following senators were present for all or part of the meeting: Klaus Bartschat, Maria Clapham, David Courard-Hauri, Debra DeLaet, Carrie Dunham-LaGree, Bruce Gilbert, Pat Heaston, Adina Klipatrick, Craig Owens, Chuck Phillips, Nancy Reincke, Elizabeth Robertson, Joseph Schneider, LouAnn Simpson, Bob Soltis, Maria Valdovinos, Darcie Vandegrift

Absent: Dan Alexander, Robyn Cooper, Eric Saylor, Miguel Schor

The October 2015 meeting minutes were accepted as presented.

President Martin Report:

President Martin commented on the incredible amount of energy, in multiple buildings and outdoor locations, which he experienced last week as Drake hosted the nationally televised political debate. He appreciated the direct student participation which the debate brought to campus as many students were interning with a wide variety of organizations. He complimented the work of the political visitor team lead by Professor Rachel Paine.

The Continuous Improvement website is up and he encouraged persons to look at it. President Martin stressed that conversations should be happening now or very soon at all levels of the University concerning this initiative.

While noting the current Provost Search is a later agenda item, he wanted to thank the committee for their work. He believes there will be a great slate of candidates.

The Save the Date notice has been sent regarding the Presidential Inauguration to be held on April 28, 2016. Yes, this date is within already busy week of Drake Relays and yet this event looks to be a fun addition for the campus and community. University Marshal Joseph Schneider and Board of Trustees member Cathy Lacy co-chairs of the planning committee.

Interim Provost Lenz Report ---

For an additional comment regarding last week's national event, Provost Lenz shared that Drake students were featured on Sunday afternoon during the All Things Considered radio program. It was great feature which showcased a civil atmosphere of friendship and dialogue between politically opposed persons.

The two search committees are progressing to make recommendations for the Dean of the Law School and College of Pharmacy and Health Sciences. Concerning the Provost candidate on campus sessions planned for early December, Provost Lenz also encouraged Senators and their colleagues to attend the forums and provide feedback.

Finally, Provost Lenz indicated he was starting a campaign now for the timely submission of fall grades (not Law School). This will be appreciated by the students, families and staff.

President Soltis Report:

The Student Senate report led with Kristen Donat, Academic Affairs Senator giving a quick report. She and many other students have had a great weekend with plenty of hands on opportunities and a watch party. Ms. Donat commented that a wide range of disciplines were involved in the event and there was a good turnout at the pancake breakfast, too.

Kevin Meisto, Student Body President, spoke to the body concerning the forum on inclusivity and diversity which was held last week. He knows this conversation will continue.

Darcie Vandegrift, Chair of the Provost Search Committee indicated she believes the list of Provost candidates is outstanding. This committee experience has been intensive. Three candidates are expected for on campus interviews in early December; one each on November 30th, December 1st and December 2nd. Senator Reincke asked for any reflections, so far, on not having a consultant for the process. Senator Vandegrift replied that she and Laura Schwarz, Administrative Support Specialist in Human Resources, have done the work of what would have been done by a consultant. She noted there is this cost to not using an outside consultant. Senator Schneider asked for observations which could be shared on how qualified this pool is regarding inclusivity and diversity issues. Ms. Vandegrift indicated that while there still is a lack of a robust mentoring pipeline, the Drake job description is quite clear about a minimum requirement for the position which speaks directly to the qualification and demonstrated experiences in these areas. Without that position description statement, she believed there would be a different set of finalists. President Soltis, a committee member, stated this committee has run smoothly as well as quickly due to Darcie's leadership.

President Soltis offered the following items:

In September 2015, a Fiscal Year 2017 budget planning calendar was presented to the Senate Budget Committee and to Senate. This timetable is being followed closely. He expects a December Town Hall type meeting regarding budget matters. A date has not been made available. Additionally, President Soltis reminded the group of the concern within the 2014-2015 Budget Committee report (the Rozycki Report) about Drake's investment performance numbers. This issue has not been resolved or forgotten.

A December 2015 agenda item will be an election of Senate Vice President. Maria Valdovinos is resigning as Vice President not as a Senator. The newly elected individual will be included as an attendee at the January Board of Trustees meeting in Arizona. Any current member of Senate is eligible.

Finally, President Soltis requested Senators to suggest and present to Senate Executive Committee any potential agenda items for the rest of the year or the next meeting.

Unfinished Business – None presented

New Business:

Senators Gilbert and Evans moved and seconded motion **16:01**:

Faculty Senate endorses the University Curriculum Committee (UCC) set of recommended learning outcomes and endorses relying on these five statements to inform discussions surrounding learning outcomes

Drake students will have the ability to:

- *Communicate in a persuasive, engaging manner appropriate for their audience*
- *Access, analyze, and produce knowledge synthesized across diverse fields of study*
- *Put knowledge into practice through experiential learning and civic engagement*
- *Understand the historical, cultural, economic, and scientific forces that shape local, national, and global contexts and explain their own situation in these contexts*
- *Develop and demonstrate habits of self-reflection, self-assessment, and ethical reasoning*
(Found at <http://facultysenate.drake.edu/agenda-meeting-materials/>)

President Soltis reminded the body of the Drake Curriculum conversation after the October 2015 Faculty Senate meeting. Senator Owens asked for clarification of what was included in the motion. Senator Gilbert indicated the motion is only the portion stated on the agenda. The referenced materials are the explication of the bulleted points in the motion.

Senators Vandegrift and DeLaet moved and seconded an amendment.

1. Insert short language around learning goal to hold a place for timely discussion with stakeholders:

Analyze in comparative perspective how race, culture and ethnicity create patterns of inclusion and exclusion to shape the larger context of American society and history.

2. As faculty senate has ongoing discussions of potential curriculum reform, we seek timely, intentional consult with interested campus and community stakeholders, including student, faculty staff, neighbors, and employers to critically inform an inclusive curriculum.

3. Starting language for conversations about the outcome: The learning goal seeks student fluency and competency in understanding the ways that race, culture and ethnicity shape the United States from a comparative (multiple racial group) perspective.

The Drake general education curriculum must address theoretical or analytical issues relevant to understanding race, culture and ethnicity in American society; take substantial account of groups drawn from at least three of following: African Americans, indigenous peoples of the United States, Asian Americans, Chicano/Latino American, and European Americans; and are integrative and comparative in that student study each group in the larger context of American society, history or culture. (From UC Berkeley American Culture requirement).

Note: "comparative perspective" is understood as taking substantial account of groups drawn from at least three of the following: African-Americans, Arab Americans, indigenous peoples of the United States, Asian Americans, Chicano/Latinx Americans, and European Americans.

Senator Vandegrift stated a purpose for this amendment is to save a place in the learning goals for the topic of inclusion as curriculum discussions progress. She pointed out students are having these discussions and want this topic included. Senator Reincke noted this was focused on America and not global issues. She asked if that was "on purpose". The reply was yes. Senator DeLaet offered her support for this addition to the learning outcomes yet she wondered if the first portion was really the only statement to be added to the motion. Senator Simpson agreed with the distinction between point one and the second two points. While the stated language for a learning goal being added to the existing motion, the second two points clarify or explicate similar to the method used in the UCC Outcomes document.

Senator Dunham-LaGree who is also a current member of the UCC share with the body that the UCC noted some overlap in language. Their charge was taken seriously and crafted quickly. UCC chair Megan Brown addressed Senate. She stated the understanding of UCC's charge from Senate Executive Committee was to come up with four or five measurable outcomes from the mission statement. The UCC did not deliberately leave out any one discipline. She referenced the broad language in the fourth bullet point as being quite intentional. Some Senators spoke in favor of the amendment and some against.

A motion was made, seconded and passed to divide the amendment: statement #1 from items #2 and 3.

Student Senator Donat pointed out students are very interested in having the language from the amendment within the curriculum.

The amendment portion #1 passed on a voice vote. The sixth bullet point added to the motion is:

- *Analyze in comparative perspective how race, culture and ethnicity create patterns of inclusion and exclusion to shape the larger context of American society and history*

The amendment portions #2 and #3 were withdrawn for consideration later in the meeting.

Senator Phillips asked if these are learning outcomes and if so, asked if the first sentence should be clearer. Senator Courard-Hauri questioned the use of *persuasive* in the first bullet point. He suggested *effective* as an alternative.

Senators Gilbert and Wrenn moved and seconded the amendment:

Strike the portion after the first “learning outcomes” in the first sentence and replace with “for the Drake Curriculum”

Senators DeLaet and Schneider spoke against the amendment stating it was too restrictive.

With a voice vote, the amendment failed

Senator Clapham inquired what did the UCC intend with this document. Ms. Brown replied the UCC was asked to write a draft, which they did quickly. The learning outcomes presented are drawn from the mission. She stated there was not time nor energy spent on wordsmithing. Senator Dunham-LaGree, a current UCC member, agreed the UCC, on a short timetable, worked to answer the question of what do we want our students to have and to be as Drake graduates.

Senator Bartschat expressed a concern that some important point many have been missed. Senator Clapham offered that with a mission statement which is broad and the constructs are vague, there is part of the reason this is an existing large number of AOI's. Senator Owens recalled his previous engagement with creating outcomes which were not directly and continuous tied back to the mission statement. He raised the question to all faculty to see themselves represented in the five now six statements, then there is a great basis to continue the discussion. Senator DeLaet supported the UCC's work as it is mission based and asked that faculty have conversation around these focused set of outcomes.

Senator Evans voiced that Senate was not moving forward.

Via a voice vote, the motion as amended passed.

Senators DeLaet and Valdovinos moved and seconded motion **16:02**:

*Accept the University Curriculum Committee (UCC) September 2015 report
& Drake Curriculum Analysis Committee (DCAC) October 2015 report*

It was clarified that “accepting” the reports recognizes the committee's work especially since these reports were requested by Senate. The acceptance does not automatically make any portion of the reports policy.

The motion passed via a voice vote.

Senators Vandegrift and DeLaet moved and seconded motion **16:03**:

Faculty Senate endorsed the following:

As faculty senate has ongoing discussions of potential curriculum reform, we seek timely, intentional consult with interested campus and community stakeholders, including student, faculty staff, neighbors, and employers to critically inform an inclusive curriculum.

Starting language for conversations about the outcome: The learning goal seeks student fluency and competency in understanding the ways that race, culture and ethnicity shape the United States from a comparative (multiple racial group) perspective.

The Drake general education curriculum must address theoretical or analytical issues relevant to understanding race, culture and ethnicity in American society; take substantial account of groups drawn from at least three of following: African Americans, indigenous peoples of the United States, Asian Americans, Chicano/Latino American, and European Americans; and are integrative and comparative in that student study each group in the larger context of American society, history or culture. (From UC Berkeley American Culture requirement).

Note: "comparative perspective" is understood as taking substantial account of groups drawn from at least three of the following: African-Americans, Arab Americans, indigenous peoples of the United States, Asian Americans, Chicano/Latino Americans, and European Americans.

Senator Phillips asked if this material will go to the UCC. The reply was no. The endorsement will open conversations. Senator Gilbert asked how assessment would be handled thus knowing the effort has been successful.

A word change was offered and accepted by the movants. Within the motion "course" became "outcome".

Senator Vandegrift reminded the body that this explication is a draft. This language will keep Senate in line with what is already happening on campus. It is a place to start. Senator Reincke agreed that this is not "set in stone".

The motion as amended passed on a voice vote.

Senate adjourned at 4:53 p.m. Secretary, Nancy Geiger