

Minutes

Faculty Senate

Thursday, February 12, 2009

11:30 a.m. in Science 102

<http://moodle.augustana.edu>

I. Call to Order and Roll Call.

Meeting called to order at 11:31 a.m. Members excused: Crowe, Ericson, Rodman, Simonsen

Members absent: Ma, Stone, Wolf, Van Howe, Johnson

II. Approval of the Minutes from the January 15, 2008 Faculty Senate Meeting.

Minutes were reviewed and approved.

III. Motions & Reports

A. Educational Policies Committee.

1. Consent Agenda.

a) New Course/LP/Suffix Requests

(1) LSFY 103: Come Together (~~pending EPC approval 2-10-2009~~)

(2) New Course: Chemistry 110 [PN] (~~pending EPC approval 2-10-2009~~)

(3) PH: Religion 325

(4) D Suffix: English 208 (~~pending EPC approval 2-10-2009~~)

(5) G Suffix: English 354 (~~pending EPC approval 2-10-2009~~)

(6) LSFY 103: Shaping Women's Lives (~~pending EPC approval 2-10-2009~~)

(7) LSFY 103: Contemporary World Literature (~~pending EPC approval 2-10-2009~~)

b) Learning Community Proposals

(1) Holden Village 2009-2010

(2) 2009 Fall Term in Wittenberg, Germany (~~pending EPC approval 2-10-2009~~)

c) Policy Statement Changes (one document)

(1) Deferred Suspension for Academic Reasons

(2) Athletic Eligibility

d) Psychology Major Change

2. Regular Business

a) German Department Major and Minor Revisions

These revisions were brought as a motion from EPC. No discussion. Approved.

b) Asian Studies Senior Inquiry Proposal

This proposal was brought as a motion from EPC. No discussion. Approved.

c) New Course: Spanish 315

This motion from EPC and was removed from the consent agenda. Haskill asked questions about all the attention to the relevance for CSD majors and noted there is a course already for those students. In terms of numbers of students who would be Spanish/ed majors—this would be an elective for all majors. Students already take an advanced grammar and linguistics course. This will be every two years. Approved.

d) Proposed New Definitions for “G” and “D” Suffixes

Hill asked what “those that are outside them” means. Is “them” US traditions? Even if it overlaps with another country, will it count? McDowell explained that the difference between G and D is problematic in terms of deciding. Gen Ed drew the line around the continental United States. Hill said he was not objecting, he just wanted to understand. He asked if anything that is outside the US, so European culture will fall in that category. McDowell said that if anyone can think of better language than this, the committee would welcome it. Hill stated these definitions allow latitude and recalled that when Peters applied for a G for Turkey, that was a big question. Bertsch commented that the key for the committee is a combination of the FIVE criteria, not just one. Vincent said he was a bit troubled. When he was on Gen Ed for the first four years, the committee was looking at non-Western cultures...but now those terms are problematic. Hay reminded the senate that European history, German literature, and French literature aren’t a broad enough perspective. Klien suggested drawing a geographic line and McDowell said there is a lot of overlap and it was hard to determine if a course was a G or D. Klien made a

motion to separate consideration of the G and D proposal which was seconded by Hay. During discussion, Greene suggested resisting we consider them independently since they are related and interdependent. Klien said we might want to check on if the wording for the new D suffix is in contradiction with our current D suffix. There might be a stronger rationale for redefining the D. Bonzan said if D or G is more basic to our understanding and more easily defined, that is a reason to keep both together. The vote to separate the two failed—18 yeses, and 22 nos.

On the original motion, Hill offered an amendment of wording "Critically examine traditions that are culturally distinct from them," seconded by Klien. Symons said he is more comfortable with the original wording, which was more global. Dehnel said it makes sense to include European culture courses in the D requirement as the students are not knowledgeable about it. The language is fuzzy, so it seems the line could be drawn around English language as the cultural dividing line. Kivisto said if we don't go this route, Europe is the only place excluded from getting a G or a D. Hough commented to assume that Europe is also homogenous is also problematic. Vincent commented that Hill's language didn't preclude European courses; it will allow a range of courses as modified.

The senate voted on the amendment, which passed.

There was no further discussion and the motion carried.

e) Honors Program as a Learning Community

(1) Motion: "To approve that the completion of the Honors Program through the 200-level course, **HONR 2XX** be counted as a Learning Community, to be applied retroactively." (*pending EPC approval 2-10-2009*)

This came from EPC as a motion. Dehnel spoke first and stated that he opposed the motion. He thinks our honors students need to leaven the academic life of the whole college. By taking these students out of the LC requirement, Dehnel thinks it weakens the college as a whole. Also he doesn't think the honors students are burdened by the second course. For the general health of the LC program he opposes it. McDowell said that discussion began in the context of the college not having enough LC courses to meet the needs on this campus. Beyond that, does the program meet the requirements that we have passed of a LC and the answer to that is yes. Also, most honors students are the kind of kids who are intellectually curious and might choose to take other LC courses. Klien said that if that is the case, then that seems to obviate the need to call honors a LC. If this passes, the honors program covers first year LS plus religion and the other class, so honors' students will take fewer credits. There is great camaraderie within the program, but this might create a "gated learning community." Hay asked if there are first-year faculty in each other's classes? Clauss said there is regular interaction in the classes between the teachers and the students and in the 2nd course they are in there every day. Clauss asked that the MOODLE LC information passed by Senate be projected on the screen for the senate to view and read. These are the criteria being used to define LC—all eight points describe what goes on in the first and second year of the honors program. If we use these criteria, then this is clearly a learning community and affects about 24 students total.

Hammer asked if then we could have other LCs that are one course taught by two people.

Hill said that he didn't think he was involved enough with the other person when he taught in the program for it to be a LC. This is a learning community dynamic, true. It's also an LP but they don't get credit for it.

Hurty asked if senate approved that you do not need to have two separate 3 credit classes for an LC. Hurty read the different options from Evergreen. It says possible structural design, not required.

Klien said, "Ok, we passed it, but I thought it was a supplement."

McDowell made the point that this is FOUR courses. No other LC is more an LC than this. The students are together for an entire year with multiple professors, a total of 15 credits all together. This is a year and a third of academic time spent together.

Vincent pointed out that we give LC for traveling and studying abroad.

Klien stated that senate said LS is separate from being an LC, and this motion is allowing this, and it is fundamentally unfair.

Douglas explained that the gen ed committee talked a long time whether or not this would be unfair, but many other student double dip with an LC and LP, so this wasn't a problem for gen ed.

Jensen said he thought if these students complete the whole year, they get to graduate with honors, so then it is almost triple dipping which seems unfair.

Clauss clarified that an honors' student has to do year one, plus the sophomore year AND the honors capstone to get an honors designation.

Hurty said it sounds like Klien is saying we said we wouldn't allow it and now we are saying we will.

Harrington said that this is the second time we have gotten fired up about an LC. If we adopted this Evergreen proposal, then this is different from the old way. The honors experience does actually satisfy these requirements. Hammer said there might be a precedent here that LS people could do this too. Clauss asked how. McDowell said you can already pair courses on a similar theme and get an LC. Moline said he thinks it's nice if LCs come later in the college career. It seems too early.

Greene asked if there is something written down that says you cannot count first year LS classes as a LC. Hay said to look at point number 8, going beyond the LC.

Greene said that part of the reason for the LC is the combination of the first year AND the second year course.

Klien said if you allow an LS plus one course, then we need to entertain the possibility that you can use any LS as a learning community.

Bonzan pointed out that the linking of LS and LC...is just one justification. There is a larger overarching combination that satisfies requirements.

Greene said that if what Bonzan says is true, then we are voting to allow the one course in sophomore year to count. She asked if it is written down anywhere that we must have two courses of 6 credits. She thought the original did, but the Evergreen proposal did not.

Mahn asked if the Evergreen proposal is an amendment to the original information about LCs. Abernathy said that it refined the original.

The vote on the motion was 22 yes, 19 No. The motion carried.

f) New Course: American Diversity (LSFY 103) (*pending Gen Ed approval 2-11-2009*)

g) New Course: Found in Translation (LSFY 103) (*pending Gen Ed approval 2-11-2009*)

These are new courses for spring due to administrative changes to the spring schedule. Bertsche asked that we approve these courses only for one time as they came through Gen Ed at the last minute and are not complete files. McDowell seconded the motion. No discussion. Motion carried.

Approval of the courses—no discussion. Motion carried.

B. Academic Affairs Council--this did not happen as the senate ran out of time.

1. Faculty salary scale
2. Course releases
3. Administrative budget cuts

IV. Announcements—none of this happened as the senate ran out of time.

A. David Snowball—Who can attend faculty forums?

B. Kathy Jakielski—Brief report on the Mid-winter Conference of the Board of Trustees

C. Next Steering Meeting: Monday, March 16, 1:00-2:15

D. Next Senate Meeting: Thursday, March 26, 11:30-12:20

V. The meeting was adjourned at 12:21.

Respectfully submitted,

Katie Hanson

Kristin Douglas, Faculty Senate co-secretaries