

Minutes of the Faculty Senate
Thursday, December 17, 2009
Science 102

1. The meeting was called to order at 11:30 a.m. and roll was taken. Absent senators: Hildreth, Johnson, Olsen, Scott, Smith, Storl, Youngberg, Coussens, Geedey, Jakielski, Magalhães, Peters, Rayapati, Schroeder, Strasser, Varallo, Wegman-Geedey, Al-wazedi, Cleveland, Hough, van Howe, Warren. Excused: Stone, Nabhan-Warren, Daniels, Gillette, Mahn.
2. The minutes of the November 19th and 24th meetings were approved.
3. Motions and Reports
 - a. Consent agenda already passed:

New Courses:

GEOL 100 [PN]: The Geology of Myths and Legends (converted from LSFY 111)
LSFY 103: “Japanese Literature” Formed and Reformed [Nagase]
LSFY 103: Globalization and Its Discontents [Zhang]
MATH 270: SI Tools of Inquiry (Drop CSC 113)
MATH 470: SI Off-Campus
MATH 471: SI Supplement
MATH 472: SI Research I
MATH 474: SI Research II
MATH 479: SI Presentation
MATH 480: Advanced Topics (Drop MATH 430 and MATH 450)
MUSC-330: Perspectives in New Music
MUSC-320: Orchestration and Arranging
THEA 225 [PA]: Appia’s Stage Design

Learning Communities:

Interpreting Natural and Religious Worlds [Williams/Wolf]
GEOL 100: The Geology of Myths and Legends
RELG 373: Interpreting the Bible

The Art of Teaching Language Arts [Gillette/Hanson]
ENGL 406: Composition Theory and Practice
EDUC 382: Secondary Methods: English

Drawing and Appia’s New Stage [Xiao/Parboosingh]
ART 101: Drawing 1
THEA 225: Appia’s Stage Design

Learning Perspective Approvals:

GEOG 339 [PP]: Historical Geography of the U.S.

Suffix Approvals:

HIST 348 [G]: Colonialism and Imperialism

HIST 373 [D]: African-American History

RELG 371 [G]: Faiths in Dialogue

AGES Audit Worksheet: Transfer Students Entering 2008-09 and 2009-10

AGES Audit Worksheet: Transfer Students Entering 2010-2011 and 2011-2012

AGES Audit Worksheet: First-Year Students Entering Fall 2008 and Beyond

- b. Graphic Design and Communication Major: Quinn offered a substitute motion to table a decision on the major until the candidate for the open position has been chosen and allow the department more time to consider the consultant's report. Good second.

Crowe offered context: Since the last Senate meeting, the steering committee discussed the motion with the Art department. It was agreed that it would be better for the new hire to help shape the GD major. Postponing also would give more time for the Art Department to ponder the consultant's recommendations.

Hurty: When will the hire be made?

Abernathy: The announcement is out. It would be helpful to know Senate's intent, since applications are coming in and interviews are planned for mid-February.

Wolf: Wouldn't it be stronger to have for candidates if we had a program in place, then alter that major later?

Quinn: We will shoot for having a proposal ready for the next Senate meeting.

VanSandt: There has been a preliminary discussion with Art about providing a Business course in the future. Business looks favorably on the indication from Senate on its intent.

Hurty: Should we have a proposal to delay the decision? But the search is going forward. We could come back later and say sorry (that is, vote not to approve the new major).

Simonsen: Should this motion be withdrawn?

Hay: The motion on the floor is to table it.

Clauss: I would like to hear EPC's position on this—do they support the major?

(Wolf defers to Vincent, past chair of EPC.) Vincent: Yes, EPC members were enthusiastic. Our only concern was the speed with which the proposal was put together. We haven't discussed it since then.

Crowe: It is Steering's sense that there is no significant opposition to the major, only to the proposal in its current form.

Hyser: We should take care of the motion on the floor.

Goebel: Let's make the decision in January, when the proposal is ready.

Motion to table a decision on the Graphic Design major carried.

- c. Motion from International Studies Committee: For the Spring 2010 Augustana West Africa and Ireland study abroad programs only, the International Study Seminar (ISS) can be offered for variable credit (0 or 1) at the discretion of the faculty director. It is anticipated that students seeking a 0 credit option will contact the director and present a compelling case for this designation. It is the director's responsibility to notify the Office of the Registrar of the status of the program's ISS.

Tunncliff: Only the spring ISS will be affected by the proposal, i.e. West Africa and Ireland programs. For subsequent programs, everyone should plan better in the Fall. We should alert students to plan better so that they can avoid overloading on credits.

Bonzon: How is it possible that students do not know about the credit required for ISS?

Kramer: Have people been poorly advised?

Tunncliff: They just didn't notice and some are unaware of the potential problem, especially for a spring term abroad.

Crowe: McDowell pointed out that some students changed majors.

Bengtson: We shouldn't make decisions based on cost but on the curriculum.

Tunncliff: They would take the course and still receive a grade, just for variable credit.

Lonergan: Didn't the students plan for this?

Tunncliff: One would hope they'd read the catalog and get good advising....

Culver: I'm troubled by the 0 credit option. Even with one credit, some students don't take the seminar seriously.

Hyser: It doesn't make sense to make an exception for one term and is not worth the danger of setting this precedent.

Quinn: This is the last year before Augie Choice goes into effect. This is not an issue for large programs since they are in the fall. By spring it can be an issue.

Haak: But Augie Choice can't be used for tuition anyway.

Vincent (directed to Fowler): Do you have concerns that there will be a wave of petitions?

Fowler: I do have some concern, but my job is to look at the policy.

Day: Was this a problem last year?

Culver: It was not a problem because of clear advising.

Hammer: I can't vote for this just based on poor student and advisor planning.

Motion to allow variable credit for the International Study Seminar in Spring 2010 term failed.

d. French Senior Inquiry proposal:

Motion to approve the French Senior Inquiry proposal carried.

e. Music Performance and Composition:

It was clarified this is not a new major, but an additional applied area within a performance major everything can be fit into 70 credits.

Motion to approve Music Performance Composition carried.

f. Creative Writing major:

Crowe observed that only he was present from the English department to answer questions. His understanding is that this is a reorientation of the creative writing concentration, partly to expand the offerings in creative writing, partly to more effectively market a separate creative writing major.

Todd: Are there non-western literature options in the gateway courses?

Crowe: They are at the upper level now, not at gateway level. Kelly looked hard at other programs to see that we are doing what other programs are doing.

Kramer: Have courses been cut?

Crowe: No, the purpose is just to redirect the students into the creative writing gateway. Most of these courses are already taught.

Hay: Question about advising: can English majors take any of these courses for a regular major?

Crowe: Yes, six courses cross over.

Hay: They aren't separate classes?

Crowe: No, we didn't want that. A student who starts out at one end of the track will have 1 ½ years to make a decision about what branch to take.

Hyser: What happens to expository writing?

Crowe: It remains intact and they will take it as it is now. We are looking at adding some courses at a later time.

Todd: I urge that there be a requirement for non-English/American Literature through World Literature or foreign language departments.

Bonzon: Will there be an impact on LSFY101?

Crowe: No. -- Should we defer the vote on this new major until the next meeting, as agreed earlier in the year?

Good: Moved to change the rule and vote today. VanSandt second.

Kramer: There's a huge difference in this kind of change and more substantial creation of new majors.

Crowe: Quite right.

Motion to change rules carried.

Bengtson: Could English majors have 80 credits in a single department by having 40 credits per major?

Crowe: There are far fewer ENCW courses than 40 credits.

Todd: I again encourage the idea that students should take literature courses outside English.

Bengtson: I will vote for the proposal since we have strong faculty in creative writing.

Kaul: Can we vote with the strong suggestion from Cleveland to include non-western literature?

Crowe: I've heard and will convey to the department.

Motion to approve the Creative Writing major and the following courses carried:

New Courses:

ENCW 303: Topics in Creative Nonfiction

ENCW 330: Forms of Poetry

ENCW 331: Forms of Fiction

ENCW 441-442: Senior Inquiry Seminar I – Senior Inquiry Seminar II

Course Number Changes:

ENGL 202 → ENCW 202: Writing Fiction

ENGL 206 → ENCW 201: Writing Poetry

ENGL 302 → ENCW 302: Fiction Workshop

ENGL 304 → ENCW 203: Writing Creative Nonfiction

ENGL 306 → ENCW 301: Poetry Workshop

g. Report from the curriculum change committee (written report attached at end of these minutes):

Goebel: We will probably travel to Knox. We will reach out to departments as to what their parameters will be and how that will offset them. This is a multifaceted effort. We will bring this to faculty meetings in the spring.
Are there questions?

Kramer: Are you talking to students, getting their ideas?

Goebel: We're just starting. We think it would be good to talk to them even about assessment. We will work with the Gen Ed. Committee. We have completed gathering information on campus. Bertsch has put together matrixes on our data.

Todd: Will they integrate a discussion of the first year sequence?

Goebel: Gen Ed is just starting its discussion and we haven't gotten there yet. We're trying to find a balance between Gen Ed, EPC and us and want to use proper protocol.

Bertsch: This is a feasibility study. We will indicate the general opinion of this committee. We won't tell Gen Ed how to do this or what to do with LS or LPs. We don't

want to tell Gen Ed what to cut. Next year departments and committee will design how changes are met.

Douglas: The Gen Ed Committee is starting a conversation about LS.

Claus: The outside reviewer suggested increasing offerings for major in math. What is the process for departments on this?

Goebel: We will develop a work sheet.

Wolf: What about the sciences?

Goebel: Some areas will be more problematic.

Christoffel: We are aware that the sciences are a special case. We will look at other schools to see how this has been dealt with. We might consider changing service courses to pre- health majors. For example, we might not teach 3 terms of General Chemistry. We can't cut courses in the major.

Goebel: Much depends on how Gen Ed requirements might change.

Bertsch: We are targeting certain problematic areas when we visit Knox to find out how they're handling things.

Kramer: The potential changes in LS courses Gen Ed would have little effect on the sciences since they don't teach many LS courses.

The meeting was adjourned by acclamation at 12:17 p.m.

Appendix:

Curricular Study Task Force Progress to Date/Report for 17 December 2009 Senate Meeting

We have met weekly since our membership was determined at the end of September. Following an initial organizational meeting, we began to compile and assess information pertinent to our mission. Thus far, representatives who oversaw previous work at Augustana have met and shared with us including:

- Steve Klien regarding his summer conversations,
- Margaret Farrar who provided data from the fall retreat and offered possible contacts from colleges that have undertaken faculty-load and graduation-requirement transitions,
- Kristin Douglas who offered perspectives as chair of the General Education Committee,
- Bob Haak and Mike Augspurger who presented materials they collected and a matrix they designed toward analysis of this data,
- Allen Bertsche who joined the task force upon his return from Latin America and shared his summer research and further organized current data into accessible cross referencing matrices,
- Jeff Abernathy regarding his birds-eye-view of the process, its beginnings and contexts and
- Liesl Fowler and Susan Granet for their insight from their registrar, etc. points-of-view.

We are in continual communication with Gen Ed and EPC through our membership and met this morning toward assigning further duties over break among our members while orchestrating plans for our return in January which include consulting with Knox and Luther Colleges who made transitions similar to the ones under consideration as well as communicating with departments and divisions during the second half of winter term concerning our findings and soliciting their full responses. We also plan to call full faculty fora in the spring toward gaining greater insight and gauging additional faculty response. Jeff Abernathy forwarded our charge below (as moved by EPC and passed at the full faculty meeting on 25 August 2009):

"To create a short-term (1 year) Curricular Study Task Force composed of representatives of EPC, representatives of Gen Ed and representatives chosen at large from the faculty (in a process decided either by Faculty Senate or during a full faculty meeting.) This committee would use the materials gathered this past summer and the commentary from the Fall Retreat to coordinate an investigation into the possible effects, positive and negative, of a curricular change, in particular a change which reduces student load from 41 courses to a range from 35-37 (TBD) and which may include faculty course reduction from a standard load of 7 courses (21 credits) to 6 courses (18 credits).

This committee would offer regular faculty information sessions and work with Faculty Senate to schedule faculty fora or full faculty meetings at appropriate times throughout the year. They would work with departments to develop predictive models which might demonstrate the pedagogical ramifications of any possible curricular and possible ramifications of any proposed change on departmental offerings as well as report regularly with EPC and Gen Ed so as to examine the impact of possible curricular changes on a college-wide scale. The task force would complete their work with the introduction of a recommendation at a full faculty meeting in the Spring. This recommendation may push us to make a radical change, a modest change or encourage us to stand pat with our present structures intact, depending upon the data gathered and a cost-benefit assessment of the options before us."

We look forward to meeting with you very soon and launching a complete dialogue on this multi-faceted undertaking. In the meantime, please feel free to contact any member of the task force with any ideas or concerns you might like to share. This promises to be a rich and important discussion. Thank you.

Catherine Goebel, Chair on behalf of the Curricular Study Task Force: Allen Bertsche, Kurt Christoffel, Randall Hall, Peter Kivisto, Pat Shea, and Ritva Williams