

Augustana College

Rock Island, IL

**MINUTES  
FACULTY SENATE MEETING  
February 2, 2012  
Hanson Science Building, Room 102  
11:30 AM**

1. **Call to Order.** The meeting was called to order by the chair, Randy Hengst. Roll call was taken by Pamela Trotter.

**Members unable to attend:** Lendol Calder, Dan Corts, Darrin Good, Laura Greene, William Hammer, Laura Hartman, Reuben Heine, David Hill, Brian Katz, Norm Moline, Timothy Muir, Paul Olsen, Douglas Parvin, Megan Quinn, Lori Scott, Joanna Short, Sharon Varallo, Cecilia Vogel, Peter Xiao

**Members excused:** Amanda Baugous, Patrick Crawford, Meg Gillette, Dell Jensen, Mario Magalhães, Jamie Nelson, John Pfautz, Stacey Rodman, Rowen Schussheim-Anderson, Margaret Morse, James van Howe

2. **Approval of minutes from the December 1, 2011 meeting of the Senate**

**“To approve the minutes from the December 1, 2011 Faculty Senate meeting.”**

Discussion: Mike Wolf indicated that the minutes reflected three new courses: JPN 290, JPN 390 and JPN 410 as carrying 9 credits each; he believes these courses were approved by EPC for 3 credits each.

**Motion-Simonsen, Second-Daniels**

**“To TABLE the approval of the minutes from the December 1, 2011 meeting of the Faculty Senate until verification of the credits of each new Japanese course can be made.”**

**MOTION CARRIED**

3. **Approval of Consent Agenda**

- **New Course w/SL Designation:** LSFY 103-05: Urban (School Legends? Examining Conditions in Inner City Schools 3 cr. [Egan]
- **New Course:** LSFY 103-06: Let Your Life Speak: Vocation Throughout the Christian Tradition, Contemporary Psychological Perspectives, and Personal Discernment 3 cr. [R. White]
- **New Course:** LSFY 103-30: Novels Without Borders 3 cr. [Krause]
- **New Course/LP/Suffix:** HIST 142 [PP, G]: History of Sports in Africa 3 cr. [Cleveland]
- **New Course/Suffix:** HEPE 166 with PEA Suffix: Movement in Elementary Classrooms 1 cr. [Hengst/Shea/Zapolski]
- **Suffix:** HEPE 241 with PEA Suffix: Lifetime Wellness 1 cr. [Whiteside]
- **Suffix:** JPN 290 [G]: Second Level Japanese in Kobe 9 cr. [Nagase]
- **Suffix:** JPN 390 [G]: Third Level Japanese in Kobe 9 cr. [Nagase]
- **Suffix:** JPN 410 [G]: Fourth Level Japanese in Kobe 9 cr. [Nagase]
- **Learning Perspective:** COMM 402 [PH]: Organizational Communication 3 cr. [Hay]

- **Learning Community**                      **Voices of Faith: Key Movements in Theology and Music**  
[Pfautz/Mahn]  
**RELG 335: Luther: Life, Thought and Legacy**  
**MUSC 405: Seminar in Church Music**
- **Learning Community**                      **Uncovering the Australian Organization** [Petersen/Hay]  
**BUSN-INTR-AKP: Australian Internship**  
**COMM 402: Organizational Communication**

#### 4. Motions

##### 4.1 Report and Motion from the Transfer Initiatives Committee [Fowler]

**Motion**-Transfer Initiatives Committee [Fowler]

**“To request a continuation of Augustana Community College Transfer Initiative for students with an Associate of Arts degree and expand it to other interested community colleges in the Midwest region, continuing with the flexibility to award the Learning Perspective forgiveness on an individual basis to students from comparable schools as evaluated by the Office of the Registrar.”**

Liesl Fowler reviewed the history of Augustana’s Community College Transfer Initiative 2010-11 and 2011-12 two-year pilot initiative. Under this agreement with six community college partnerships, the Registrar’s Office has waived Augustana’s Learning Perspective requirements when a transfer student has earned an Associate of Arts degree from one of these institutions. On a case-by-case basis, Academic Affairs and the Registrar’s Office was permitted to extend the agreement to students earning an AA from other community colleges when their curricula similarly reflect the broad range of general education requirements at Augustana. So far, transfer students under this initiative have been successful in graduating on track, but it has been a small group of students.

Because the Transfer Initiatives Committee desires to gain a larger cohort of students to study the benefits of this program, they request a continuation of this program for students with an Associate of Arts degree and expand it to other interested community colleges in the Midwest region. The Committee suggests continuation of the flexibility to award the Learning Perspective forgiveness on an individual basis to students from comparable schools as evaluated by the Office of the Registrar.

Dave Dehnel asked if the program should have an end date on it. Liesl Fowler indicated that if Faculty Senate would like the program to continue as a pilot, then an end date could be added. A motion was made:

**Motion**-Wegman-Geedey, **Second**-Druger

**“To continue the Augustana Community College Transfer Initiative as a pilot program for an additional two years: 2012-13 and 2013-14.”**

Jon Hurty questioned the rationale for continuing it as a pilot program, citing the reason it is in place is to discover whether transfer students can be integrated into our college successfully. He indicated that he has heard no complaints about the transfer students we have accepted under this program, and asked what difference an additional two-year pilot will make.

Pareena Lawrence suggested to Faculty Senate that the additional two-year extension be granted so that the Transfer Initiatives Committee can gather more data and at the end of those two years, the committee will present its report to Faculty Senate requesting full integration of the program. Randy Hengst considered this to be a clarification to the motion.

**MOTION CARRIED to extend initiative an additional two years, at which time a final report will be presented.**

## 5. Reports

### 5.1 White Privilege Summit

Paul Croll announced that this year's White Privilege Summit, themed "Exploring Economic Inequality" will be held on Thursday, March 22, 2012. The summit provides an opportunity for critical discussions about diversity, multicultural education and leadership, social justice, race, gender, class, sexual orientation, environment, health, religion and systems of privilege and oppression. The format will be the same as in previous years with Convocation speaker, Marc Morial, CEO of the National Urban League, kicking-off the summit. Break-out sessions will begin at 1:15 PM. Faculty were encouraged to present a facilitated workshop session on an issue relevant to them, as their voice is critical to the success of the summit. Faculty intending to present were reminded to complete the session proposal form emailed to them by Ken Brill and return it by February 17, 2012.

Katie Hanson asked if the college is supporting this initiative by cancelling classes. She dealt with a situation last year where one of her students informed her he must miss her class because he was required to attend the summit by another professor. Paul Croll replied there is no class cancellation initiative at this time. He suggested a communication go out to the students encouraging them to coordinate their plans for the summit with all their professors. Jane Simonsen suggested the committee consider providing an excused absence form that each student's professor signs off indicating consent. Kelly Daniels suggested that a summit announcement be made to students on the first day of classes—not the day before the event. In response to a question from Jayne Rose, Paul Croll indicated that some of the presentations are videotaped—not all, and this could be considered. Kristin Douglas suggested that if a faculty member requires student attendance, then the onus should be on the faculty member to videotape it.

## **5.2 Convocation Series for 2012-2013**

Pareena Lawrence announced that one day each term in 2012-2013 will have a Convocation Symposia in which all faculty and students will be expected to fully participate. Faculty will also be expected to connect the convocation symposia theme to their courses in some way. Connie Ghinazzi reported that Kristin Douglas (who will be take over Convocation responsibilities next year) will soon send out an email survey asking faculty to vote for three of the four themes the Convocation Committee came up with. At a later date the faculty will receive an additional survey asking how they might like to be involved. A possible format for the day is small group discussions at 9 AM; keynote address at 10:30 AM; lunch and panel discussions; a second keynote address at 1:30 PM; and small group wrap-up discussions at 2:30 PM.

## **5.3 January Board of Trustees Retreat**

Pareena Lawrence reported that the January Board of Trustees Retreat went very well, and this year faculty outnumbered the trustees. The two primary discussions were on curricular realignment and issues facing higher education. Faculty presented white papers (which Dr. Lawrence will make available upon request) to support their discussions on: Augustana's mission, curriculum and experiences at Augustana; economic futurism, staying current with aspirants and competitors; and outcomes and deliverables for the future. Overall the Board was excited to engage in tough conversations. They challenged the faculty to think about how our students are learning. They in turn were informed how Augustana can distinguish itself as a college now and in the future. Randy Hengst commented that the faculty who presented should feel good about the work they are doing.

## **5.4 Faculty Marshal**

Pareena Lawrence announced the administration has decided that the role of College Marshal will undergo some changes beginning this year and will transform to a more ceremonial role, while the tasks of counting students, lining up the procession, etc. will be performed by Kai Swanson and other staff. The new role of Faculty Marshal will be filled by that year's Faculty Senate chair. A mace will be built for the Faculty Marshal by Roald Tweet.

Dona Dungan addressed the senate wishing to inform the faculty, especially newer faculty unfamiliar with tradition, that this change is a significant departure of tradition at Augustana. In the past, the College Marshal's responsibilities were significant, especially behind-the-scenes, and it was a special tradition. Her 30 years of assisting the College Marshal attests to this. This special Augustana tradition of 60 years was carried out by Harry Nelson, Mel Peterson, Chip Morrow, and Doug Nelson.

Ellen Hay suggested carving a mace from an old beam of Old Main.

### 5.5 Clarification to Policy Oversight Statement

Liesl Fowler presented a Statement of AS&D Procedure which reflects current practice, but seeks to clarify procedural issues for students and academic advisors. AS&D feels it important to notify students of this information, but is uncertain that the catalog is the best place for this information to appear. General counsel suggests the back of the petition form as the best location for this information to appear. AS&D would like faculty feedback on this issue. Liesl noted that this information is being passed on as informational, but asked that faculty please forward any questions and comments to her. No additional comments were offered.

### 5.6 Draft "Statement on Technology-Mediated Modes of Instruction at Augustana College"

Mike Wolf asked Faculty Senate to read the "Statement on Technology-Mediated Modes of Instruction at Augustana College" and to provide feedback on what the next steps might be. Mike Wolf indicated the document has unanimous support from the members of EPC; however when circulated at a Department & Program Chairs meeting, a number of faculty who were opposed to the statement, expressed their disagreement in what is now called the "BLIP" (Blended Learning Initiative Project) statement.

EPC is supportive of new technology in classrooms. Their concern is more for "online teaching". The Board of Trustees discussed whether Augustana should consider online courses as a way to generate funds. Members of EPC were concerned how that might change the culture of Augustana. Mike Wolf feels that this issue is now at the point where it is beyond EPC's purview and asked if this should be discussed at a forum beyond faculty senate next academic year. EPC's concern is deciding if it is appropriate if faculty want to start having a substantial part of their course online, can you or should you substitute class time? Is external time substitutable?

Steve Klien stated that one concern faculty may have about this document is the extent to which it makes a blanket assumption about a particular kind of pedagogy, that pulls with it assumptions and arguments regarding concerns with the pedagogies that are not informed by what is actually going on in the field, as well as research literature that suggests that online collaborative technologies and some learning areas, not just information delivery, but also in developing collaborative teamwork (for instance, working on projects off-site) can have great learning outcomes. For instance, the characterization of the use of student/faculty and student/student interaction mediated by technology (e.g., chat, Skype) as "largely asynchronous" instructional methods is factually incorrect: these are *synchronous* interactions in real time, more like classroom discussions than asynchronous message boards or e-mail. We regularly have faculty members engage in individual course design and pedagogical

decisions, and we already we have a vetting system for them through the Educational Policies Committee to determine whether or not classes are meaningful experiences, so a blanket statement on a type of pedagogy seems unnecessary. Steve Klien indicated he would be more concerned if this rises to the level of a policy statement that will be proscribed a particular kind of course designer pedagogy capacity for faculty. It seems to cut against academic freedom and does not make sense regarding how we actually make decisions about what a good course design is or not. It makes better sense to do it as we always have done, on a case-by-case basis through EPC.

Mike Wolf pointed out that the way our system is set up now, if a course is approved, faculty can change their mode of instruction entirely to online without ever having to vet that through EPC. It is a system that can be entirely circumvented. EPC is offering this statement to senate to figure out what to do.

Dave Dehnel disagreed with Steve Klien's statement and encouraged the faculty to review the statement. He added that he does not see judgment about online pedagogy in the document, rather he sees a statement of what Augustana has done traditionally in face-to-face classroom teaching as its core method. As we might move away from that, we should do so conscientiously and with a process.

Tim Bloser added his worry about characterization on academic freedom. He felt it is not an assault if faculty say they want to create a certain environment for students. It seems entirely in the purview of the faculty to put guidelines in place about what we want in our academic environment.

Jon Hurty commented that he was asked to submit a class calendar for a new course proposal because the faculty wanted to make sure the class was meeting. Most classes on campus were never approved with a calendar. Faculty can design a calendar, include it in their proposal, and then do something completely different during class.

Randy Hengst commented that the document does not specifically state a requirement for classes to meet. Does it say anywhere that students will meet in a class for any amount of time, or is that assumed? Randy Hengst asked if this is something that should be implemented for the future. Should the faculty wonder how class time will be used, and if technologies are integrated in lieu of class time? The crux of the question is making use of class time.

Kelly Daniels referenced the Higher Learning Commission's guidelines indicating that courses need to have "X" amount of class time, and this is a topic that is out of our hands. Pareena Lawrence replied that online courses have another distinct set of criteria, which are more content-based as opposed to class time. If there are only 2-5 courses out of hundreds that

would be considered “online”, it does not rise to Higher Learning Commission permission. If it is a big initiative, however, that is an entirely different discussion and approval process.

Chris Whitt added that if we were to offer online courses without strict stipulations, we potentially set ourselves up for problems. It will also make it more difficult to defend our position as a residential liberal arts college.

Randy Hengst will include discussion on this statement on one of the last three Faculty Senate meeting agenda of this academic year.

### **5.7 Proposed Faculty Handbook Revisions from Faculty Welfare Committee**

Steve Klien reported that the Faculty Welfare Committee presented proposed changes to Chapters 2, 3 and 7 of the Faculty Handbook at a Department & Program Chairs meeting and a faculty forum. The changes to Chapters 2 and 7 are minor and cosmetic. The primary changes with the most feedback are in Chapter 3 regarding pre-tenure and tenure review procedures. The primary goal is to reinforce some on-paper practices in the handbook that were not consistently being applied by faculty and programs as well as to increase the transparency of the process for those coming up through the pre-tenure rank. There is also sharpening of current policy about the involvement of tenured faculty members making in-class observations of a pre-tenure candidate. This provides formative feedback for the pre-tenure candidate as well as informing the tenured faculty member what is happening in that classroom. Recognizing departmental statements for expectations for teaching and advising, scholarship, and service have been added to the handbook, as well as an electronic provision of review report materials, and the inclusion of advising/mentoring in philosophy and evidence of a teaching activity as opposed to a committee service.

Tom Bengtson inquired if there were going to be ramifications for those tenured faculty who fail to visit classrooms of pre-tenure candidates regularly. Steve Klien’s response was that each department will determine what “regularly” means because departments of different sizes will need different procedures. The rules are only meant as a guideline. Pareena Lawrence added that Faculty Welfare routinely sees a lot of inconsistencies across all departments. The hope is that these guidelines will make consistency a norm. Jane Simonsen asked Steve Klien to clarify that the guidelines require all tenured faculty members to attend classroom visits for all pre-tenured faculty candidates. Steve Klien affirmed that was the intent; however, this does not insinuate that names will be checked off. It is hoped that tenured faculty who will someday be voting on tenure for tenure-track faculty will have been on a classroom visit of that tenure-track faculty member.

While David Ellis believes these changes are good ideas, they are also additional duties department chairs are required to do. He expressed concern that department chairs’ job requirements are growing with no additional course releases. Steve Klien replied that these

amendments do not increase faculty work load except that the department chair would be in a situation where they may have to police their tenured faculty members. There is only more work involved in the case where the department chair has not been in compliance with requirements in the past and now will be.

Randy Hengst reminded those present to contact their Faculty Welfare representatives for further discussion on this matter.

It was brought up that both the White Privilege Conference and the next Faculty Senate meeting are scheduled on the same day. Randy Hengst will make an announcement if the Faculty Senate meeting will be rescheduled.

## **8. Adjournment**

The meeting adjourned at 12:04 PM.

Respectfully submitted,

Mary Koski  
Academic Affairs