

Faculty Senate Minutes November 9, 1998

Present: K Bartanen, B. Beardsley, M. Birnbaum, N. Bristow, T. Cooney, D. Droge (visitor), R. Gomez (student), W. Haltom (chair), D. Hulbert, K. Hummel-Berry, J. Kay, A. Neel, S. Rubio (student), R. Steiner, G. Tomlin, C Weisz (visitor)

Chair Haltom called the meeting to order at 4:00 p.m.

1. Minutes of the October 26, 1998 meeting were approved as distributed.

2. Announcements:

Haltom reported that under new business, the Diversity Committee would be presenting a resolution that the faculty not complete process step 2 of the Core revision plan at the November 11, 1998 faculty meeting until the faculty has had a chance to consider a Diversity Committee proposal that U.S. Pluralism be considered as a unifying theme for the Core.

J. Kay reported that students with requests for funding of proposals should submit them to the ASUPS finance committee.

R. Gomez reported that ASUPS will be conducting a core curriculum survey at registration for spring semester. The survey will especially focus on first and fourth year students

3. No Chair's report.

4. Special orders

K. Bartanen presented a concern raised by the curriculum committee that the Curriculum Committee is being viewed as a police force for curriculum which is inhibiting the introduction of new courses. The charge to the curriculum committee is to assure that all courses are congruent with the goals of the program for which it is proposed. The curriculum committee has drafted a plan for ongoing assessment of the Core. Bartanen called for support of the activities of the curriculum committee

R. Gomez distributed an article which recently appeared in the The News Tribune. Gomez pointed out that the topic of the article dealing with citizenship was of interest because it was consistent with one of the theme proposals for the Core.

5. Seminar on Writing and Rhetoric

The latest draft of the seminar has been distributed to all faculty for consideration. The proposal will be submitted to the faculty for adoption at the upcoming faculty meeting. There were no suggestions for any changes to the draft, so it will be presented as is by Haltom at the faculty meeting

6. Seminar in Scholarly and Creative Inquiry.

The latest draft of the proposal for the seminar in Scholarly and Creative Inquiry was presented for consideration and discussion.

Issues raised by Ostrom were 1) whether examples of potential mathematics and/or science seminars were adequately represented in the proposal and 2) the need for a definition creative inquiry is needed.

The title of the proposed seminar was questioned. Several alternative titles were proposed. It was decided to leave the title as is with the understanding that it is inclusive that all proposed seminars would be scholarly and creative.

Cooney pointed out differences between the drafts of the proposals for the Writing and Rhetoric Seminar and the Seminar in Scholarly and Creative Inquiry. One of the most notable differences is the specificity in the guidelines upon which a proposed core course would be judged as to whether it meets guidelines. Guidelines are spelled out in the Writing and Rhetoric Seminar proposal, where guidelines are lacking or embedded within the text in the Seminar in Scholarly and Creative Inquiry proposal.

After some discussion the Senate decided to use meeting time to draft more specific criteria which would be included in the seminar proposal distributed to the faculty before the faculty meeting.

Bartanen suggested that the guidelines should be stated in terms of what behavior/ performance would be expected from a student completing a seminar.

After much discussion the following guidelines were proposed:

1. Offer seminar topics accessible and appropriate for the accomplishment of meaningful work by *first-year students*; in other words, seminar topics and projects should be specifically tailored to entice first-year students into the life of the mind;
2. Involve careful examination of texts and sources (broadly defined to include data, media, visual, aural, graphic, and/or other materials);
3. Increase students' abilities to frame and explore questions about the seminar topic;
4. Provide sustained intellectual engagement with a scholarly topic or theme of significance. One test of recognized significance shall be whether a substantial body of sources and of secondary materials related to the seminar topic is extant and available to students in order to ensure an intellectual environment necessary for sustained serious study.
5. Develop students' abilities in intellectual investigation and expression through the completion of a substantive paper or project. As appropriate, faculty should assist first-year students in learning to use the library or other relevant sources related to this paper or project.

Birnbaum will revise the draft of the seminar and incorporate the senate guidelines and other agreed upon revisions/additions to the proposed seminar. The revised draft will be electronically distributed to all senators within the next day with an expected short turn around time for senators to read, critique and make any proposed suggestions to the seminar proposal. The proposal for the Seminar in Scholarly and Creative Inquiry will be electronically distributed to the faculty before the faculty meeting on November 11, 1998.

7. New Business

C Weisz, chair of the Diversity Committee presented a resolution that Step 2 of the core consideration not be approved until the faculty has an opportunity to consider potential core themes such as U.S. Pluralism. Haltom noted that the Senate could not dictate any faculty action. It was decided that Haltom would announce at the faculty meeting that the Senate has been in receipt of two proposals for unifying themes for the Core: Citizenship and U.S. Pluralism. These two themes are not considered mutually exclusive, nor exhaustive.

The meeting was adjourned at 5:20.

Respectfully submitted,

Robert L. Steiner