

## Minutes of the April Session of the Faculty Senate

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The Faculty Senate held the first meeting of its April session on Thursday, April 12, 2012, in PSU 313. Chair Terrel Gallaway called the session to order at 3:30 p.m. Edward De Long served as parliamentarian.

Substitutes: Stephen McIntyre for Bela Bodo, HI; MaryAnn Jennings for Joan McClennen, SW; John Bourhis for Stephanie Norander, CM; Austra Reinis for John Schmalzbauer, RE; and Rhea Faye Felicilda for Rose Utley, NR.

Absences: Sandra Bailey, FI; Tracy Cleveland, PN; Brent Kinghorn, MG; Joshua Lambert, B&P Chair; James Lampe, AC; Eric Nelson, Grad Council Chair; John Satzinger, CI; Eric Sheffield, CGEIP Chair; and Beth Walker, AG.

Guests: Kathy Gibson, GLS; Rebecca Woodard, HPER/Past Chair; Tammy Jahnke, CNAS; Chris Craig, Provost; John Catau, Provost; Josh Smith, BM; John F. Chuchiak IV, HST (CHPA); Gary Rader, MS Online; Pam Henson, MA; Patti Blanton, MA; Joye Norris, Outreach; Pauline Nugent, MCL; Helen Reid, CHHS; Robin Alsna, JRN; Etta Madden, Gen ED/EN; Rob Hornberger, Registrar; and Emily Bernet, SGA.

### APPROVAL OF MINUTES

The March 2012 minutes were approved as posted.

### ANNOUNCEMENTS

1. The carryover meeting is scheduled for Tuesday, April 17<sup>th</sup>, in the Library.
2. The Public Affairs Conference will be held next week.
3. Faculty Senate has been asked to clarify voting procedures for the rank representative elections now taking place in the General Election.
4. Important development in the Higher Learning Accreditation. Provost Einhellig and Dean Tammy Jahnke spoke to the Senate about the Higher Learning Commission activities including a qualitative initiative project. Dean Jahnke was recently named co-chair with Etta Madden of the committee. The links are available in the handout. Please feel free to contact committee members if you need more information.

### CANDIDATE FORUM FOR 2012/2013 SENATE CHAIR-ELECT AND SECRETARY OF THE FACULTY AND ELECTIONS

Candidate Ryan Giedd (Chair-Elect) and Kathy Gibson (Secretary of the Faculty) made statements and answered questions from the Senate.

The Faculty Senate voted by secret ballot. Candidates Giedd and Gibson were both elected by majority rule.

### VOTING ON PROPOSED AMENDMENTS TO THE CONSTITUTION AND BYLAWS OF THE FACULTY

**Proposed Amendment to the Bylaws: ART I, SEC 2A (1), (2); SEC 2B (1), (2), (3), (4); 2C (1), (2), (3), (4); SEC 8B (2b) (bb)**

Change the Bylaws to clarify the “On or before language” regarding elections. In addition, change the Bylaws to facilitate the initiation of and the timely election of Department/School Representatives by the Secretary of the Faculty. Finally, change the Bylaws to consistently structure the process for Department/School Representatives and Non-Tenure Track Instructor Representatives.

**Passed: 42 to 2**

**Proposed Amendment to the Bylaws: ART I SEC 1; ART I SEC 2E (1), (2), (3), (4); ART I SEC 2F (1), (2), (3), (4); ART I SEC 2G, 2H, 2I (5), 2J, 2K**

Changes in the Bylaws to clarify the term *ranked* throughout the Bylaws, add a clinical representative to the Faculty Senate membership as a voting member, combine the “Tenure-Track Instructor” and “Non-Tenure-Track Instructor” representation into one representative for all *Instructors*. In addition, alter the lettering for the subsequent changes to SEC 2 (F-K).

**Passed: 40 to 4**

**Proposed Amendment to the Bylaws: ART I SEC 8B (4) (a) (bb), (cc), (dd), (ee), (ff); 8B (4) (b)**

Changes in the Bylaws to the charges of the Budgets and Priorities Committee to align with the current responsibilities of the Committee, to produce an annual report card, to produce a report every five years using the May 2011 report as the model, and to eliminate the specific wording of “University Planning Advisory Council” but retain the connection to appropriate university bodies working on budgeting and planning priorities. Finally, a change to clarify the representation on the B & P Committee.

**Passed: 42 to 2**

**NEW PROGRAM: B.S. IN HEALTH SERVICES**

Withdrawn.

**REPORT FROM FACULTY CONCERNS COMMITTEE**

Dr. Keith Ernce, chair of the Faculty Concerns Committee, presented the report and answered questions from the Senate.

**REPORT FROM CGEIP**

Dr. David Mitchell presented the report.

Chair Gallaway entertained questions from the Senate about CGEIP’s changes or analysis of learning of the Proposed General Education Learning Goals and Outcomes. After some discussion about specific items, Chair Gallaway asked for comments from the Senate about the document as a whole. The Senate was also given a comparison handout.

Senator Byers moved to add **5. Understand the human species as a biological organism.** to Section III. Knowledge of the Natural World b. Life Science.

**Motion passed.**

Senator Kaufman moved to add **music, visual,** to II. Knowledge of Human Cultures, b. Humanities and the Arts, 1. to read: *1. Understand how various forms of written, oral, musical, visual, and bodily expression contribute to human knowledge and experience.*

**Motion passed.**

Dr. McIntyre (subbing for Senator Bodo) moved to add the words **past and present** to section IV. Public Affairs, b. Cultural Competency to 2. To read: *2. Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present.*

**Motion passed.**

Dr. McIntyre moved to add the words **past and present** to section IV. Public Affairs, c. Ethical Leadership to read: *4. Analyze complex ethical dilemmas currently facing the world, past and present.*

Senator Romano moved to amend by striking **past and present** to section IV. Public Affairs, c. Ethical Leadership to read: *4. Analyze complex ethical dilemmas currently facing the world, past and present.*

**Motion passed.**

Original motion to add the words **past and present** to section IV. Public Affairs, c. Ethical Leadership to read: *4. Analyze complex ethical dilemmas currently facing the world, past and present.*

**Motion failed.**

Dr. McIntyre moved to strike ~~currently~~ from section IV. Public Affairs, c. Ethical Leadership to read: *4. Analyze complex ethical dilemmas facing the world.*

**Motion passed.**

Senator Kaufman moved to strike ~~should~~ and replace with ~~can~~ and strike ~~as well as the impact of not exercising those rights and responsibilities.~~ from section IV. Public Affairs – a. Community Engagement 2. To read: *2. Recognize the ways in which they can exercise their rights and responsibilities.*

**Motion passed.**

Senator Kaufman moved to strike IV. Public Affairs, b. Cultural Competency, ~~4. Explain why they continue to embrace their original perspectives and behaviors or have modified them.~~

**Motion passed.**

Senator Kaufman moved to strike ~~and~~ then add ~~, and articulate~~ to IV. Public Affairs, b. Cultural Competency, 2 to read : *2. Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present.*

**Motion passed.**

Senator Kane moved to strike ~~demonstrate engaged and principled leadership~~ and replace with develop skills consistent with working in teams and positively to impact the people, groups, and community around them to IV. Public Affairs, C Ethical Leadership, General Goal (15) to read: *Students will be able to articulate their value systems, understand the ethical implication of their actions based on those values, and develop skills consistent with working in teams and positively to impact the people, groups, and community around them.*

**Motion passed.**

Senator Michalczyk moved to delete ~~with working in teams and positively to~~ and replace with ~~develop skills consistent with having positive impact on the people, groups and community around them.~~ to read: *Students will be able to articulate their value systems, understand the ethical implication of their actions based on those values, and develop skills consistent with having a positive impact on the people, groups, and community around them.*

**The motion passed.**

Senator Romano moved to add ~~positive~~ and delete ~~on the people, groups, and community around them.~~ to read: *and develop skills consistent with having positive impact.*

**Motion failed.**

Senator Davies moved to strike ~~the people, groups,~~ to read: *and develop skills consistent with having a positive impact on the community around them.*

**Motion failed.**

Senator Kaufman moved to strike ~~groups and community around them~~ and add with whom they work and live. to read: *and develop skills consistent with having a positive impact on the people with whom they work and live.*

**Motion failed.**

Senator Richter moved to strike ~~around them~~ to read: *and develop skills consistent with having a positive impact on the people, group, and communities.*

**Motion passed.**

Senator Berry moved to strike ~~the people~~ and replace with ~~individuals~~ to read *and develop skills consistent with having a positive impact on individuals, group, and communities.*

**Motion passed.**

Senator Richter called the question on Senator Kane's original motion.

**Motion to call the question passed.**

The amended wording for IV. Public Affairs, c. Ethical Leadership, General Goal (15): to read: *Students will be able to articulate their value systems, understand the ethical implications of their actions based on those values and develop skills consistent with having a positive impact on individuals, groups, or communities.*

**Motion passed.**

#### **ADJOURNMENT**

Senator Cline moved to adjourn.

The discussion was tabled. Chair Gallaway announced a carryover meeting for Tuesday, April 17, at 3:30 p.m. in LIBR 101, and adjourned the meeting at 5 p.m.

# Minutes of the April Session of the Faculty Senate

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The Faculty Senate held the second meeting of its April session on Tuesday, April 17, 2012, in LIBR 101. Chair Terrel Gallaway called the session to order at 3:30 p.m. Edward De Long served as parliamentarian.

Substitutes: Cindy MacGregor for Paul Ajuwon, CL; Stephen McIntyre for Bela Bodo, HI; Joshua Smith for Michael Craig, BS; Mary Ann Jennings for Joan McClennen, SW; Gigi Saunders for Sarah Nixon, Assoc Prof Rep; John Bourhis for Stephanie Norander, CM; Bob Jones for Jack Rosenkoetter, PY; Martin Jones for Kerry Slattery, IM; and Carol Miller for Y. Jenny Zhang, FG.

Absences: Sandra Bailey, FI; Andrew Cline, MJ; Telory Davies, TD; Vicki Dunlop, GL; Keith Ernce, FCC Chair; Melanie Grand, RA; Dan Hellman, PEC Chair; Dimitri Ioannides, GG; Dan Kaufman, PH; Brent Kinghorn, MG; Joshua Lambert, B&P Chair; James Lampe, AC; Allan Liggett, SM; Rick Martin, CS; Eric Nelson, Grad Council Chair; Sean Newton, PT; James Philpot, ARC Chair; John Satzinger, CI; Eric Sheffield, CGEIP Chair; Christina Simmers, MK; Beth Walker, AG; and Cathie Weir, TT Instruc Rep.

Guests: Etta Madden, Gen Ed Task Force; Patti Blanton, MA; Paula Kemp, MA; Pam Henson, MA; John Catau, Provost; Emily Bernet, SGA; Judieth Martin, CGEIP; Gary Smee, MA; and Mark Hobbs, SGA.

Chair Gallaway announced the new rank representative senators recently elected.

Congratulations to: Rhonda Ridinger, Professor Rank Representative, term 2014; Martin Jones, Assistant Professor Rank Representative, term 2014; and Magdalena Berry, Non-Tenure-Track Instructor Rank Representative, term 2013.

## CONTINUATION OF DISCUSSION ON PROPOSED GENERAL EDUCATION LEARNING GOALS AND OUTCOMES

Chair Gallaway announced that the Bylaws changes voted on passed, the Constitution Amendment passed, election results, including:

Representative for Full/Distinguished Professor: Rhonda Ridinger

Representative for Assistant Professor: Martin Jones

Representative for Non-Tenure Track: Magdalena Berry

Chair Gallaway reminded the Senate that input be as concise and simple as possible, and keep in mind the process general education revision process was needed to include Public Affairs and stronger assessment.

Senator Shah moved to strike ~~sophisticated~~ and replace with **logical** under I. Intellectual and Practical Skills, e.

Quantitative Literacy, General Goal (5). to read: *Students will be able to reason and solve quantitative problems from a wide array of contexts and everyday life situations; understand and create logical arguments supported by quantitative evidence; and clearly communicate those arguments in a variety of formats (e.g., words, tables, and mathematical equations) as appropriate.*

**Motion passed.**

Senator Shah moved to strike ~~Understand and explain~~ and replace with **Interpret and communicate** and add **functions**, to I. Intellectual and Practical Skills, e. Quantitative Literacy, 1. to read: *1. Interpret and communicate information considered in mathematical forms (e.g., equations, functions, graphs, diagrams, tables, and words).*

**Motion passed.**

Senator Shah moved to add **functions** to I. Intellectual and Practical Skills, e. Quantitative Literacy, 2. to read: *Convert relevant information into various mathematical forms (e.g., equations, functions, graphs, diagrams, tables, and words).*

Senator Utley moved to strike ~~and~~ then replace with ~~and/or~~ to read: *Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, and/or words).*

**Motion failed.**

Senator McIntyre moved to strike ~~and~~ then replace with ~~or~~ to read: *Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, or words).*

**Motion passed.**

The motion to amend I. Intellectual and Practical Skills, e. Quantitative Literacy, 2. to read: *Convert relevant information into various mathematical forms (e.g., equations, functions, graphs, diagrams, tables, or words).*

**Motion passed.**

Senator Shah moved to delete ~~successfully and sufficiently to solve a problem~~ and replace with ~~numerically and symbolically to successfully solve a problem~~ in I. Intellectual and Practical Skills, e. Quantitative Literacy, 3. to read: 3. *Calculate numerically and symbolically to successfully solve a problem.*

**Motion withdrawn.**

Senator Shah moved to delete ~~successfully and sufficiently to solve a problem~~ and replace with ~~numerically and symbolically to solve a problem~~ in I. Intellectual and Practical Skills, e. Quantitative Literacy, 3. to read: 3. *Calculate numerically and symbolically to solve a problem.*

**The motion passed.**

Senator Shah moved to strike ~~Explicitly describe assumptions and provide a compelling rationale for why the assumptions are appropriate.~~ and replace with ~~Use appropriate mathematical tools to explicitly describe assumptions, mathematical relationships, and conclusions.~~ to changes to I. Intellectual and Practical Skills, e. Quantitative Literacy, 5. to read: 5. *Use appropriate mathematical tools to explicitly describe assumptions, mathematical relationships, and conclusions.*

**Motion passed.**

Senator Shah moved to strike ~~Express evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).~~ and replace with ~~Express evidence in support of an argument by employing an appropriate form of presentation (e.g. equations, functions, graphs, diagrams, tables, and words).~~ in I. Intellectual and Practical Skills, e. Quantitative Literacy, 6. to read: 6. *Express evidence in support of an argument by employing an appropriate form of presentation (e.g. equations, functions, graphs, diagrams, tables, and words).*

**Motion passed.**

Senator Shah moved to strike ~~and~~ then replace with ~~or~~ in I. Intellectual and Practical Skills, e. Quantitative Literacy, 1. and 6 to read in both: *(e.g., equations, functions, graphs, diagrams, tables, or words).*

Senator Miller moved to strike ~~6. Express evidence in support of an argument by employing an appropriate form of presentation (e.g., equations, functions, graphs, diagrams, tables, or words).~~ in I. Intellectual and Practical Skills, e. Quantitative Literacy.

**Motion failed.**

Senator Richter moved to strike I. Intellectual and Practical Skills, Rationale: ~~The general education curriculum provides students with a broad educational experience that will encourage an appreciation of lifelong learning. By focusing on a variety of cognitive, interpersonal, and communicative skills, the curriculum is designed to provide students with the skills and knowledge necessary to succeed both in their chosen field of study and as informed and responsible citizens in contemporary society.~~ and replace with ~~The general education curriculum is a program of courses that provides~~

students with a broad educational experience. By focusing upon a variety of cognitive, interpersonal, and communicative skills the curriculum is designed to provide students with the skills, and knowledge necessary to succeed both in their chosen field of study and as informed and responsible citizens in contemporary society.

Senator Schmalbauer moved to strike ~~is a program of courses that~~ to read: *The general education curriculum provides students with a broad educational experience. By focusing upon a variety of cognitive, interpersonal, and communicative skills the curriculum is designed to provide students with the skills, and knowledge necessary to succeed both in their chosen field of study and as informed and responsible citizens in contemporary society.*

**Motion to amend passed.**

Senator Miller moved to amend to add **that will encourage an appreciation of lifelong learning.** to read *The general education curriculum provides students with a broad educational experience that will encourage an appreciation of lifelong learning.*

**Motion to amend passed.**

Motion to amend to read: *The general education curriculum provides students with a broad educational experience that will encourage an appreciation of lifelong learning. By focusing upon a variety of cognitive, interpersonal, and communicative skills the curriculum is designed to provide students with the skills, and knowledge necessary to succeed both in their chosen field of study and as informed and responsible citizens in contemporary society*

**Motion to amend passed.**

Senator Heywood moved to add **5. Understanding the human species as a biological organism.** to III. Knowledge of the Natural World, b. Life Sciences to read: *5. Understanding the human species as a biological organism.*

**Motion passed**

Senator Heywood moved to delete ~~nature and organization~~ then replace with **nature, organization, and evolution** to III. Knowledge of the Natural World; b. Life Sciences, 1. to read: *Understand living systems by describing their nature, organization, and evolution.*

**Motion passed.**

Senator Richter moved to strike **a. Environmental Sciences** in its entirety in section III. Knowledge of the Natural World.

**Motion passed.**

Senator Heywood moved to add **Understand the ways the environment impacts humanity, how human choices affect the environment, and some creative or responsible choices of individual citizens.** to III. Knowledge of the Natural World; b. Life Sciences, 6. **and** III. Knowledge of the Natural World; c. Physical Sciences, 5.

Senator McIntyre moved to amend to read **Understand the ways the environment impacts humanity and understanding how human actions affect the environment.**

Senator Miller moved to call the question.

**Motion to call the question passed.**

Motion to amend III. Knowledge of the Natural World; b. Life Sciences, 6. and c. Physical Sciences. 5. to read: *Understand the ways the environment impacts humanity and understanding how human actions affect the environment.*

**Motion to amend passed.**

Senator Richter called the question on the original motion to strike **a. Environmental Sciences.**  
**Motion passed.**

**ADJOURNMENT**

Senator Weaver moved to adjourn.

The discussion was tabled. Chair Gallaway announced a carryover meeting for Thursday, April 19, at 3:30 p.m. in CHEEK 102, and adjourned the meeting at 5 p.m.

Cindy Hail  
Secretary of the Faculty



# Minutes of the April Session of the Faculty Senate

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The Faculty Senate held the third meeting of its April session on Thursday, April 19, 2012, in CHEEK 102. Chair Terrel Gallaway called the session to order at 3:30 p.m. Edward De Long served as parliamentarian.

Substitutes: Stephen McIntyre for Bela Bodo, HI; Beth Hurst for Ching-Wen Chang, RF; Josh Smith for Michael Craig, BS; Saial Mitra for Ryan Giedd, PA; Pauline Nugent for Tom Kane, Professor Rep; Ralph Shain for Dan Kaufman, PH; Mary Ann Jennings for Joan McClennen, SW; John Bourhis for Stephanie Norander, CM; Mary Stohr for Patti Salinas, CR; and Carol Miller for Y. Jenny Zhang.

Absences: Paul Ajuwon, CL; Sandra Bailey, FI; Michael Bohlen, GSC Rep; David Byers, SO; Andrew Cline, MJ; Vicki Dunlop, GL; Keith Ernce, FCC Chair; Melanie Grand, RA; Dimitri Ioannides, GG; Brent Kinghorn, MG; Joshua Lambert, B&P Chair; James Lampe, AC; Allan Liggett, SM; Rick Martin, CS; Eric Nelson, Grad Council Chair; Sean Newton, PT; James Philpot, ARC Chair; Jack Rosenkoetter, PY; John Satzinger, CI; John Schmalzbauer, RE; Erick Sheffield, CGEIP Chair; Christina Simmers, MK; Kerry Slattery, IM; Wei-Han Su, MU; and Beth Walker, AG.

Guests: John Catau, Provost, and Emily Bernet, SGA.

## CONTINUATION OF DISCUSSION ON PROPOSED GENERAL EDUCATION LEARNING GOALS AND OUTCOMES

Chair Gallaway continued with the discussion.

Senator Weaver moved to strike ~~Use relevant and compelling content to explore ideas within the context of the discipline and to shape the pieces they are writing.~~ in I. Intellectual and Practical Skills, c. Written Communication, 2.

**Motion passed.**

Senator Weaver moved to strike ~~Demonstrate consistent and proper use of credible, relevant sources to support ideas that are situated within the disciplines and genres of the assignments.~~ I. Intellectual and Practical Skills, c. Written Communication, 4.

**Motion passed.**

Senator Weaver moved to add I. Intellectual and Practical Skills, c. Written Communication, 4. ~~Use writing for inquiry, learning, and thinking including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources and integrating their own ideas with those of others.~~

**Motion passed.**

Senator Weaver moved to strike ~~including~~ and replace with ~~that includes~~ to read: *4. Use writing for inquiry, learning, and thinking that includes finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources and integrating their own ideas with those of others.*

**Motion failed.**

Senator Nugent moved strike ~~including finding, evaluating, analyzing, and synthesizing~~ and replace with ~~to find, evaluate, analyze, and synthesize~~ to read: *4. Use writing for inquiry, learning, and thinking to find, evaluate, analyze, and synthesize appropriate primary and secondary sources and integrating their own ideas with those of others.*

**Motion passed.**

Senator Self moved to add ~~and decision-making~~ to II. Knowledge of Human Culture, a. Social and Behavioral Sciences, 3. to read: *3. Use social science methods to explain or predict individual and collective human behavior and decision-making.*

**Motion passed.**

Senator Self moved to add **Understand and evaluate the causes the contemporary political, economic, and social problems and potential solutions.** to IV. Public Affairs, c. Ethical Leadership. 5. to read: *5. Understand and evaluate the causes of contemporary, political, economic, and social problems and potential solutions.*

Senator McIntyre moved to strike ~~contemporary~~; to read: *Understand and evaluate the causes of political,*  
**The motion passed.**

Senator Miller moved to add **legal** to read: *Understand and evaluate the causes of political, legal and social*  
**Motion passed.**

Senator Weaver moved to strike ~~and~~ then replace with **and/or** to read: *legal and/or social problems*  
**Motion withdrawn.**

Senator Weaved moved to strike ~~and~~ then replace with **or** to read: *legal or social problems*  
**Motion passed.**

Senator Heywood moved to add **environmental** to read: *Understand and evaluate the causes the political, legal, economic, environmental, or social problems and potential solutions.*  
**Motion passed.**

Senator Miller moved to amend the wording to evaluate the causes **of problems (e.g., political, legal, economic, environmental, or social)** to read: *Understand and evaluate the causes of problems (e.g., political, legal, economic, environmental, or social) and potential solutions.*  
**Motion passed.**

Senator Richter moved to delete ~~,or social~~ and add **societal** problems to read: *Understand and evaluate the causes of societal problems (e.g., political, legal, economic, or environmental) and potential solutions.*  
**Motion passed.**

Dr. Stohr (subbing for Senator Salinas) moved to strike ~~(e.g., political, legal, economic, or environmental)~~ to read: *Understand and evaluate the causes of societal problems and potential solutions.*  
**Motion passed.**

Senator Richter moved to call the question.  
**Motion to call the question passed.**

The motion to read: *5. Understand and evaluate the causes of societal problems and potential solutions.*  
**Motion passed.**

Senator Weaver moved delete ~~acquired~~ and replace with **acquire** in IV. Public Affairs, b. Cultural Competency, 1 to read: *Examine and articulate perspectives and behaviors they acquire in their homes, schools, and communities.*  
**Motion passed.**

Senator Weaver moved to strike ~~and defend~~ I. Intellectual and Practical Skills, a. Critical Inquiry, Analysis, and Problem Solving, 3 to read: *3. Justify conclusions reached in the analysis of information.*  
**Motion passed.**

Rules Chair MacGregor raised the issue of personal well-being and healthy lifestyle and its place in the new learner outcomes.

Senator Downing moved to add **h. Health and Wellness** and **1. Learn methods of achieving a healthy lifestyle.** to I. Intellectual and Practical Skills.

Chair Gallaway noted it would be appropriate to amend by adding **h. Health and Wellness** but for parallel structure it would be best to add a corresponding General Goal.

Senator McIntyre moved to add **General Goal (8): Students will be able to understand the importance of health and wellness for individuals and their society.**

**Motion to add the learning goal failed.**

Dr. Stohr called the question.

**Motion passed.**

Motion to add *h. Health and Wellness* and *1. Learn methods of achieving a healthy lifestyle.* to I. Intellectual and Practical Skills.

**Motion failed.**

Senator Richter moved to adjourn.

#### **ADJOURNMENT**

Senator Richter moved to adjourn at 5 p.m. The motion passed.

The discussion was tabled. Chair Gallaway announced a carryover meeting for Tuesday, April 24, at 3:30 p.m. in GLASS 101.

# Minutes of the April Session of the Faculty Senate

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The Faculty Senate held the fourth meeting of its April session on Tuesday, April 24, 2012, in GLASS 101. Chair Terrel Gallaway called the session to order at 3:30 p.m. Edward De Long served as parliamentarian.

Substitutes: Rebecca Woodard for Cindy Hail, Secretary of the Faculty; Vinay Garg for Brent Kinghorn, MG; V. Lay for Sarah Nixon, Assoc Prof Rep; Jef Cornelius-White for Paul Ajuwon, CL; Stephen McIntyre for Bela Bodo, HI; Pauline Nugent, for Mary Harges, FL; Tim Knapp for David Byers, SO; Joshua Smith for Michael Craig, BS; Julie Masterson for Debbie Cron, CD; Rhonda Ridinger for John Downing, HR; Kathy Gibson for Vicki Dunlop, GL; Michele B. for Joan McClennen, SW; and Christina Robinson for Sharmistha Self, EC.

Absences: Sandra Bailey, FI; Michael Bohlen, GSC Rep; Melanie Grand, RA; Dan Hellman, PEC Chair; Dimitri Ioannides, GG; Daniel Kaufman, PH; Joshua Lambert, B&P Chair; James Lampe, AC; Allan Liggett, SM; Rick Martin, CS; Eric Nelson, Grad Council Chair; Sean Newton, PT; James Philpot, ARC Chair; Jack Rosenkoetter, PY; John Satzinger, CI; Eric Sheffield, CGEIP Chair; Christina Simmers, MK; and Beth Walker, AG.

Guests: Etta Madden, ENG/Gen Ed Task Force; Emily Bernet, SGA; Gary Rader, MS Online; and Joyce Norris, MS Outreach.

## **CONTINUATION OF DISCUSSION ON PROPOSED GENERAL EDUCATION LEARNING GOALS AND OUTCOMES**

Chair Gallaway continued with the discussion.

Senator Ajuwon substitute Jef Cornelius-White moved the gen ed learning outcomes document to the floor to be adopted by the Senate in its entirety as amended.

Senator Cornelius-White made a motion to add **7. Understand the influence of behavior on personal wellness and society.** to III. Knowledge of the Natural World, b. Life Sciences, to read *7. Understand the influence of behavior on personal wellness and society.*

Rhonda Ridinger (subbing for Senator Downing) moved to relocate **III. b. 7.** to **V. Integrative and Applied Learning, 5.** to read *5. Understand the influence of behavior on personal wellness and society.*

**Motion passed.**

Senator Ridinger moved to revise the wording to **V. 5. Assess and apply an understanding of the impact of personal decisions on responsible lifestyle management.**

**Motion failed.**

Senator McIntyre moved to revise the wording to **V. 5. Understand the influence of behavior and social structures on personal wellness and society.** Discussion.

Senator Richter moved to call the question.

**Motion passed.**

Motion to amend to read: *V. Integrative and Applied Learning, 5. Understand the influence of behavior and social structures on personal wellness and society.*

**Motion failed.**

Senator Smith moved to relocate **V. 5.** to **IV. Public Affairs, c. Ethical Leadership, 6. Understand the importance of actions related to personal health, well-being, and self-awareness to the effective leadership of others.** to read: *IV. Public Affairs, c. Ethical Leadership, 6. Understand the influence of behavior on personal wellness and society.*

**Motion passed.**

Senator Kane made a motion to revise the wording to **6. Understand the importance of mastering actions related to personal health, well-being, and personal growth to the effective leadership of others** to IV. Public Affairs, c. 6 to read: *c. 6. Understand the importance of mastering actions related to personal health, well-being, and personal growth to the effective leadership of others.*

Senator Michalzek moved to delete **personal-growth** and to replace with **self-awareness**, to read: *6. Understand the importance of mastering actions related to personal health, well-being, and personal growth to the effective leadership of others.*

**Motion passed.**

Senator Weaver moved to delete **mastering** to read: *6. Understand the importance of actions related to personal health, well-being, and personal growth to the effective leadership of others.*

**Motion passed.**

Senator Cornelius-White moved to call the question.

**Motion passed.**

The motion to amend to read: *IV. Public Affairs, c. Ethical Leadership, 6. Understand the importance of actions related to personal health, well-being, and personal growth to the effective leadership of others.*

**Motion passed.**

The Senate discussed the entire document.

Senator Richter moved to call the question.

**Motion passed.**

The motion to approve: The general education learning outcomes document as amended in its entirety.

**Motion passed.**

**REPORT FROM AD HOC COMMITTEE ON ISSUES IN HIGHER EDUCATION**

Senator Weaver recognized and thanked the committee members.

The committee was given three charges. She presented a Resolution from the committee and moved it to the floor.

The Senate discussed the resolution.

Senator Hail moved to adjourn at 4:55 p.m.

**Motion passed.**

The discussion was tabled. Chair Gallaway announced a carryover meeting for Thursday, April 26, in PSU 313.

# Minutes of the April Session of the Faculty Senate

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The Faculty Senate held the fifth meeting of its April session on Thursday, April 26, 2012, in PSU 313. Chair Terrel Gallaway called the session to order at 3:30 p.m. Edward De Long served as parliamentarian.

Substitutes: William Piston for Bela Bodo, HI; Beth Hurst for Ching-Wen Chang, RF; Rebecca Woodard for Cindy Hail, Secretary; George Schmonelzle, AC; Mary Ann Jennings for Joan McClennen, SW; Ron Clark for Christina Simmers, MK; and Daniel Hellman for Wei-Han Su, MU.

Absences: Sandra Bailey, FI; Michael Bohlen, GSC Rep; Keith Ernce, FCC Chair; Melanie Grand, RA; Tom Kane, Prof Rep; Daniel Kaufman, PH; Brent Kinghorn, MG; Joshua Lambert, B&P Chair; Allan Liggett, SM; Rick Martin, CS; Eric Nelson, Grad Council Chair; Sean Newton, PT; Eric Sheffield, CGEIP Chair; and Beth Walker, AG.

Guests: Diana Botsford, MJF; Katie Hope, Nursing; Susan Sims Geddews, Nursing; Donna Gloe, Nursing; Helen Reid, CHHS; Sarah McCallister, HPER; Gary Rader, MS Online; Jerry Chin, CIS; and Emily Bernet, SGA.

## **REPORT FROM AD HOC COMMITTEE ON ISSUES IN HIGHER EDUCATION**

Chair Gallaway opened the meeting for discussion to continue on the Resolution presented in the prior meeting. Senator Weaver spoke to the issue of online classes and programs and considerations of the committee. Discussion.

Senator Davies moved to call the question.

**Motion passed.**

The motion was to accept the Resolution for the creation of an online education curriculum review committee.

**Motion failed.**

Senator Weaver proposed a Senate Action on defining modality of instruction as substantive change. Senator Weaver spoke to the Action, noting that it only applies to courses that are 100% online. Discussion.

Senator Davies moved to call the question.

**Motion passed.**

**Senate Action passed.**

**SA 4-11/12**

## **RESOLUTION ON COMMITMENT TO THE PLUS/MINUS GRADING SYSTEM**

Senator Richter moved the resolution to the floor.

**Senate Resolution passed.**

**SR 13-11/12**

## **UNFINISHED BUSINESS**

None.

## **NEW BUSINESS**

None.

**ADJOURNMENT**

Senator Cline moved to adjourn.

**Motion passed.**

Chair Gallaway thanked the 2011-2012 Faculty Senate for their hard work throughout the year. The meeting adjourned at 4:33 p.m.

The first meeting of the 2012-2013 Faculty Senate will be Thursday, May 10, at 3:30 p.m. in Library 101.

Cindy Hail  
Secretary of the Faculty

Right of Challenge Expires May 22, 2012

**Senate Action on Defining Modality of Instruction as Substantive Change**

**Whereas** the responsibility for dealing with curricular matters is assigned to the faculty by the Board of Governors (ART VI SEC 1); and

**Whereas** the curricular process has not been substantially revised since 1993; and

**Whereas** the current curricular process defines “substantive” changes as only those changes involving course titles, prerequisites, periodicity, course numbering, credit hours, student contact hours, degree requirements, (requiring review/approval); and

**Whereas** an increasing number of existing courses and programs are being revised and offered through alternative modalities,

**Be it resolved** that “Modality of Instruction” (including ITV, online, iCourse, and other fully online platforms such as outsourced courses) be added to the current definitions of what constitutes a “substantive” change needing review/approval through the curricular process.

**Be it further resolved** that no such standards shall in any way interfere with, or be interpreted to interfere with, the academic freedom of any faculty member teaching any such course.

**Be it further resolved** that the Faculty Senate Executive Committee determine the best way to ensure oversight of this Senate Action.



**Faculty Senate Resolution**  
**Commitment to the Plus/Minus Grading System**

*Whereas*, the Faculty Senate has repeatedly called for the implementation of plus/minus grading beginning in 2003 to better differentiate student performance (see Senate Action 2-03/04, Senate Resolution 7-05/06, and Senate Action 17-07/08);

*Whereas*, the administration and Board of Governors have consistently supported plus/minus grading, with implementation delayed only by budgetary constraints;

*Whereas*, recent studies by the Provost's Office and the Academic Relations Committee indicate that overall student GPAs and grade distributions are essentially unchanged, so that while individual students may see their GPAs rise or fall (as expected), students on average are not being unduly helped or harmed by plus/minus grading;

*Whereas*, the decision to use plus/minus grading for a class is a matter of academic freedom best left to individual faculty;

*Therefore, Be It Resolved* that the Faculty Senate reaffirms its commitment to plus/minus grading and the academic freedom of faculty to employ plus/minus grading when appropriate for their classes.