

Minutes, Faculty Senate Meeting, September 3, 2013

In attendance: Seamus Manley (student), Kurt Steadman, Megan Chilson, Vikki Howard (she who forgets the snacks), Tyler Seacrest, Michael Francisconi, Michelle Anderson, Delena Norris-Tull, Eva Mastandrea

New Business

Scott Wade gave an update on Hotdawg email. New email accounts will begin on Monday, September 9th with full migration of items on Hotdawg.

Steve Mock spoke about General Education outcomes (see Appendix A). A formal curriculum proposal will be submitted this fall to change catalog wording with regard to the current General Education outcomes.

Charity Walters spoke about the new curriculum proposal process. The Curriculum Committee was eliminated. Charity is the main contact for the catalog now. Charity will also be the contact for curriculum proposals.

Charity Walters also spoke about the calendar options for meeting federal credit hour requirements (see Appendix B).

Old Business

Statement on Restructuring Proposal (see Appendix C). Michelle posed the question that we accept the proposal with some language (defining “needs assessment”) amended. Vikki moved that the proposal be approved. Delena seconded. The proposal passed with five ayes, one nay, and three abstentions.

Megan moved to adjourn the meeting. Bethany seconded. Meeting adjourned.

Appendix A

Date: September 3, 2013
To: Faculty Senate
From: General Education committee
Re: General Education Outcomes proposal

In order to be compliant with our accreditation requirements the General Education curriculum needs to be regularly assessed (this isn't new). In order to carry out that assessment the curriculum needs to have "measureable outcomes". This is our attempt to adopt those outcomes. By adopting these outcomes from the American Association of Colleges and Universities we do NOT need to make any immediate changes to our philosophy or classes. The gen ed committee believes that these outcomes are entirely consistent with our current gen ed curriculum. As assessment occurs over the next few years we can then determine what changes, if any, should be made.

We, the General Education committee, urge Faculty Senate to adopt the LEAP "Essential Learning Outcomes" as the first step towards making the current General Education curriculum assessable, in response to the recommendations of the Northwest accreditation report.

We will submit a formal curriculum proposal for this to the Faculty Senate ASAP. Due to the seeming urgency in regards to assessment we wanted to notify the Senate of our intentions as soon as we could. This has been an item of discussion with Gen Ed for over a year already.

The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:



Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring



Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance



Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges



Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see www.aacu.org/leap.



Appendix B

Calendar Options to Meet Credit Hour Requirements Summary

Purpose: With the goal of establishing a 6 year academic calendar, it was brought to the University's attention that in order to meet all absolutes established with the block semester system, majority of our Fall and Spring semester blocks only lasted 17 days, meaning credit hour requirement for the classroom were not being met. For discussion purposes, the following options explore varying ways this challenge could be addressed in order to maintain our academic calendar and meet credit hour requirements.

Adjusting Credit Hours

In both of these options all absolutes are kept, however policies may need to be adjusted OR activities adjusted during the day.

Draft Option 1: Don't identify a set break schedule in the credit hour policy.

Every credit hour represents at least one hour (50 minutes) of instruction in the classroom over a 15 week period.

Based on standard credit hour formula's we are required

		minutes	hrs
	(240)15	3600	60
40 minutes*	(40)15	600	10
Required instructional time	(200)15	3000	50

17 day blocks provide 51 hours of instruction; 18 day blocks provide 54 hours of instruction assuming no breaks.

Draft Option 2: add 15 minutes to each morning and afternoon block instructional time

Adjusting Days in the Semester (Holiday)

Option 1: Move Election Day observation out of the semester and move Veteran's Day to Monday of observation week.

- The Election Day observed during even years is moved out of the semester and will be observed during another time frame.
- Veteran's Day is observed on the Monday of the week that it occurs.
- In order to keep the two day break in each block, start and stop dates are now fluid, however individual blocks will usually begin and end:
 - Block 1 always starts on a Monday and ends on a Thursday
 - Block 2 always starts on a Tuesday and ends on a Thursday
 - Block 3 always starts on a Tuesday and ends on a Thursday with the exception of:
 - Every five years block 3 ends on a Friday and has a one day block break. This occurrence will be for two years in a row.
 - Block 4 always starts on a Tuesday and ends on a
 - Thursday if 5 day Thanksgiving break is kept
 - Tuesday if 3 day Thanksgiving break is adopted
 - Block 5 always starts on a Monday and ends on a Thursday
 - Block 6 always starts on a Tuesday and ends on a Friday
 - Block 7 always starts on a Monday and ends on a Wednesday

- Block 8 always starts on a Monday and ends on a Wednesday
- Block A always starts on a Monday and ends on a Thursday (1 Day Block Break)
- Block B always starts on a Tuesday and ends on a Friday
- Block C always starts on a Wednesday and ends on a Friday
- Fall semester must change from 16 weeks to 17 weeks; meaning that in most semesters there is only one week between the Summer and Fall Semester.
- This option provides 18 instructional days in every block and keeps the 2 day break in almost every block.

Option 2: 1 or 2 Day Block Breaks

- This option shortens the block break to allow blocks to always start on Mondays, however they do not end on the same day of the week each block.
 - Block 1 always ends on Thursday
 - Block 2 always ends on Wednesday
 - Block 3 ends on Wednesday, Thursday or Friday depending on the year
 - Block 4 ends on Wednesday or Thursday
 - Block 5 and 6 always ends on a Thursday
 - Block 7 and 8 always end on a Wednesday
 - Block A and B always end on a Thursday
 - Block C always ends on a Wednesday
- It keeps all holidays in place.
- A five day Thanksgiving break must be kept in order for Block 4 to reach 18 days.
- The Fall Semester stays at 16 weeks.
- This structure provides 18 instructional days every block.

Option 3: Holiday Exchange

- This calendar moves Labor Day, Veteran’s Day, and Martin Luther King Day out of the semester to be observed on another day.
- It allows for all blocks to start on a Monday and end on a Wednesday with the exception of summer blocks and election year block 3 which would end on Thursdays.
- Option 3 keeps the 2 day block breaks except for election years and summer blocks which have 1 day block breaks.
- Might prove more difficult for employees due to childcare arrangements, vacation plans, (unions?) and potential higher level of burn out over the terms.
- Requires a 5 day Thanksgiving Break in order to meet 18 instructional days in Block 4.
- Requires a 17 week Fall Semester.

Option 4: Move Veteran’s Day to Monday of same week with 1 day breaks during election years

- Same as Option 1 except:
 - Block 3 has a one-day block break on election years and ends on a Friday or Thursday depending on the year.
 - Block 4 always start on Tuesday and end on Thursday if using a 5 day Thanksgiving break or ends on Tuesday if using a 3 day Thanksgiving Break.’
 - Block 3 is only 17 instructional days every 6 years due to the way Veteran’s Day and the Election Day observations fall on the calendar.

Appendix C

Faculty Senate finds the process that began with the search for a new Assistant Provost and continued on to the administrative restructuring proposal, that includes a new Associate Vice Chancellor of Academic Affairs, was deeply flawed from the onset. Such hiring decisions should be transparent and accessible to the academic community at large, and should be arrived at when a majority of faculty, staff and students are on campus for the entire process. Therefore, Faculty Senate is opposed to the current administrative restructuring proposal.

Faculty Senate recommends the following:

- the administration conduct a formal process to assess the needs of faculty, staff, and students about the proposal for administrative restructuring, along with the related position description and search process.
- the administration hire an interim coordinator of assessment to help address campus accreditation issues until we conduct a formal assessment of needs with the UMW community to decide what administrative restructuring the university should undergo.