

Thursday, 9 February 2017

**2 pm, MA211K**

**AGENDA SETTING MEETING MINUTES**

**\*\*\*All the items to be discussed at this meeting are available on the Faculty Senate Webpage** [**http://www.weber.edu/facultysenate/default.html**](http://www.weber.edu/facultysenate/default.html) **click on 9 February 2017.**

**You will find the agenda with all the links to the items to be discussed at Agenda Setting Meeting**

Present: Wade Kotter for Nicole Beatty, Fred Chiou, Gary Johnson, , Marek Matyjasik, Casey Neville for Kathy Newton, Chloe Merrill for Pamela Payne, Rob Reynolds, Doris Geide-Stevenson, Madonne Miner, Chuck Wight and Brenda Stockberger

Excused – Nicole Beatty and Pamela Payne

Guests: Leigh Shaw, Brian Rague, Thomas Bell, Mark Denniston, Melina Alexander, and John Cavitt

1. Approval of the minutes from the 12 January 2016 meeting. The minutes are approved as corrected. Correction on Item 3. (Information to be added.)

**Information Items**

2. Gen Ed Revitalization - Leigh Shaw, GEIAC Chair and Eric Amsel, Associate Provost

**DRAFT - GEN ED REVITALIZATION PROPOSAL: From LEAP ELOs to WSU GELOs**

**LEAP ELO 1: 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.

**GELO 1: CONTENT KNOWLEDGE**: This outcome addresses students’ understanding of the worlds in which they live and disciplinary approaches for analyzing those worlds. The knowledge is well-defined in R470 and further refined by Core and Breadth Areas committees.

**LEAP ELO 2: Intellectual and practical skills** including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving.

**GELO 2: INTELLECTUAL TOOLS:** This outcome focuses on students’ practice using and facility with skills necessary for them to construct knowledge, evaluate claims, solve problems, and communicate effectively.

**LEAP ELO 3: Personal and social responsibility** including civic knowledge and engagement (local and global), intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning.

**GELO 3: RESPONSIBILITY TO SELF AND OTHERS**: This outcome highlights students’ relationship with, obligations to, and sustainable stewardship of themselves, others, and the world to promote diversity, social justice, and personal and community well-being.

**LEAP ELO 4:** **Integrative and applied learning** including synthesis and advanced accomplishment across general and specialized studies.

**GELO 4: CONNECTED AND APPLIED LEARNING**: This outcome emphasizes how students’ learning in General Education classes can be connected and applied in meaningful ways to new settings and complex problems.

Each of these GELOs has an assessment plan associated with it at the Gen Ed program level. That is, we expect students to acquire these program-level GELOs by the end of their 39 credit hours of Gen Ed classes. Each class is expected to contribute to the realization of the GELOs by engaging students in a **Big Question** that allows students to connect the information in a class to broader issues and concerns that can be of personal or social relevance. For example, students in Gen Ed Botany may be introduced to the topic by the big question *How do plants contribute to the quality of human life?* In Psychology, students may be asked to consider *How can psychological science strengthen them as students and learners*? Then to encourage the activities identified by the GELOs, faculty in each Gen Ed class should require a **Signature Assignment** in which students integrate and apply (GELO 4) Gen Ed class content (GELO 1) to analyze (GELO 3) the personally or socially relevant (GELO 3) big question. This assignment can be additionally assessed by the Center for Instructional and Institutional Effectiveness for evidence of the GELOs. It is our expectation that completing a signature assignment in each of a student’s 13 or so Gen Ed courses will support his or her success in achieving the GELOs.

**Revised GE Mission:**  
*The purpose of the Weber State University General Education program is to provide students with foundational knowledge and intellectual tools that enhance and transcend their academic program of study. The big questions posed by General Education courses address significant issues about the world. General Education courses help students apply their learning and develop personal and social responsibility, which is demonstrated through signature assignments.*

DISCUSSION - This information has been reviewed by several areas on campus. It has been presented to the Provost Office, Dean’s Council, High Impact Practices Directors, Executive Committee, University Curriculum Committee, College of Science Chairs, and Social & Behavioral Sciences. GEIAC just met again yesterday and did more wordsmithing on this information. The Area Committee Chairs were also invited to gather their input. Encouraged by the level of engagement and thoughtfulness that has been gathered from colleagues across campus. There have been very positive and productive discussions from a variety of areas across campus. The sub-committee from GEIAC has been working hard over the past few months over the GELOs 1 - 4. The mission was something that needed to be revised – that the mission convey the parameters of what it means to be within the Gen Ed program. After GEIAC votes, then go to the Curriculum Committee on 22 Feb and then come back to Executive Committee and Faculty Senate in March. In the meantime, rollout and implementation will be refined. There are a lot of questions on Big Questions and Signature Assignments – how are we going to do this? We have a plan and we need to get the subcommittee on board. The Provost has given support to the plan. The general vision is a two year rollout. What that means is this new mission and program level outcomes this spring. that gives us an opportunity over the summer, Leigh Shaw and Area Chairs or various committee members to start tackling what are the Big Questions and kinds of things could be signature assignments. Possibly recruit a small number of faculty and do a lot of peer to peer faculty to faculty training within the areas. The Area Committees are going to be more empowered in the next few years. This will ensure that this makes sense for all the areas. This would start Fall 2017 and be a slow process to the Fall of 2019 that everyone is following the learning outcomes. That gives two academic years to roll this out.

ACTION - The GELOs will be brought to Faculty Senate(2/16/17) as an information item to make them aware of them and to let them give feedback and also let them know that this will be brought back to Faculty Senate in March or April for a vote.

3. Computer Literacy Center - Brian Rague, Chair, School of Computing, with Tom Bell, CL Director

**Purpose:** *To ensure all students achieve the computational literacy necessary to succeed in university coursework, academic research, and the workplace of the future.*

For the full document, go to this link [**http://www.weber.edu/facultysenate/default.html**](http://www.weber.edu/facultysenate/default.html)

A year ago the beginning of this idea was due to the removal of the Computer Literacy requirement in General Education. CL will be a resource where all students can get assistance to work on their computer skills. Sections of TBE/NTM/WEB1700 will continued to be offered as well. The rollout is currently underway. The plan is to send out this information to all faculty next week prior to Faculty Senate and also give this as an information item to the Senators. This will give some feedback to us so we know we are on the right track and address any concerns faculty may have. CL is to be a support and resource to students. Working closely with Brenda Kowalewski on Digital Literacy and making this a priority for the University. This is the official rollout to get the word out to faculty. There are many who can help to answer questions. Course fees that have accumulated from the Computer Literacy requirement to fund this effort. Ryan Thomas, before retiring, also committed some funding on videos. With this being called a “Center” the Board of Regents policy should be checked to make sure the proper procedures are being followed for approval. We could change it to ‘Initiative”.

ACTION – Present the CL to Faculty Senate (2/16/17) as an information item to announce this resource to Senators. The BOR policy will be checked to make sure that compliance is met, if not, Center will be dropped from the name.

**Action Items**

4. Formation of an Ad-Hoc-Faculty Advising Committee - Mark Denniston, Chair ASSA

A contract has been signed for software named Hobson’s Starfish to be called the “integrated planning and retention tool”

ASSA has been charged with rolling out the training of this software.

Requesting an Ad Hoc Committee be formed, made up of faculty academic advisors with representation drawn from all colleges. Assist with the steering group to implement the new advising and retention software. Bruce Bowen asked the Deans to name a person to the Steering group from each of the colleges. Mark Denniston and Geri Conlin have been asked to be on the committee, beyond that we don’t know who will be on this committee, but would like permission to create the Ad-Hoc committee.

Will need to coordinate closely with Bruce Bowen. Faculty should be on the steering committee. Get together with Bruce Bowen on who should be on the committee. Take ASSA Charge 5 and give it to the Ad Hoc Committee.

ACTION Meet with Mark Denniston, Doris Geide-Stevenson, Kathy Newton, Madonne Miner and Bruce Bowen and talk with who should be on this committee and some education with the Deans. Try and get this ready for the March Agenda Setting meeting. Everyone is in agreement with this plan. To Mark Denniston, Thanks for all the time and work that you put in to this effort.

5. Recommendations on CRAO charges 5, 6 and a follow-up to Charge 4 - Melina Alexander, Chair, CRAO

CRAO Charges 2016-17

Charge 4. Finalize changes made to PPM 1-18 regarding the responsibilities of department chairs after receiving feedback from the department chair committee.

Discussion - Department Chair Meeting are Chaired by Hal Crimmel. Communicate with Hal and see where they are at with the feedback on this policy. PPM 1-18 could be reviewed and come forward with language to the Executive Committee at a future date.

**Charge 5.** Review a proposed change to PPM 4-3a regarding procedures for establishing new WSU centers.

Current PPM 4.3 New Programs, Approval of

A. Expansion of existing program and new programs shall not be implemented without clearance by the Provost’s office.

B. New majors and minors must be approved by the State Board of Regents.

**Committee Recommendation on PPM 4.3**

A. The implementation of new programs and centers, and the expansion of existing programs, ~~and new programs shall not be implemented without clearance by~~  must be coordinated with the Provost’s office and the Faculty Senate ~~committees~~ ~~deemed appropriate by the Faculty Senate~~ Executive Committee.

Discussion - The committee wasn’t sure which (Executive Committee or Provost’s office) to assign this responsibility to. Must have the “was” and the “new” language on the agenda for Senate.

**Charge 6a**. Review whether all full-time faculty, including those not attached to an individual college, are currently accounted for in apportionment.

We have questions on part a of this charge:

Are we looking for faculty that are associated with centers?

Would these be centers outside of colleges?

Is this specific to CE faculty?

DISCUSSION Committee needs more information on how to find out where those faculty are located. Who could the committee contact to find out this information? Not able to complete this charge without further guidance. One resource would be Betty Kusnierz. LEAP faculty is the main concern.

**Charge 6b**. Consider revising apportionment to include adjunct and full-time faculty members, including faculty housed in centers not housed in a specific college.

The committee recommends the following

Leave PPM as is but have colleges identify a faculty senate person that will work with adjunct concerns.

DISCUSSION Continue working on Charge 6 to research further and gather information to complete by the end of Spring semester and continue with it in the Fall.

(After further review, it was decided to pull the CRAO item from the Faculty Senate Agenda on 2-10-17.)

6. Learning Outcomes for Information Literacy and Composition – John Cavitt, University Curriculum Committee Chair

Information Literacy Learning Outcomes  
  
**GENERAL EDUCATION OUTCOMES FOR INFORMATION LITERACY**

**Approved November, 2016**

**OUTCOME 1: RESEARCH AS AN EXPLORATORY PROCESS**

**Using tools and techniques to address information needs while understanding that the research process is often iterative and nonlinear.**

**Measurable Learning Indicators:**

Indicator 1.1 understand information needs and formulate focused research questions or thesis statements based on scope of the project

Indicator 1.2 use and refine different search techniques appropriately, matching information needs and search strategies to appropriate search tools

Indicator 1.3 understand that the research process is often iterative and non-linear

**OUTCOME 2: SCHOLARSHIP AS COMMUNICATION**

**Scholarly communication is a conversation between creators of information with a variety of backgrounds and perspectives.**

**Measurable Learning Indicators:**

Indicator 2.1  identify and describe various resource types and formats, recognizing their value and contribution to scholarly communication

Indicator 2.2  recognize that a given scholarly work may not represent the only or even the majority perspective on an issue

Indicator 2.3  recognize the value of information literacy outside the academic setting

**OUTCOME 3: CRITICALLY EVALUATE INFORMATION**

**It is important to evaluate the quality of all information based on its context.**

**Measurable Learning Indicators:**

Indicator 3.1 define different types of authority, such as subject expertise or special experience, and use research tools and indicators to evaluate the credibility of authors and sources

Indicator 3.2 recognize that authoritative content may be packaged formally or informally and may include sources of all media types, and that information may be perceived differently based on the format in which it is packaged, but all sources should be critically evaluated

**OUTCOME 4: ETHICAL USE OF INFORMATION**

**Legal and ethical standards are important to the dissemination, retention, and study of information sources.**

**Measurable Learning Indicators:**

Indicator 4.1 avoid plagiarism by identifying the different types and by giving credit to the original ideas of others through proper attribution and citation

Indicator 4.1 articulate the purpose and characteristics of ethical and legal issues surrounding the use of information, such as copyright, fair use, open access, Creative Commons, and the public domain

DISCUSSION – The main change to the learning outcomes were to remove the Computer Literacy part of the outcomes.

Composition Learning Outcomes  
Approved by Curriculum Committee Meeting 25 January 2017

GEIAC unanimously approved(1-11-17) a new set of learning outcomes for ENGL 2010/Composition in General Education. They are as follows:

Students will:

• Identify connections between and among texts and their ideas.

• Compose writing that is structurally coherent and unified.

• Compose writing assignments with a clear thesis or main idea.

• Control such surface features as syntax, grammar, punctuation, and spelling.

• Paraphrase, summarize, and use sources appropriately.

• Use MLA and/or APA, citation method correctly.

• Make and support an effective argument.  
  
DISCUSSION – No further discussion

7. CPPM 5-9 Updated information John Cavitt, Chair University Curriculum Committee

DISCUSSION - To clarify the Curriculum PPM with the University PPM. Updated information was reviewed and determined that Curriculum Policies and Procedures updates do not need to be approved by Faculty Senate. See the complete document on the Faculty Senate web page at weber.edu

8. University Curriculum Committee – John Cavitt, University Curriculum Committee Chair

**See 9 February 17 Executive Comm Agenda in Curriculog for Curriculum to be reviewed. If you need instructions on how to access Curriculog or the Agenda, please contact Brenda, 6233**

Curriculum Approved University Curriculum Committee 25 January 2017

Gen Ed Renewal – Chris Hoagstrom  
SCIENCE/Zoology  
ZOOL 1010 Animal Biology Renewal LS

Two courses GEOG1000 and ANTH1020 are still pending on probation, expecting them to be coming to Curriculum Committee in March.

WSU Gen ED Collaboration Proposals  
Social Sciences and Humanities Areas - Brandon Koford, Therese Grijalva, Becky Marchant  
**WSU 1560** Research, Creativity, & Exploration Among Disciplines  
Social Sciences and Life Science Areas - Eric Amsel, Arron Ashley, Maria Parrilla de Kokal  
**WSU 1680** The Sciences of Human Variation: From Sex to Gender & Race to Ethnicity  
Humanities and Quantitative Literacy Areas - Jean Norman, Sandra Fital-Akelbek  
**WSU 2350** Writing With Numbers Gen Ed Collaboration

**EDUCATION**Teacher Education – David Byrd  
Program Change Revision  
Elementary ED (BS)  
New Course Proposals  
EDUC 3116 Media Integration in Elementary Teachers Setting 1  
EDUC 3117 Media Integration in Elementary Teachers Setting 2  
EDUC 3230 Data Analysis for Elementary Teachers & Math Pedagogy  
EDUC 4350 Elementary Mathematics Pedagogy  
  
General Education Proposals - Paul Schvaneveldt  
CHF 2400 Family Relations New Course Proposal  
CHF 2400 Family Relations SS Gen Ed  
CHF 2400 Family Relations DIV Gen Ed New

Child & Family – Wei Qiu  
Program Change  
Early Childhood Education (BS)   
Early Childhood (AAS)  
Early Childhood (BS)  
Child Development Minor  
  
Course Deletion  
CHF 2570 Middle Childhood Development  
New Courses  
CHF 2670 STEM and Approaches to Learning in Childhood   
CHF 3570 Infants & Toddlers: Development & Practice   
CHF 3620 Curriculum Planning for Kindergarten   
CHF 4670 STEM and Approaches to Learning in Childhood

**BUSINESS & ECONOMICS**Accounting & Taxation – Mara Sikkink  
Program Change  
(Change to) Business Communication (Business Core)

**SCIENCE**Math - Rebecca Bachman  
New Courses  
MATH 2015 Algebra and Functions for Teachers  
Gen Ed QL Proposal  
MATH 2020 Geometry for Elementary Teachers  
 **EAST**School Computing – Thomas Bell  
Program Change  
Web & User Experience (AAS)  
User Experience Design Minor   
Web & User Experience (BS)  
Web Technology Minor

Course Revision Proposal  
WEB 1400 Foundations of Web Design  
New Course Proposals  
WEB 2350 Client Side Web Development  
WEB 2620 Advanced CSS  
WEB 2630 Client Side Frameworks  
WEB 2890 Client-Side Portfolio  
WEB 3620 Server-side Web Architecture  
  
Engineering – Fon Brown  
Program Change  
Master of Science in Computer Engineering  
  
New Course Proposal  
CS 6740 Computer Systems Security (Support Letter Received by Business Administration)

Professional Sales – Blake Nielson  
New Course Proposals  
PS 3001 Sales Career Strategies  
PS 3003 Relational Selling

Parson Construction Mgmt Tech Dept – Joseph Wolfe  
Program Change Proposals  
Facilities Management Emphasis, Construction Management Technology   
Construction Management Emphasis, Construction Management (BS)  
Construction Management (AAS)  
Construction Management Minor  
Course Revision Proposals  
CMT 1310 Materials & Methods   
CMT 1330 Civil Materials   
CMT 2340 Civil Design & Layout   
CMT 2360 Commercial Design & Codes

New Course Proposals   
CMT 2410 LEED GA Preparation   
CMT 2990 Construction Management Seminar   
CMT 3370 Preconstruction Services   
CMT 3510 Energy Management in Bldg M&E Systems   
CMT 3680 FM Operations   
CMT 4270 Computer Aided FM   
CMT 4310 Long-term facility Planning   
CMT 4510 Design Charrette   
CMT 4520 ASC Student Competition   
CMT 4570 Approaches to Construction Contracting

**ARTS & HUMANITIES**   
General Education Proposals - Susan McKay and Hal Crimmel   
Gen Ed Humanities   
ENGL 2750 Topics & Ideas in the Humanities  
New Course Proposal  
ENGL 2750 Topics & Ideas in the Humanities

English - Susan McKay and Hal Crimmel  
Program Change Proposals  
English (BA)   
English Minor   
English Teaching (BA)   
English Teaching Minor   
Professional & Technical Writing Emphasis, English BA   
  
New Course Proposals - Susan McKay and Hal Crimmel  
ENGL 3352 Studies in World Literary Genres   
ENGL 3353 Genres in Cultural & Media Studies   
ENGL 3354 Genres in Writing & Interdisciplinary Studies   
ENGL 3752 Topics & Ideas in World Literatures & Language   
ENGL 3753 Topics & Ideas in Cultural & Media Studies   
ENGL 3754 Topics & Ideas in Writing & Interdisciplinary Studies   
ENGL 4712 Eminent World Authors   
ENGL 4713 Eminent Authors in Cultural & media Studies

Performing Arts - Bradley Vieth  
New Course  
THEA 1075 Class Voice for Musical Theatre  
New Course – Jessica Greenberg  
THEA 4852 Design/Tech Practicum

Communications - Jean Norman  
Program Change Proposals  
Multimedia Journalism Emphasis, Comm (BA)   
Multimedia Journalism Emphasis, Comm (BS)

**HEALTH PROFESSIONS**Masters in Nursing – Deborah Judd  
Program Change Proposal  
MSNP Family Nurse Practitioner  
Course Revision Proposals   
MSNP 6210 Advanced Pathophysiology   
MSNP 6215 Advanced Pharmacology   
MSNP 6225 Adult Skills Practicum   
MSNP 6230 Women's Health & Pediatric Skills Practicum   
MSNP 6255 Transitions to Advanced Practice II

Master of Science in Nursing - Melissa Neville  
New Course Proposals  
MSN 6400 Nurse Executive Residency   
MSN 6700 Nurse Educator Residency  
Listed in Graduate Certificate, Nurse Executive Track and Nurse Educator Track  
  
Medical Laboratory Science  
Program Change Proposal - Matthew Nicholaou  
Medical Laboratory Science (BS)  
New Course Proposal   
MLS 3301 Online Orientation for BS Degree

DISCUSSION - Moving the curriculum forward to Faculty Senate as a package.

>>End of Proposals<<

9. Other Items -   
  
Reminder - Faculty Governance Award Nominations Deadline 24 February  
Upcoming Election for Executive Committee 2017-18 27, 28 Feb & 1 March

**Next Faculty Senate Meeting: Thursday, 16 February 2017, 3pm, Smith Lecture Hall, WB206-207**

**Next Executive Committee Meeting: Thursday, 2 March 2017, 2 pm, MA211K**