M I N U T E S
September 28, 2015
4:00 PM
University Faculty Senate
Shawnee State University

Call to Order

UFS President Andrew Feight called the meeting to order.

Roll Taking

Secretary Janet Feight recorded attendance as follows:

Present: Tom Piontek, Janet Snedegar, Barbara Warnock, Linda Hunt, Cindy Hermanson, Nick Meriwether, Isabel Graziani, Phil Blau, Chris Meade, Sean Dunne, Patric Leedom, Virginia Pinson, Cathy Bailey, Adam Miller, Nancy Bentley, Keenan Perry.
Absent: Daniel Finnen.

Approval of Minutes

The minutes from the last meeting were approved by acclamation.

Agenda

Motion to amend the agenda to allow for President Kurtz to speak upon arrival. Motion approved.

UFS Officer Reports

President's report: UFS President Andrew Feight reviewed the responsibilities of senators and the senate as a whole, clarifying that all matters of educational policy that are not otherwise addressed in the CBA fall under the purview of the UFS. We are the sole official voice of the faculty in matters of governance, in representing faculty concerns to the University President, and in addressing academic matters. Departmental senators should represent their departments' interests and views, and they should keep in touch with their representatives on major committees like GEAC and EPCC. Meetings of the full senate represent

the last chance to address issues with proposals. We do have the power to amend proposals at the last stage. There is a need for greater clarity and better communication with departments, and with the Provost as well.

There are three new senators at large: Warnock-CPS, Piontek-CAS, Hermanson-UC.

Interim administration: Andrew Napper is acting as Dean of CAS.

The UFS President's duties are to keep membership apprised of issues and senators should feel free to approach the Executive Committee.

President Feight then mentioned the recent Strategic Planning Meeting during which ideas were drafted for a new mission statement, vision statement, and statement of enduring values. There will be three community forums during which ideas will be shopped around, and a plan for implementation will be discussed (senators are encouraged to attend). A draft of the strategic plan will come before UFS in the spring and go to the board by June. President Feight characterized this as a "well organized" process.

Other issues addressed briefly in President Feight's remarks were: our open enrollment status, the Board of Trustee's relationship with administrators and faculty, the nature of faculty discussions with the administration ("open dialogue" with President Kurtz).

President Feight then reported on the most recent Board of Trustees meeting, during which the budget was a major point of discussion. We will need to tap into our reserves (1.5 million). President Kurtz told the board that we have 6-9 years to turn the institution around before we run out of reserves. Growth as a solution needs to be fully explored (rather than cutting). We can accommodate 4,000-plus students.

Finally, Pres. Feight announced that our next meeting will be Monday, October 26.

Vice President's Report: Mike Barnhart reported on the most recent Ohio Faculty Council meeting, which he attended with Jennifer Pauley, Senator-at-Large. The Governor's task force recommendations involved a study of institutions in terms of "productivity" in higher education. 60-40-20 is back, and the lack of flexibility

to could impede programs. OFC opinion is that a different, faculty-driven message needs to go to legislators.

Bowling Green and 2 other institutions have created seats for adjunct faculty on their faculty senates, and other institutions may need to address adjunct representation and compensation.

Treasurer's Report: Jim Reneau reported that there is $2850 budgeted this year. The end of year report for last year showed $1324 costs, much of which was travel expenditures. Name plates for the senate are ordered. He also referred to a treasurer's report hardcopy that had been distributed ahead of the meeting (attached). The report was accepted by acclamation.

Committee Reports

Executive Committee: Senate President Andrew Feight reported on a busy summer for the Exec. Comm. There were two meetings to address GEP reform, and a calendar and guide for the process was developed and distributed to the faculty (at Faculty Professional Day and as an email .pdf). The committee also met on 25 August to make recommendations to President Kurtz, who attended the meeting.

Business still under consideration: The provost search – President Kurtz' plans for conducting the search are much more productive than last time. There is a return to shared governance: there will be 4 faculty on the committee along with 4 administrators, and chair, Eric Braun. The committee will be conducting "airport interviews" in Columbus, but there will be campus visits as well. This committee will rank the candidates. The Executive Committee will appoint reps from CAS, CPS, UC, and one at-large.

There will be another faculty party this year in February, and there is a need for an ad hoc committee.

The Faculty Assessment Committee

Faculty Assessment Committee: The committee is working on a new draft for a policy on Academic Administrator Evaluations. They will also be making a recommendation on the revision of the BOT's Policy on Assessment of Student Learning Outcomes. The existing policy requires all academic programs to have learning outcomes and such requirement will be affirmed in the revision. A

recommendation on the policy will go to EPCC and the Senate in November and to the board in December. This will dovetail with the new Academic Program Review Policy and Procedures, which includes reporting on programatic student learning outcomes.

Ad Hoc Committee on Hiring Procedures: Jennifer Pauley reported that the committee finalized three documents as of last spring. They will go to EPCC in November. They are a list of procedures, a bank of competencies, a list of questions. The committee also recommended methods for evaluating and reporting data.

Ad Hoc Committee on Academic Program Reviews: The committee was created last spring, tasked with identifying low enrolled programs, creating a policy and procedures for reviews (Feight, Miller, Milliken, Provost). A draft was approved last spring, which is now at EPCC. The new review process will go into effect in January. There will be a pilot with a mix of programs for the first year of the new policy.

University President Remarks: President Kurtz addressed the Senate, noting that he and Interim Provost Bauer had just arrived from the Strategic Planning meeting with the consultant. The main question was "Where do we envision ourselves going?" This involves considering the state's funding formula, which is currently "outcome-driven." We have to address in upcoming public forums what we want to accomplish as an institution: support services, resources (judicious use of).

Provost Report: Interim Provost Jeff Bauer brought up the program review process as well as assessment policies and intellectual property policies, mentioning a joint SEA/UFS committee recommendation in March. He also addressed the fact that new SEA sabbatical language conflicts with a UFS approved policy, partly because of delays in the paperwork timeline (his predecessor had held onto documents). Other concerns were with scholarly misconduct language and governance/working condition overlap.

Special state mandated program evaluations are due at the state level in January. The Provost will be talking with heads of programs to get candid remarks for inclusion in the evaluation report before it is submitted to the BOT at their December meeting.

There will be a calendar committee meeting in October to analyze the summer sessions and possible changes to the summer calendar: changes to a 5 week session in May and a subsequent 8 week session would allow high school graduates to enroll.

GEAC: Phil Blau reported on ELO alignment with categories and thanked Andrew Feight for his creation and distribution of the GEP reform guide and calendar, stating that it is "useful." He then briefly reviewed deadlines.

Business Items

New Business:

EPCC Items -- All EPCC items bundled and passed unanimously.
A. EPCC
1. Fine, Digital, and Performing Arts: Minor course changes – THAR 1001, 1511, 2002, 3003, 3211, 4004, 4221
2. Nursing: Minor course changes – BSNR 3343, 4430
3. Teacher Education
   a. Minor Course change – EDIS 2250, ECUC 2245
   b. Enhancement – Discontinue/Warehouse AAS in Early Childhood
   c. Enhancement – Discontinue/Warehouse Early Childhood 4/5 endorsement
   d. Enhancement – Discontinue/Warehouse Middle Childhood Generalist endorsement
   e. Major Course Change – Delete EDUC 2240, 2248, EDXX 3385
   f. New Courses – EDXX 4385, 4386
4. GEAC Items
   a. Essential Learning Outcome Category Alignment
   b. Assessment Plan Policy
   c. Capstone Policy
   d. Writing Intensive Policy

B. Special GEP Course Proposal Form

All GEAC items bundled and unanimously approved.

Meeting adjourned at 5:55 pm.

Shawnee State University

General Education Program Policies

Approved by the University Faculty Senate
28 September 2015

Alignment of Essential Learning Outcomes & GEP Categories
Adopted by the UFS on 28 September 2015

The following alignment is to be used by faculty and GEAC in determining whether a course meets the category requirements in the General Education Program. Determination shall be based upon the course syllabus as submitted to GEAC.

Essential Learning Outcome numbers in **bold type** (below) would require the course syllabus to cover all subcomponents of the stated ELO. ELO numbers not in bold would only require the syllabus to cover at least one subcomponent (with the exception of 1.4 Information Literacy, which must include 1.4a and at least one additional subcomponent). GEAC encourages that courses fulfill as many of the sub-outcomes as possible.

Category	ELOs
English Composition	**1.1, 1.2, 1.4**
Oral Communication	1.1**, 1.3**
Literature	1.1, 1.2, 1.4**, 2.1, 2.2**
Fine Arts	1.1**,** 1.2**,** 1.4, **2.1, 2.2,** 4.2
Natural Sciences	1.1**, 3.1,** 4.4a
Quantitative Reasoning	1.1**, 3.2,** 4.4c
Engaged Citizenry	1.1**,** 1.2,1.4, **4.1,** 4.2
Global Perspectives	1.1**,** 1.2, 1.4, **4.3,** 4.4b
Historical Perspectives	1.1**,** 1.2,1.4, **4.2,** 4.4b
Ethical insight and Reasoning	1.1**,** 1.2**, 5.1**
Human Behavior	1.1**,** 1.4**, 5.2**

The Essential Learning Outcomes and associated numbers are given below:

Cluster One: Critical Thinking and Communication Competencies

1.1 *Critical thought*. The ability to think independently, logically, and creatively. Graduates will:

   a. Identify theses and conclusions, supporting evidence and arguments, and stated and unstated assumptions;
   b. Evaluate evidence and arguments;
   c. Synthesize multiple perspectives on a given topic or issue.
   d. Generate their own hypotheses, arguments, and positions.

1.2 *Written communication*. Graduates will:

   a. Understand the rhetorical situation: the relationship between writer, audience, and text;

b. Adapt written communication to different audiences (within and beyond one's own discipline), contexts, and media;
c. Incorporate research from primary and secondary sources into their writing;
d. Employ a flexible writing process that involves multiple drafts and revisions;
e. Provide meaningful feedback to other writers and incorporate feedback from others;
f. Employ academic and ordinary language conventions for writing, including genre, style, diction, organization, citation, grammar and syntax.

1.3 *Oral and interpersonal communication*. Graduates will:

a. Deliver effective oral presentations in a variety of contexts;
b. Exchange ideas, arguments, and constructive criticism in productive ways;
c. Cooperate in a variety of interpersonal settings.

1.4 *Information literacy*. Graduates will:

a. Recognize a need for information;
b. Recognize the various formats through which information is conveyed;
c. Locate information using a variety of sources;
d. Evaluate the reliability, accuracy, and appropriateness of information;
e. Integrate primary and secondary research into their own arguments.

Cluster Two: Literary, Visual, and Performing Arts

2.1 *Interpretation*. Graduates will:

a. Recognize the interrelationship between literary, visual, and performing works of art and their cultural and historical context;
b. Apply disciplinary techniques and theories in order to interpret literary, visual and performing works of art;
c. Articulate how the literary, visual, and performing arts both reflect and shape the human experience.

2.2 *Aesthetics*. Graduates will:

a. Explore how the literary, visual, and performing arts shape collective and individual identity and enhance human life;
b. Appreciate the formal and intrinsic qualities of literary, visual, and performing arts.

Cluster Three: Natural World Inquiry

3.1 *Scientific reasoning*. Graduates will:

a. Understand the different forms of scientific methodology, including deductive vs. inductive reasoning, discovery-driven vs. inquiry-driven studies, and laboratory vs. field studies.

b. Apply fundamental scientific methodology to collect data, formulate hypotheses, test hypotheses and draw meaningful conclusions, even if these conclusions are contrary to what is expected.
c. Understand that knowledge gained through scientific inquiry is not absolute, but that the degree of certainty attained is much greater than through other forms of inquiry regarding natural phenomena.
d. Understand the importance of scientific theories as robust, encompassing structures of explanation for natural phenomena.
e. Distinguish between scientific and nonscientific forms of inquiry, as well as distinguish true science from pseudoscience.

3.2 *Quantitative reasoning*. Graduates will:

a. Interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them;
b. Represent mathematical information symbolically, visually, numerically, and verbally;
c. Use arithmetical, algebraic, geometric and/or statistical methods to solve problems;
d. Estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results;
e. Recognize that mathematical and/or statistical methods have limits.

Cluster Four: Historical and Cultural Inquiry

4.1 *Engaged citizenry*. Graduates will:

a. Understand American history, politics, and culture;
b. Evaluate primary sources influential to American history, politics, and culture;
c. Analyze America's role in global history, politics, and culture.

4.2 *Historical perspectives*. Graduates will:

a. Describe ideas and movements central to the development of multiple cultures;
b. Analyze how these ideas develop across time and major cultural shifts;
c. Apply the resultant historical and cultural understanding to the contemporary world.

4.3 *Contemporary global perspectives*. Graduates will:

a. Understand the complex connections of a modern global society;
b. Understand the ideas and movements that shape multiple civilizations, and how they affect the way cultures view and engage one another;
c. Appreciate how ideas and movements are influenced by culture and how they influence cultures' views of each other.

4.4 *Technological literacy*. Graduates will:

a. Understand the nature of technology and its relationship with engineering and science;

b. Understand the interrelationship of technology and society;

c. Apply critical thinking in the application of technology to the solution of problems.

Cluster Five: Human Nature and Flourishing

5.1 *Ethical insight and reasoning.* Graduates will:

a. Analyze classical and contemporary ethical theories (attempts to understand the nature of the good and what makes an action ethical);

b. Apply those theories to a variety of contemporary ethical issues;

c. Defend rationally their own answers to ethical questions in the context of open and civil dialogue with others;

d. Evaluate the relationship between ethics and civic life.

5.2 *Human behavior.* Graduates will:

a. Analyze various specific factors that affect individual and group behavior and flourishing;

b. Understand theoretical and scientific explanations of social, behavioral, or cognitive processes;

c. Contrast various methods of understanding the origins of human behavior.

GEP Writing Intensive Course Requirements

Adopted by the UFS on 28 September 2015

As part of the General Education Program, all Bachelor-degree seeking students at Shawnee State University are required to pass two courses designated as Writing Intensive (WI). These two courses must be in addition to the English composition sequence. Such courses shall be flagged as WI in both the Course Catalog and Schedule of Classes.

To be flagged as Writing Intensive, a course must meet, at a minimum, the following conditions:

1. The course requires a minimum of 3000 words of total writing. Such writing may include both formal and informal writing. Of this total, a minimum of 2000 words must be academically-sourced, formal writing. This total may reflect multiple assignments.

2. Students in the course receive feedback on their writing early enough to allow for alterations and revision of their written work on future assignments. For example: students may be assigned multiple drafts of one assignment with feedback regarding the revision of that assignment, or multiple assignments with feedback on each assignment that can help the student improve their writing for the next assignment.

3. As writing intensive courses require significant grading and feedback to the student, class size may not exceed 30 students.

4. Writing Intensive courses should, whenever possible, be courses within a student's chosen major (all programs on campus are strongly advised to designate at least two courses within the program as Writing Intensive). In such cases where a program of study does not offer at least two Writing Intensive courses, any two Writing Intensive courses may be chosen.

GEP Capstone Policy

GEAC is charged with approval of all capstone courses through the review of syllabi. A capstone syllabus must speak to at least one criterion under EACH of the outcomes under the following TWO essential learning outcomes: critical thinking and oral communication and must address FOUR of the six essential learning outcomes under written communication. There must both a written paper/report and an oral presentation. Majors are encouraged to provide a capstone experience within a required course. IDST 4490 can serve as the capstone course for majors that do not have a capstone experience within the major.

The descriptions of these essential learning outcomes are provided below:

Critical thought. The ability to think independently, logically, and creatively. Graduates will:
- Identify theses and conclusions, supporting evidence and arguments, and stated and unstated assumptions;
- Evaluate evidence and arguments;
- Synthesize multiple perspectives on a given topic or issue.
- Generate their own hypotheses, arguments, and positions.

Written communication. Graduates will:
- Understand the rhetorical situation: the relationship between writer, audience, and text;
- Adapt written communication to different audiences (within and beyond one's own discipline), contexts, and media;
- Incorporate research from primary and secondary sources into their writing;
- Employ a flexible writing process that involves multiple drafts and revisions;
- Provide meaningful feedback to other writers and incorporate feedback from others;
- Employ academic and ordinary language conventions for writing, including genre, style, diction, organization, citation, grammar and syntax.

Oral and interpersonal communication. Graduates will:
- Deliver effective oral presentations in a variety of contexts;
- Exchange ideas, arguments, and constructive criticism in productive ways;
- Cooperate in a variety of interpersonal settings.

GEP Assessment Plan
Adopted by the UFS on 28 September 2015

Sampling Plan

Identify the students selected for CLA+ tracking. Require reporting on those students in each GEP class they enroll in throughout their time at SSU. For any section that has fewer than three identified students, the balance will be randomly selected from that course's roster. For example, if a section only has one selected student, two more names from that course would be randomly selected to monitor.

Reporting

For each ELO subcomponent associated with the category containing the GEP course the faculty member would be asked to rate each identified student as:

1) Exceeding ELO criteria
2) Meeting ELO criteria
3) Approaching ELO criteria
4) Failing to meet ELO criteria

The instrument the faculty member uses to determine these values is at their discretion subject to GEAC approval. Appropriate instruments will include artifacts that can be verified and reviewed by GEAC. The assessment instruments are strongly encouraged to be an element of the normal assessment of student performance in the course. The instrument should be a portion of the student's grade that the faculty member believes reflects the student's achievement with respect to the ELO. The faculty member should supply GEAC with artifacts (broadly defined) that support the rating the faculty member has given.

Program Assessment

The success of the GEP will be evaluated on the basis of the performance of the cohort of 200. Between the assessment reported above and the CLA, we should be able to determine how well the program is succeeding in helping students achieve each ELO. This information can inform decisions about future alterations to the program.

Course Assessment

If the sampled students in a course are consistently failing to meet ELO criteria (according to GEAC's discretion) for a three-year period, GEAC may request a more intensive review of that course where all students would be sampled. On the basis of this review GEAC may recommend a change in the assessment instrument, an improvement plan for the course, or the removal of the course from the GEP. If a course has not been offered in a three year period it will be removed from the GEP unless an official request to retain it is submitted and approved.

Shawnee State University
University Faculty Senate
Treasurer's Report

As Of: 2015-09-28
Budget Period: 2015-16
Budget Accounts: 10-3620-*

Object	Description	FY Budget	Expenses	Budget Balance	Expended %
5500	Regular Student Empl				
5853	Workers Compensation				
6210	Travel				
6211	Meals / Same Day Travel				
6260	Entertainment				
6340	Postage / Delivery				
6350	Printing & Binding				
6360	Purchased Publications				
6450	Rental				
6790	Miscellaneous Expense	2,850		2,850	
9999	Unallocated				
Total		**2,850**		**2,850**	

Notes:

Respectfully Submitted
James M. Reneau – Treasurer UFS