

Arts and Sciences Council  
Meeting Minutes, February 25, 2009

Present: David Courard-Hauri (presiding), Karen Leroux, Jen Harvey, Jeff Karnicky, Joanna Moser, Dan Alexander, Jennifer Harvey, Leslie Marrs, Dina Smith, Tim Urness, Nancy Reincke, Muir Eaton, Chinh Dao, Joe Lenz (ex-officio)

Dean's Report: Dean Lenz gave an update on admissions noting Drake was 6 students behind last year in tuition deposits relative to the same date. The financial aid awards will go out in March. Lenz said Drake would know more about retention this April after the conclusion of registration for fall courses. In response to a question from Alexander, Lenz said that decisions about new visiting positions would be made around April 15 and that adjuncts would only be hired for courses necessary for major requirements. Chairs were also instructed to not offer "nice to have" or "always been there" courses that weren't necessary. If need is evident due to overenrolled classes, then more adjuncts could be hired.

Cabinet report: Courard-Hauri said that Cabinet was in the unfortunate position of not being able to replace the natural sciences slot formerly filled by Dennis Goldford who was unable to serve. Courard-Hauri said not filling the slot was the "best possible solution at this point". Cabinet will discuss possible consolidation of A&S committees; for example, it has been suggested that there may be redundancy between A&S Council, Cabinet and the Curriculum Committee. Courard-Hauri would like to hear Council's thoughts on this matter in the future--but after looking at the A&S handbook.

Reincke asked Lenz if Cabinet's inability to fill the open social science position indicated that the social science faculty was dwindling. Lenz responded that the remaining social scientists' that were eligible were unable to fill the position because of other administrative or committee commitments or were on sabbatical

The Council's first item of business was to increase the credit hours from three to four for a large number of DULAP courses (DILS 1, 2, 15, 51, 52, 140, 150 and 160). This would allow an additional hour of class meetings between students and professor. The DILS 1 and 2 sequence would also be rearranged to put language acquisition strategies into one semester rather than two, moving a piece taught in the second semester to the first. Reincke asked if these changes signaled that DULAP was edging closer to a major. Lenz responded that it was not and would remain a program. Urness moved passage with Smith seconding. The motion passed unanimously.

Smith introduced the curriculum committee's recommendation that the following AOIS courses be put into the course catalog: AIRS 102; 142; 151; 202; 242; 302; 342; 402; 442. The rationale was that Drake was contractually obliged via existing a contract with Iowa State (who sponsors the courses) to list the AOIS classes in the course catalog. Reincke asked what the consequences would be if these courses not in the catalog. Smith said that not only was Drake contractually obliged to put them in the catalog but that ROTC students could not take the course if they were not in the catalog. Smith added

that it would also help the A&S advising office. Reincke asked to be on record of being opposed to the motion because of discrimination against outwardly gay or lesbian students practiced by ROTC. Alexander moved passage with Urness seconding. The motion carried with no negative votes but with abstentions by Reincke and Harvey.

Reincke moved passage of SCSS 145 with Leroux seconding. The motion carried unanimously.

Next was a motion to change the order of A&S election to Promotion and Tenure Committee (P&T), Arts and Sciences Council, Faculty Cabinet and Faculty Senate Divisional. The rationale is to make it easier to fill P&T. The motion listed Senate among the A&S elections and Lenz said it refers to A&S divisional representatives. Alexander moved passage. Marrs seconded.

The last motion concerned A&S students who had already graduated from Drake who wanted to return to Drake and earn a second major. It would allow students with a degree to return and get a second major from A&S only if they were with a different degree (for example, if the first degree were a BA the student could return and get a BS). Reincke offered a friendly amendment to change “a student that” to “a student who”. Reincke and Alexander seconded. The motion passed unanimously.

The Council turned to discussion of a draft of the 2008-2011 A&S Strategic Plan in order to provide Lenz with feedback.

Goal 1 (*Create a distinctive educational experience*) discussion initially focused on Goal 1c: “Ensure that 50% of full-time faculty have had a significant learning or teaching experience abroad, or at peer institutions in the U.S.A.” Urness wondered what was meant by a “significant learning or teaching experience.” Courard-Hauri noted that his travel trips to Latin America improved class discussion in his Drake courses but wondered whether the 50% was the right number of faculty who should have such an experience. Reincke noted that faculty participation in study courses improved the ability to advise. Smith said that Drake paid for faculty to travel abroad to inspect potential learning abroad programs for students while most schools just sent staff. Harvey noted that language under Goal I would encourage Drake to develop an appropriate infrastructure to support faculty travel experiences.

Leroux wondered whether the listings under the Goals were prioritized. Lenz responded that they were not.

Regarding Goal I3c, “Design a structure and support to facilitate teaching in interdisciplinary programs and team-teaching.” Lenz noted that Drake had not worked out a mechanism for achieving this goal even though it has been talked about for 20 years.

Reincke asked about whether Goal I2, which calls for a budget line to support department assessment, would provide funds for a retreat to discuss assessment. Lenz said it could. Other possible uses included support for gathering information from alumni.

Discussing Goal II, (*Create an exceptional learning and work environment*), Harvey cited the importance of Goal II5: “Maintain and/or increase the percentage of faculty from diverse cultural or ethnic backgrounds at or above 15%. *Current percentage is 16.*” She advocated for the need to institute concrete goals. Lenz noted that faculty with an international background were considered to have a diverse background. Harvey said that while faculty diversity had increased in some areas, the number of African American faculty seemed rather paltry. Smith observed that a diverse student population would encourage a diverse faculty and suggesting using models developed at other schools, for example Depauw, where a cohort of students from a similar background were admitted. Smith also observed that higher pay for faculty from diverse backgrounds would encourage recruitment and retention. Given that the “current percentage is 16%” Courard-Hauri wondered whether Drake should increase the goal from 15%. Lenz noted that the 16% was information and that it was important to set doable goals. Harvey observed that with some other goals clear steps were given but that the diversity goal did not have such steps. She said success would require delineating concrete steps. Lenz noted that with some objectives, control is not within the college’s power.

The discussion turned to formal mentorship of junior faculty. Reincke said that Drake did not do such mentoring very well. Lenz noted a former faculty mentoring program died from lack of interest in the 1990’s. Harvey noted that for someone like her from a small department, mentoring would have been very helpful as she progressed toward tenure. Lenz said that faculty going forward towards tenure should receive mentoring if they wanted it. Courard-Hauri suggested moving faculty mentoring into Goal III, perhaps as a new part c.

It was decided to continue discussion at another time, after which Council adjourned.