

A&S Council
March 5, 2014
3:30 p.m.

Medbury Lounge | Drake University | Des Moines | Earth

Present: David Courard-Hauri, Joseph Schneider, Charlie Nelson, Steven Lancaster, Leah Kalmanson, Tom Sletto, Karla Kash, Karen Leroux, Marc Busch, Jeff Karnicky

Minutes from meeting 2/5/14 are approved.

Curriculum

New Courses:

ART 153: Book Binding Workshop
BIO 112L: Avian Winter Ecology
SCSS 155: Global Youth Studies
THEA 120T: Theatre History I (travel seminar)
All approved.

Course changes:

BIO 099: Biological Research & Statistical Methods –relevant for statistical research
REL 151: Selected Topics/ title didn't reflect the use for special topics
Approved.

Program changes:

Animal Behavior concentration
“Primate Studies” is no longer a valid title since the partnership with Great Ape Trust is no longer in practice.
Unanimously approved.

Psychology program changes:
Approved as written.

Physics program changes:

Provide more than one route to a physics major: “delayed start” option. At least one semester off of Physics and Math to allow for an international experience- to provide access to additional students and promote flexibility with additional elective courses.
Approved.

J-Term recommendations from Senate

Senate is concerned with J-Term courses being taught as designed. In the past two years, there has been no intentional oversight to ensure course goals fit with overarching J-Term goals. Does this process need guidance from colleges, departments?

Faculty senate, rather than creating a new body, is asking colleges and schools to thoughtfully consider what courses are taught, and whether they fit with the goals of the J-term. For example, the Physics department believes they need a full semester of immersion

to effectively teach their courses—this department has outlawed the teaching of a regular semester course in three weeks.

With ambiguous guidelines, securing financial support for J-Term is an additional challenge. The pragmatics are important but not always well-executed, though the goals (AOI completion, service-learning, internationalization) are generally supported. There's a need for centralized faculty support—still room to improve if J-term courses are to be judged (and selected to be taught) based upon some specific criteria.

Are there criteria that would lead anyone, anywhere, to say no to a faculty member looking to teach a J-term course? Do we have a mechanism to measure whether these J-Term courses are meeting these criteria?

The Council discussed drafting a set of guidelines, and measuring J-Term proposals against the guidelines. However, autonomy within departments is important, as intensive, experiential, community-interacting courses will look different across various disciplines. Not all experiential learning is best suited to J-Term (patient care internships, experiences that require extensive training, etc.)

There's a J-term "pot of money" that is separate from annual departmental budgets—in some members' experiences, tying Art's promises to actual support and reimbursements has been difficult.

Advising/mentoring award

Intended to recognize a member of the Arts & Sciences faculty—currently the college honors those who excel in teaching and in service; the addition of this award would seek to recognize another important way faculty contribute to students' development.

Nominations will be sought from students and alumni.

This monetary award has rather vague criteria

Friendly amendments: selection by cabinet, two students, and a staff member (alike Distinguished Engagement selection committee).

Change to title: Award for Distinction in Mentoring