

FACULTY SENATE MINUTES
September 27, 2010

The Pittsburg State University Faculty Senate met 3:00 p.m. Monday, September 27, 2010, in room 102 Yates Hall with President Dr. Barb McClaskey presiding.

Past Minutes

The minutes of May 10, 2010 were approved.

Introductions

Dr. McClaskey asked all those present to introduce themselves, identify their department and their representation on the senate.

Announcements

Provost and Vice President of Academic Affairs – Dr. Lynette Olson

Dr. Olson started by providing a report on numerous topics of interest. Those topics included: 1) Kansas Commitment recently proposed by KBOR, specifics can be found at http://www.kansasregents.org/board_approves_the_kansas_commitment, 2) Action taken on examination of Program Review process. The President is working with a task force of five faculty and five administrators to meet weekly and have a proposal by December or January. Dr. Johnson, a member of the committee, encouraged questions to be directed to the task force members and provide input.

Dr. Olson shared her appreciation of the commitment of Faculty Senate to the governance of PSU and within committees in which members serve, expressing it is vital to the life of our University and wished everyone a good year. Dr. Olson then introduced David Adams, Assistant Director of Campus Activities and Ashley Conyers, Program Coordinator of Campus Activities who jointly presented on *A Call for Values* specifically speaking to the Greek life on campus and expectations of their members. (See attached.) They discussed grade requirements, current overall GPA's and how they compare with campus average and recognizing that students' first priority be on academics.

GPA breakdown – All Sorority – 3.20	All PSU women 3.16
All Fraternity – 2.82	All PSU men 2.86
All Greek – 3.013	

Information was shared on partnering for leadership training, positive reinforcement, scholarship opportunities, and values, adding that Greeks provide something unique and positive to our campus. They asked that members present and all faculty show positive reinforcement and be a partner in reinforcing high standard for Greek members.

PSU/KNEA – Dr. Mark Johnson

Dr. Johnson announced everyone should have received contractual letters. The group would start discussion this fall regarding what will be negotiated in the spring for next contract. Dr. Johnson challenged faculty to voice all issues needing to be shared.

Dr. Johnson advised that he is holding monthly meetings with Dr. Olson. One big issue still pressing was Professional Development for faculty and the inclusion of more technology integration in teaching. Dr. Johnson encouraged attendance of a live-mic night on November 9th at 7:00 p.m. in the U-Club of the Student Center.

Dr. Bert Patrick asked about the contract and financial adjustments. Dr. Johnson explained there was two salary adjustments, one of \$700 for health insurance and, for those who qualified, \$200 for those who received an exceptional evaluation last year or this year. Dr. Johnson also added that he could see no downside in continuing toward a multi-year contract.

STUDENT SENATE – Marcus Nelson – Legislative Affairs Director

Marcus announced scheduled dates for political candidates to be on campus and that the student group was seeking suggestions on topics to include for Day on the Hill. He provided business cards for anyone interested. He can be reached by email at mnelson089@yahoo.com and President Brandon Mills at bmills1988@gmail.com

CLASSIFIED SENATE – Mr. Tom Westhoff – unable to attend

FACULTY SENATE PRESIDENT – Dr. Barb McClaskey

Dr. McClaskey provided a handout (see attached) on Foresight 2020 advising that it was an expansion of the Five Pillars introduced last year by the Regents and adding a 6th goal to enhance the regional and national reputation of Kansas universities through aspirational initiatives. More information can be obtained at <http://www.kansasregents.org/resources/PDF/750-Foresight2020PowerPointApril2010.pdf>

Dr. McClaskey also advised that this year's Faculty Senate meetings are all listed on the website <http://www.pittstate.edu/audiences/faculty-staff/faculty-senate/meetings.dot> and that committee listings are still being revised.

Committee Reports

Dr. Harry Humphries began by asking what changes were in store with Writing Across the Curriculum. Dr. Don Judd responded that the General Education committee presented information to Faculty Senate to solicit feedback and continue to reach out to faculty as a rubric is created to assess writing. Since the meeting Dr. Judd has shared a copy of the current rubric for inclusion within the minutes (see attached). Additional information pertaining to the forming of a Writing Task Force is on the Provost's website at <http://www.pittstate.edu/dotAsset/146398.pdf>

Dr. Humphries then asked about support for faculty professional development and travel fund. Dr. Olson replied that there is no change from last year's amount of \$70,000. She has spoken with Dr. Brad Hodson and he continues to be committed to moving forward to increasing the funds as finances allow. Dr. Ananda Jayawardhana added that the long-term goal was to build the fund to \$100,000.

General Education Committee

It was noted that the Writing task force was a separate unit within this committee. The Gen Ed committee met in mid-September and again on the 21st to look at the writing task force rubric and are looking for faculty feedback via emails to Janet Zepernick (jzeperni@pittstate.edu) and Don Judd (djudd@pittstate.edu). Focus groups are being formed and group is seeking members from each department. Dr. Peter Chung asked if purpose was to look at the effectiveness of Gen Ed and Dr. Humphries asked about the perceived 'end game'. Dr. Judd responded that the purpose was in part due to accreditation with HLC and with a focus on how do we enhance student writing.

Dr. Jayawardhana took the floor to remind those present we should be appreciative of the bargaining committee and the fact that we received an increase in salary when others across the state did not.

Unfinished Business

Dr. McClaskey reminded the group that the policy change proposed for mid-term grade reporting was going back to Academic Affairs Committee.

New Business

None

Open Forum

Dr. Humphries asked for a program review procedure update, arriving late he missed the earlier conversation on the topic. Dr. Johnson gave quick recap.

Mr. Bob Kehle announced that Doug Whitten was in a competition for a Hawaii Five-0 contest and the most votes win.

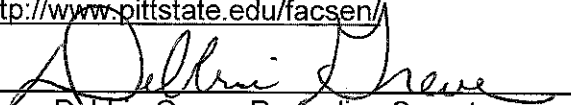
Meeting Adjourned

Motion to adjourn approved at 3:59 p.m.

Senate Members Present

See attached list.

Faculty Senate Home Page address: <http://www.pittstate.edu/facsen/>


Debbie Greve, Recording Secretary

Sororities

Alpha Sigma Alpha: A women's organization that exists to promote high ideals and standards for its members throughout their lives by emphasizing balance among the four aims of intellectual, physical, social and spiritual development.

Alpha Gamma Delta: Support lifelong learning as a means to gain understanding and wisdom, promote the values of fraternal membership and commitment to higher education, help prepare members to contribute to the world's work, advocate lifetime involvement in Alpha Gamma Delta.

Sigma Sigma Sigma: Exists to provide a lifelong sorority experience for women through ensuring a perpetual bond of friendship, developing a strong womanly character, and promoting high standards of conduct.

Fraternities

Sigma Phi Epsilon- Balanced Man; Virtue, Diligence & Brotherly Love

Sigma Tau Gamma- Value, Learning, Leadership, Excellence, Benefit, Integrity

Sigma Chi- Man of Good Character

Student of Fair Ability

Ambitious Purposes

Congenial Disposition

Possessed of Good Morals

Having a High Sense of Honor

Deep Sense of Personal Responsibility

Pi Kappa Alpha- SLAG (Scholars, Leaders, Athletes, Gentlemen)

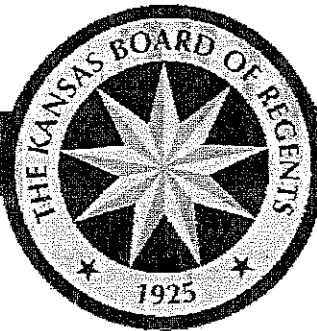
Phi Sigma Kappa- Promote Brotherhood, Stimulate Scholarship, Develop Character

Lambda Chi Alpha- Loyalty, Duty, Respect, Service & Stewardship, Honor, Integrity, Personal Courage

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FORESIGHT 2020

Presented to the Kansas Board of Regents
September, 2010

A STRATEGIC AGENDA FOR KANSAS HIGHER EDUCATION

Strategic Goal #1

Achieve alignment between the state's preK-12 and higher education systems and continue to enhance alignment between higher education institutions.

Objectives

- 1.1 By December of 2010, the Board of Regents and its staff in cooperation with the P-20 Education Council and the Kansas State Department of Education will identify gaps that currently exist between preK-12 completion and higher education preparation expectations.
- 1.2 By August of 2011, all higher education institutions will have had discussions with local preK-12 partner high schools regarding these gaps and a plan to eliminate them.
- 1.3 By June of 2011, the Board of Regents will adopt a revised set of university admissions standards designed to identify a level of high school preparation that significantly enhance student success at the state's higher education institutions.
- 1.4 During the 2010-11 academic year, the Board will create a task force to review progress on alignment of higher education institutions and charge the task force with developing recommendations for additional enhancements needed to ensure greater alignment.

Strategic Goal #2

Achieve participation in the state's higher education system that better reflects the state's demography and more fully engages adult learners.

Objectives

- 2.1 By 2020 or before, Kansas will improve levels of participation, within each higher education institution and across the system, that reflect the racial, ethnic, and economic demography of the state with a special focus on the most underrepresented students as measured by biannual progress on the baseline year of 2010.
- 2.2 By 2020 or before, Kansas will achieve "first in the nation" state status for in-state postsecondary participation among "traditional" students, which currently would require an increase from the current participation rate of 53 percent - which is third in the nation - to approximately 59 percent.
- 2.3 By 2020 or before, Kansas will achieve "top five" state status for participation of adults between the ages of 25-39 with only a high school diploma, which currently will require an increase from the current participation rate of 238 per 1000 - which is above the national average - to approximately 317 per 1000.
- 2.4 By 2020 or before, Kansas will achieve "top five" state status for participation of adults between the ages of 40-64 with only a high school diploma, which currently will require an increase from the current participation rate of 48 per 1000 - which is above the national average - to approximately 103 per 1000.

- 2.5 By 2020 or before, Kansas will achieve the national average for enrollment of those with less than a high school diploma in the state-administered Adult Basic Education (ABE) programs with an immediate goal of removing waiting lists, which will require an increase from the current enrollment of 55 per 1000 to approximately 101 per 1000.
- 2.6 By 2020 or before, Kansas will achieve the national average for enrollment of those with limited or no English language proficiency in English as a Second Language (ESL) programs, which will require an increase from 83.3 per 1000 to approximately 101 per 1000.
- 2.7 By 2020 or before, Kansas will double the percentage of Kansas ABE participants who achieve the goal of continuing on to postsecondary education after completion of their ABE programs, which will require an increase from 14 percent to 28 percent.
- 2.8 By January of 2011, the Board of Regents will develop and submit for legislative consideration a proposal that would authorize new state funding to provide need-based assistance to students at public universities.
- 2.9 By September of 2012, the Board of Regents, in cooperation with state university leaders, will develop an initiative aimed at bringing additional out-of-state students into Kansas to pursue their postsecondary studies.
- 2.10 By January of 2012, the Board of Regents will develop and submit for legislative consideration a proposal that would authorize new state funding to expand the state's Comprehensive Grant Program to provide need-based student assistance for two-year, certificate, and part-time students with an initial focus on those students who pursue studies that lead to jobs in high demand areas of the state's economy.
- 2.11 By the summer of 2012, Regents' institutions will have an approved plan to meet the Regent's policy on distance education which includes the use of alternative delivery systems to accommodate the variety of student educational needs.

Strategic Goal #3

Achieve measurable improvement in persistence and completion rates for higher education institutions across the state.

Objectives

- 3.1 By September of 2012, the Board of Regents, in cooperation with higher education institutional leaders, will develop an initiative aimed at identifying and recruiting back into the higher education system working adults who have earned substantial credit but have not finished the work necessary to earn a credential or degree.
- 3.2 By 2020 or before, Kansas will achieve a 10 percentage point increase in first-to-second year retention rates across the higher education system.

- 3.3 By 2020 or before, Kansas will achieve a 10 percentage point increase in the six-year graduation rate for public universities and the three-year graduation rate for community and technical colleges.
- 3.4 By 2020 or before, Kansas will achieve "top 10" state status for the percentage of students who have earned an associate degree or higher, which currently will require an increase from 39.2 percent to approximately 43.4 percent.

Strategic Goal #4

Ensure that students earning credentials and degrees across the higher education system possess the foundational skills essential for success in work and in life.

Objectives

- 4.1 During the 2010-11 academic year, the Board of Regents' system-wide learner outcomes task force, in consultation with the university Chief Academic Officers, shall make recommendations regarding the identification and measurement of foundational skills (such as oral and written communication, technical and numerical literacy, critical thinking and problem-solving) which institutions will report to the Board.
- 4.2 By June of 2011, the Board of Regents will adopt a framework that enables each institution to report on the measurement of the foundational skills identified as essential to success in work and in life.
- 4.3 By September of 2012, the Board of Regents will receive its first report on the measurement of foundational skills across the higher education system.

Strategic Goal #5

Enhance alignment between the work of the state's higher education system and the needs of the Kansas economy.

Objectives

- 5.1 By December of 2011, the Board will begin receiving an annual report on the workforce needs of the state and the number of persons educated in the higher education system to fill those needs to determine alignment and gaps.
- 5.2 By December of 2012, the Board will begin receiving an annual report on university research initiatives designed to meet the needs of the Kansas economy.
- 5.3 By 2020 or before, Kansas will achieve or exceed the regional average for percentage of credentials or degrees awarded in science, technology, engineering, and mathematics (STEM) fields.

Strategic Goal #6

Enhance the regional and national reputation of Kansas universities through aspirational initiatives.

Objectives

- 6.1 By June of 2011, Regents' universities will identify benchmarks of excellence in comparison with peer institutions and establish goals to pursue in order to increase regional, national, and/or peer rankings.
- 6.2 By June of 2012, Regents' universities, according to mission, will identify areas for expansion of research capacity and/or focus and will establish goals to pursue.
- 6.3 Regents' universities will demonstrate increased collaboration including alignment within the Kansas higher education system through a biannual report.

	Exceeds Expectations	Meets Expectations	Falls Below Expectations
Focus	The paper is controlled by one main idea, contains only relevant information, and avoids content that adds length without adding substance.	The paper is generally controlled by one main idea, contains mostly relevant information, and includes little content that adds length without adding substance	The paper may not be controlled by one main idea. It may contain noticeably irrelevant content, or it may include content that adds length without adding substance.
Development	The paper's ideas are elaborated with explanation, demonstration, and/or illustration suited to its audience and purpose. Claims are supported with valid reasons and appropriate evidence. The argument does not include errors of fact or unsupported generalizations. Opinions are clearly distinguished from facts.	Explanation, demonstration, and/or illustration are usually suited to the audience and purpose. Reasoning is generally effective and evidence is usually appropriate. The argument includes no important errors of fact or unsupported generalizations. Opinions are usually distinguished from facts.	Explanation, demonstration, and/or illustration may not be well suited to the audience and purpose. Reasoning may show significant lapses, or evidence may be weak. The argument may include errors of fact or unsupported generalizations. Opinions may not be clearly distinguished from facts.
Use of Sources	Outside sources clearly support development of the main idea. The writer clearly distinguishes between source material and the writer's own ideas and clearly indicates the provenance of all source material. Quotes and/or paraphrases are effective, and the writer is clearly in control of all content.	Outside sources usually support development of the main idea. The writer distinguishes between source material and the writer's own ideas and indicates the provenance of all source material. Quotes are usually effective although the author may not always seem fully in control of quoted and/or paraphrased material.	Outside sources may be missing or may inadequately support development of the main idea. The writer may inadequately distinguish between source material and the writer's own ideas and/or may fail to indicate the provenance of source material. Quotes and/or paraphrases may be ineffective. The writing may show a loss of control with respect to source material.
Organization	Ideas are presented in a logical sequence that supports development of the main idea. Ideas are organized into paragraphs, and paragraph breaks are used to indicate shifts in focus. Transitional words and phrases are used within and between paragraphs to show how ideas are related.	Paragraphing generally shows how ideas are related, and paragraph breaks and transitions clearly signal the shift from one idea to another. The sequence of ideas is clear although it may not be ideal.	Paragraphs may fail to indicate how ideas are related and/or may fail to indicate shifts from one idea to another. The sequence of ideas may be confusing or unclear.
Style	Sentences are effective and coherent. Vocabulary is broad, and word choice shows attention to the audience, purpose, and context for writing.	The document gives an overall impression of sentence-level coherence but may include occasional lapses. Vocabulary is adequate, and word choice is generally appropriate.	The document may be noticeably marred by incoherent or ineffective sentences. Vocabulary may be inadequate for college writing.
Editing	The paper is nearly free of errors of spelling, grammar, punctuation, and word choice.	Errors of spelling, grammar, punctuation, or word choice may be present but are not intrusive.	The overall effect of the document is marred by intrusive errors of spelling, grammar, punctuation, or word choice.