The Pittsburg State University Faculty Senate met at 3:00 p.m. on Monday, October 22, 2018 in the Crimson & Gold Ballroom of the Overman Student Center with Cliff Morris, President, presiding.

Past Minutes

Minutes from September 24, 2018 meeting were approved.

Announcements

President Cliff Morris began the meeting by announcing the availability of a microphone and the importance of everyone being heard. Asked that individuals speak up or wait for the microphone.

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

Dr. Olson spoke of an up-coming KBOR meeting where she expected renewed discussion on Faculty Reward Structure that was originally presented last spring. Dr. Olson indicated that at the November BOR meeting plan she hopes to learn the timeline and structural components which will need be created with assistance of KNEA and Faculty Senate presidents. Contingent faculty will also be discussed. Also, as noted in her announcements in September, KU and JCCC have an initiative redefining baccalaureate degrees. Dr. Olson is calling for faculty to provide input in order to present to BOR the PSU perspective on reducing the number of hours required for a baccalaureate degree from a 4-year institution from 60 to 45.

PSU/KNEA –Grant Moss, President

Grant Moss spoke of a recent pay raise to have been seen in the October 19th paycheck and that there would be retroactive pay on the November 2nd paycheck.   He advised to look for invites on CANVAS for upcoming events and believed the recent coffee and happy hour events were a great success.

Student Senate – Seth George, Representative

Mr. George indicated that Open Resource is the topic at SGA representation at BOR and they are currently looking at other colleges use of this. Also continuing to work on the next PSU TEDx event.

Unclassified Professional Senate – Lindell Haverstic, President

Mr. Haverstic advised UPS is preparing to resume awarding professional development scholarships in November thanks to the funding from University Foundation. UPS is also looking into coordinating some sort of casual welcoming meeting or orientation for new unclassified professional staff, possibly once a semester or more often whenever there is a sufficient number of new staff.

UPS is setting up an Office 365 Sharepoint to share documents and ease leadership transition each year.

UPS Council is preparing for a November teleconference and has plans to meet in person at the December BOR. UPS Council will be reporting again to BOR during the January meeting. UPS Council is also exploring any potential for an employee tuition waiver among the KBOR Regional Institutions.

University Support Staff – Michael Woodrum, President

Mr. Woodrum indicated that USS continues to work with HR on classification and compensation plan. This will continue to be their primary focus through the end of the semester.

Director of University Police and Parking Services – Stu Hite

Stu Hite shared a Powerpoint as an introduction of himself as well as the direction of UPPS.

Faculty Senate President – Cliff Morris, President

Mr. Morris indicated he has emailed the JCCC/KU proposal requesting comments by October 26 and as of today's date only 3 replies had been received. He encouraged input on this important discussion. He then asked for Dr. Mark Johnson to provide ground rules on how motions and amendments will be heard on the general education package.

Dr. Johnson noted that every senator had a name plate and without a nameplate cannot speak unless called upon. Senators will have up to 10 minutes and can speak twice. Each motion will be voted on independently. Not only did Dr. Johnson remind the group of the voting process but also that the purpose was to come out with the best gen ed package possible.

Committee Reports

Undergraduate Curriculum – Kevin Bracker

Dr. Bracker presented the items listed in the agenda as approved by the committee. All passed with unanimous support.

Writing Across the Curriculum – Alex Binder, Chair

Dr. Zepernick reported that the WAC Committee met in September. Committee has begun review of best practices and rubric. To be submitted to Provost on October 30. (more noted in the agenda)

Diversity and Multicultural Affairs – Marc Daczewitz, Chair

Cliff Morris read the report found in the agenda.

General Education Committee – Mark Johnson, Chair

Dr. Johnson noted he was presented the general education package to Faculty Senate for discussion of amendments. There was a motion and second. No immediate discussion and unanimous approval.

It was asked that amendments be submitted in advance of the meeting to President Morris. This became the working document from which senators were able to discuss and vote. Faculty Senate Secretary Andrea Kent-McConnaughey modified each amendment as recommendations and voting took place and was visible on the overhead projector. (Attached is the original proposed amendments along with amendments as they were passed)

Due to the necessity to consider some amendments before others in order to keep the integrity of the Pathways package, discussion/voting was completed in the following order and with the following vote totals.

1) Communication proposal – unanimous support
2) Art – 25 approved, 11 opposed – passed with 36 voting
3) Biology – not approved – 26 opposed and 6 in favor

It was during this discussion that it was asked for more explanation on Gorilla Gateways. (see # 7 of the Biology Proposal) Dr. Catherine Hooey explained the justification for the course being within Pathways was two-fold. Content is meeting current goals, elements such as financial literacy being taught can be taught with a more formal intent. Not all elements are equal. Significant content in the current Freshman Experience class not seen as an academic opportunity and can be used more efficiently to address elements. The New FE (Gorilla Gateways) partly there to meet requirements of information literacy and 2 credit hours within this course needs to be included here to be part of the 120 hours.

Multiple questions were asked and answered as it pertained to the 120 hours and impact on major courses if this course was outside Pathways. Dr. Hooey spoke of this course availability online as well as face-to-face. Dr. Mike Carper added that content within this course as other gen ed courses are to provide relevance to students as well as benefit and meet the standards constituents have said students need to know.

It was noted that this course would come back through Faculty Senate for approval as a new course. There was discussion on if there should be two votes and allowing #7 to stand alone. It was decided that one vote would suffice.

4) HPASS (1) – should contain a different prefix from the student's major – 21 in favor, 12 opposed –passed with 33 voting
5) HPASS (2) – Each General Education course is limited to one "Other Element" (later described as companion element) – 27 in favor, 8 opposed with 35 voting amendment approved
6) ENGLISH/MODERN LANGUAGES – proposal made from the floor and then withdrawn as HPASS amendment covered the imbalance in humanities.

7) MUSIC – it was proposed that this was something that KBOR would decide based on possible allowance over 120 hours. After a great deal of discussion revisions were made to the original proposal from 3 credit hours to 6. Vote was 1 in favor and every other vote opposed. Amendment did not pass.

8) TCHLS - Amendment from the floor from Senator Michelle Hudiburg regarding elective choices. Any course that covers any companion element of the Pitt State Pathways. Discussion if this changes the earlier HPASS amendment, student/advisement struggle with hours and restrictions and that core elements not intended to be electives. The initial motion was withdrawn and changed to read "Any course that covers any Essential Studies or Companion Element of the Pitt State Pathway. This passed with a vote of 28 in favor and 7 opposed a total of 35 voting.

No other amendments proposed.

Called for a vote on the main motion as amended. Approved with unanimous vote of 36 members present at time of vote.

Academic Honesty Committee – Kevin Bracker, Chair
One submission received into Maxient, yet to be reviewed.

Unfinished Business
   None

New Business
   None

Open Forum
   Dr. Johnson announced the return of Pecha Kucha on Wednesday, November 14th downtown at T.J. Lelands. Reminder this is 20 slides with 20 seconds per slide. Also on March 26 the next TEDx.

Meeting Adjourned   Motion to adjourn was approved at 4:45 p.m.

Debbie Greve, Recording Secretary

FACULTY SENATE MEMBERSHIP
(2018-2019)

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Bailey, (At-Large)	X	X							
Book, (At-Large)		X							
Bracker, (Economics, Finance, & Banking)	X	X							
Carlson, (English and Modern Languages)		X							
Childers, (History, Philosophy & Social Sci)	X	X							
Cooper, (At-Large)	X	X							
Covert-Miller, (At-Large)	X	X							
Dainty, (At-Large)	X	X							
Daley, (History, Philosophy & Social Sciences)	X	X							
Fincher, (Teaching and Leadership)	X	X							
Fogliasso, (Management and Marketing)	X	X							
Frisbee, (Nursing)	X	X							
Gupta, (Chemistry)	X*								
Hendershot, (Family & Consumer Sciences)	X	X							
Hite, (Past-President)	X	X							
Hudiburg, (At-Large)	X	X							
Huffman, (At-Large)	X	X							
Jayawardhana, (At-Large)	X								
Johnson, Mark, (At-Large)	X	X							
Jones, Jon, (Technology & Workforce Learning)	X	X							
Leon, (Library Services)	X	X							
Livingston, (Communication)	X	X							
Maxwell, (Engineering Technology)	X	X							
McClaskey, (At-Large)	X	X							
McConnaughey, (Graphics & Imaging Tech)	X	X							
Moots, (English & Modern Languages)	X	X							
Morris, (President)	X	X							
Moss, (At-Large)	X	X							
Munguia, (Music)	X	X							
Norman, (Automotive Technology)	X	X							
Philipp, (School of Construction)	X	X							
Shay, (Military Science)	X	X							
Shewmake, (Health, Human Perform & Rec)	X	X							
Spera, (Psychology and Counseling)	X	X							
Tayo, (Physics)	X	X							
Thompson, Kyle, (Women's Studies)	X	X							
Thuong, (Mathematics)	X	X							
Tseng, (Art)	X	X							
Whitney, (Biology)	X	X							
Yarick, (Accounting & Computer Inf Systems)	X	X							
Zepernick, (At-Large)	X	X							
University Support Staff Senate Representative	X	X							
Unclassified Professional Senate Representative	X	X							
Student Government Representative	X	X							

Khamis Siam substituted for Ram Krishna Gupta at the September meeting.

General Education Package – Proposed Amendments
October 2018

The following proposes amendments to page 4 of the Pitt State Pathway, Communication Rubric.

1. ***Creative expression*** is added within the evaluation areas for **Non-verbal and Creative Expression**, in Mastery, Milestone II, Milestone I, and Benchmark, to stay consistent with language in the element of **Non-verbal and Creative Expression. (addition highlighted in yellow)**
2. ***Creates, evaluates, and analyzes*** replaces ***creates*** to align with Bloom's Taxonomy's suggestion of higher domain terms, to embody the domain, and not one of the various verb possibilities. **(addition highlighted in blue)**

Elements	4 Mastery	3 Milestone II	2 Milestone I	1 Benchmark	N/A
Written Communication	*Composes* evidence-based ideas and creates an appropriate written document to convey a message	*Evaluates* evidence-based ideas and critiques a written document used to convey a message	*Explains* evidence-based ideas and reviews a written document used to convey a message	*Remembers* ideas and understands documents used to convey a message	
Verbal Communication	*Creates* and delivers a clear and compelling message that is appropriate for an intended audience, supported by a variety of materials	*Analyzes* a message intended for the appropriate audience, supported by referenced materials	*Understands* the message intended for the appropriate audience, using limited materials	*Identifies* s a message not supported or referenced	
Non-verbal and Creative Expression	*Creates, evaluates, and analyzes* effective non-verbal and/or creative expression via different modes of delivery	*Demonstrates* effective non-verbal and/or creative expression	*Understands* the characteristics of effective non-verbal and/or creative expression	*Defines* the characteristics of effective non-verbal and/or creative expression	

Proposed Amendments - From the Department of Art

Concerning the newly developed Pitt State Pathway, the Art Department proposes amending the following three sections:

1. **Page two**: Please include the word, "visual," in A. COMMUNICATION. "To express and actively receive meaning in formal and informal manners via **visual**, oral, written, verbal, or nonverbal forms (e.g. nonverbal forms are any human response not expressed in words);"

2. **Page three**: In the chart listing Pitt State Pathway Requirements, in the category of "Other Elements to be Completed in Essential Studies," please replace the word "other" with "companion." So, it should read, "**Companion** Elements to be Completed in Essential Studies."

3. **Page five**: In 3. Non-verbal and Creative Expression, please change the order of the three bullet points. Move the third point, "Interpreting and delivering nonverbal communication…," and position it as the first point. Thus, the original first point becomes the second and the second the third.

Proposed Amendment - From the Department of Music

An adjustment to the General Education requirement will be allowed for the Bachelor of Music Education Degree, in order to comply with the KBOR mandate to reduce the total number of degree credits to 120. Assuming that the department's two music history courses will be incorporated into the total (one as a component of the Human Experience Pillar, and the other as an elective), this adjustment will consist of a waiver of 3 credits from the Essential Studies area of the Pitt State Pathway.

Proposed Amendment - From the Department of Biology

Biology Faculty proposed amendments to the Pitt State Pathway (General Education Package).

1. **Split the GLOBAL UNDERSTANDING AND CIVIC ENGAGEMENT core objective into two separate objectives.**
Reason: Global understanding and civic engagement are two very different things covering different courses and subject areas, and as such do not belong under the same core objective.

2. **Have two elements under the new GLOBAL UNDERSTANDING core objective:**
   1) **Human experience within a global context (5-6 hours)**
   2) **Natural world within a global context (4-6 hours)**

3. **Combine the non-verbal and creative expression element with the human experience within a global context element.**
Reason: Both of these elements seem to emphasize the arts and literature, so they should be combined into a single element.

4. **Combine the following core elements into a single core element requiring 6-7 hours: human systems within a global context, diverse perspectives within a global context, and social responsibility within a global context. The new element will be called "Human systems, perspectives, and social responsibility in a global context", and would fall under the CIVIC ENGAGEMENT core objective.**
Reason: These three elements all appear to be very similar and as such should be part of the same element. Or, they are actually different, but at present are so vaguely worded in the proposal it is difficult to decipher what they actually are.

5. **Split the QUANTITATIVE/ANALYTIC METHODS AND SCIENTIFIC LITERACY core objective into two separate objectives.**
Reason: Quantitative/analytic methods and scientific literacy are two very different things covering different courses and subject areas, and as such do not belong under the same core objective.

6. **Change the INFORMATION AND DIGITAL LITERACY core objective to just DIGITAL LITERACY.**
Reason: It is unclear what information literacy is, because understanding information is part of every class. Digital literacy does have some meaning, as it conveys understanding how to use technology.

7. **Do not include the Gorilla Gateway course in the Pitt State Pathway.**
Reason: This class has not been proposed or legislated yet, and as such should not appear in the general education curriculum.

Below is an example of what the Pitt State Pathway General Education Package would look like if all of the above amendments are passed.

CORE OBJECTIVES

    A. COMMUNICATION

    B. GLOBAL UNDERSTANDING

    C. CIVIC ENGAGEMENT

    D. QUANTITATIVE/ANALYTIC METHODS

    E. SCIENTIFIC LITERACY

    F. DIGITAL LITERACY

    G. PERSONAL & PROFESSIONAL BEHAVIOR

Pitt State Pathway Requirements		
Core Objective	**Elements**	**Credit Hours**
Communication	Written Communication	6
	Verbal Communication	3
Global Understanding	The Human Experience within a Global Context	5-6
	Natural World within a Global Context	4-6
Civic Engagement	Human systems, perspectives, and social responsibility	6-7
Quantitative/Analytic Methods	Quantitative/Analytic Methods	3
Scientific Literacy	Scientific Inquiry	3
Digital Literacy		2-3
Personal & Professional Behavior	Wellness Strategies, Financial Literacy, and Self-Management	7
	Total Hours for the Pitt State Pathway	**39-44**

In an effort to ensure that the gen. ed. package is as diverse as possible, courses taken for "Essential Studies" or "Other Elements to be Completed in Essential Studies" should contain a different prefix from the student's major.

This leaves the "Electives" to still enable the student to count one major course toward his/her gen. ed., but not two. The elective would also help if a student changed majors after taking a course for gen. ed. as that course would shift to count as an elective instead.

General Education Package – Proposed Amendments
October 2018 – Faculty Senate October Meeting

Proposed Amendment - From the Department of History, Philosophy, and Social Sciences - Passed

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This leaves the "Electives" to still enable the student to count one major course toward his/her gen. ed., but not two. The elective would also help if a student changed majors after taking a course for gen. ed. as that course would shift to count as an elective instead.

Proposed Amendment - From the Department of History, Philosophy, and Social Sciences - Passed

Proposed amendment:
  Each General Education course is limited to one "Other Element".

Context:
There was concern that a faculty member might try to associate their course with as many "Other Elements to be Completed in Essential Studies" as possible, based on the logic that if a course met **more** than one element, it would be more "attractive" to students, since they could check off more than one by taking that class. As a reminder, the four "Other Elements..." include:

Diverse Perspectives
Social Responsibility
Non-verbal and Creative Expression
Scientific Inquiry

To encourage breadth in courses taken to fulfill the "Other Elements" requirements, I propose the following amendment:

Each General Education course is limited to one "Other Element".

Proposed Amendment - From the Department of Communication - Passed

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