



FACULTY SENATE COMMUNICATIONS REPORT

November 2, 2017 meeting

“Bitter constraint and sad occasion dear/Compels me to disturb your season due” (Overview)

Faculty Senate held its sixth official meeting on November 2nd. The body discussed General Education reform and received updates on important retention efforts. It also approved a short slate of candidates for standing committees.

“And sage Hippotades their answer brings” (Announcements)

- Open Enrollment for 2018 Health Benefits extends through 11/3.
- Health Services to students will continue. A possible transition of our Student Health Services center to CHER is still under review. There was **never** any discussion of eliminating the services altogether.
- The campus received an email with both the proposed pension legislation and summaries of the changes. (The proposed plan can also be accessed in its entirety at <https://pensions.ky.gov/Pages/index.aspx>)
- “[Changing the Conversation Regarding Intercollegiate Athletics](#),” the brochure that Senator Adams prepared for the Bluegrass Academic Leadership Academy, has been posted on the national AAUP *Academe* blog.
- A person of interest has been arrested in the N. Wilson hate crime case.
- KCTCS transferability may pose problems for programs with early and foundational courses that do not have analogues in the community college system. Faculty working on revising their programs, who will need to demonstrate “seamless” transferability with KCTCS, can work with the Registrar or Dr. Laurie Couch’s office to resolve this issue.

- MSU’s recent decision to assess “stand alone” minors is not a compliance decision for SACSCOC.
 - According to MSU’s SACSCOC liaison, Jill Ratliff: “From our perspective this decision is about student learning and academic quality, not compliance. However, the decision to assess the ‘stand alone’ minor will definitely not hurt us from a compliance perspective.”

**“[W]hat boots it with incessant care/To tend the homely, slighted shepherd's trade”
(General Education update)**

Dr. Chris Schroeder gave the body an update on General Education reform efforts. The two frameworks for General Education reform currently being considered by Task Force are appended at the end of this report. Dr. Schroeder wanted the Senate to know:

- Any revision will need to be approved by the General Education Council.
- Revision will be occurring in an admittedly “aggressive” time frame—a new framework needs to be approved by the end of this term so that a revised program can be put in place by Fall 2020.
- The Task Force has already made changes to the framework proposals based on the feedback it received. Faculty who attended fora earlier in the week, for example, will notice that the first proposed framework has jettisoned the service component and added a new “pillar,” and that a second framework has “made its way back on the table” in response to raised comments/concerns.

In the discussion that followed, Senators offered a number of suggestions:

- The purpose statement (appended at the end of this report) might be more effective if the final sentence prefaced what is now the first.
- Framers will have to be mindful of the QEP and consciously work to integrate that component throughout the program if FYS is to be eliminated.
- FYS should serve as a cautionary tale for the creation of any new general education class that is not tied to a specific discipline or program. (Dr. Schroeder agreed, and noted that the adoption of the first framework would necessarily require some type of regulatory body to ensure consistency and quality.)
- Questions or areas of inquiry might more effectively typify the “pillars” in the first framework.
- The various justifications for General Education reform might need to be more forcefully communicated (especially to faculty who may believe that we can show the students the purpose of General Education merely by making a more concerted effort to explain its purpose in the classroom).
- Marketing schemes should be geared toward our main audience—students and parents—who need to be shown that the liberal arts can provide the necessary skills students will need in careers. A schema that packages liberal arts and career skills would thus be more effective than a tower supported by pillars.
- The second framework allays many of the concerns/fears that a number of Senators had regarding the first proposal. The Task Force could market/package this in an effective way. (CO aside: If the Task Force were to adopt Greg McBrayer’s suggestion for a name for a new program, LUX [Leading Undergraduates Toward

Excellence], it could “package” the “liberal arts” core of General Education as a pathway to the skills that will aid students in careers and life.)

- Before determining what (limited) number of courses should be available in each General Education category/option, someone should “do the math” to determine how many sections and instructors would be needed to meet demands.
- The “Foreign Cultures” designation in Level III of the second framework should be titled international (or perhaps global) cultures.

“That to the faithful herdman’s art belongs!” (Presentation of retention strategies/efforts)

Dr. Laurie Couch offered a brief recap of previous retention news and efforts (noting, among other things, that retention has been brought back under the purview of Academic Affairs as of August 1st, and that some programs are still working to create effective transfer pathways and meet the legislative push to limit degrees to 120 credit hours [see KRS 164.2951]), but the bulk of her presentation was focused on new initiatives to aid student progression and completion:

- In addition to the 90-hour campaign, we’re going to institute a 75-hour check on student progress.
- We’re moving toward a case-management style of professional advising that will provide students with an “intrusive” experience wherein multiple advisors and professionals will be overseeing students’ degree completion.
- We’re continuing our “enhanced course” push in order to move more students into credit-bearing courses, and hence reduce the number of developmental classes that we offer (because dev ed courses have low success rates).
- We’re working on schedule build strategies.
- We’re asking programs and individual faculty to devise and implement course-level retention strategies. (Dr. Couch’s office has provided chairs with lists of possible “barrier” courses—or courses with a high fail or withdrawal rate 3 years in a row—and she is asking those chairs to work with faculty to identify methods that might lessen failure and attrition while still maintaining academic rigor and standards in classes.)
- We’re analyzing the Summer Success Academy.

Our “Next Steps” involve:

- Planning the summer school calendar (including a 3-week intersession period).
- Formulating “college-to-career” plans that will eventually plug into curriculum maps.
- Crafting advising transition plans.
- Coordinating with the Division of Student Success, particularly in regards to First Year Programs.

In the discussion that followed Senators:

- Inquired about the fate of developmental education (answer: we will still offer one or two classes, but the goal is to move to enhanced coursework).
- Asked how we measure what students learn, particularly in regards to mathematics, where some struggling students may be memorizing strategies to pass a particular course instead of mastering skills that can be maintained across multiple classes.
- Wondered whether we should raise the Math subscore of the ACT for entry into the university.
- Stated that the testing center needs to be “more available,” particularly to provide services for the numerous students who require accommodations for testing.
- Queried if we took method of delivery (online vs. on campus) into account when we determined what was a “barrier” course.
- Requested a “cheat sheet” on financial aid that could help faculty advise more effectively (particularly in regards to possible enrollment in winter and summer terms).

“Who would not sing for Lycidas?” (Provost report)

The Provost, who has injured his foot, was regretfully unable to attend Senate.

“Look homeward Angel now, and melt with ruth” (Regent’s report)

The Audit and Bylaw subcommittees of the Board of Regents will be meeting on November 9th.

“What recks it them? What need they? They are sped” (Senate committee reports)

- Academic Issues is following General Education reform and investigating ways to aid underprepared students.
- Evaluations had no report.
- Faculty Welfare and Concerns is working on “minor tweaks” to the promotion policy (PAc-2) to make it more in line with the tenure policy (PAc-27).
- Governance put forward a short slate of candidates for standing committees (N. Davis for Faculty Rights and Responsibilities, T. O’Brien for General Education, A. Risk for Library, and V. Cyrus for Intercollegiate Athletics), which was unanimously approved. Governance is also reviewing committee descriptions and will make revisions were necessary. Chair Lennex asked faculty to review committee pages (which should have all been updated) and alert her to any membership errors/omissions.
- Issues will be meeting the folks in Travel Services to discuss changes in procedure and possibly set up a time for people from Travel Service to address the Senate as a whole. A member of Issues was finally able to definitively determine that SACSCOC does not require us to assess unattached minors. The committee is still interested in investigating why faculty were not consulted in this important curricular decision.

The committee is also exploring issues/potential problems with recent reorganizational efforts, particularly in the Caudill College of Humanities. Chair Hare has been assured that the college is committed to extant departmental structures within the new schools, and that FEPs and rules for Senate membership still apply, but he is seeking written pronouncements that may or may not rise to the level of policy. He and the committee are also interested in officially defining what constitutes “coordination” and what warrants remuneration for such a position.

“The hungry sheep look up, and are not fed” (Final Q &A)

Chair Tallichet, noting that Dr. Couch had graciously stayed to address any queries, opened the floor to questions, which were mostly about what types of students we tend to lose and what might be done to stem this loss. In the brief time that remained, Dr. Couch stated that we did not yet have predictive analytics that would let us know what is going on at a programmatic level, but national trends indicate that universities tend to lose students in the “murky middle.” Regent Pidluzny noted that we might find that we are losing some students at a higher achievement level/GPA and could go elsewhere, and that our efforts might be better served seeking out and helping students who have a greater chance of progressing and graduating. Dr. Couch also stated, on a final note, that the add dates for Winter are firm. Senator should convey this to their fellow faculty and faculty should state this quite clearly to their students.

“At last he rose, and twitch'd his mantle blue:/To-morrow to fresh woods, and pastures new” The Senate adjourned at 5:30 p.m. The next full meeting will be on November 16th.



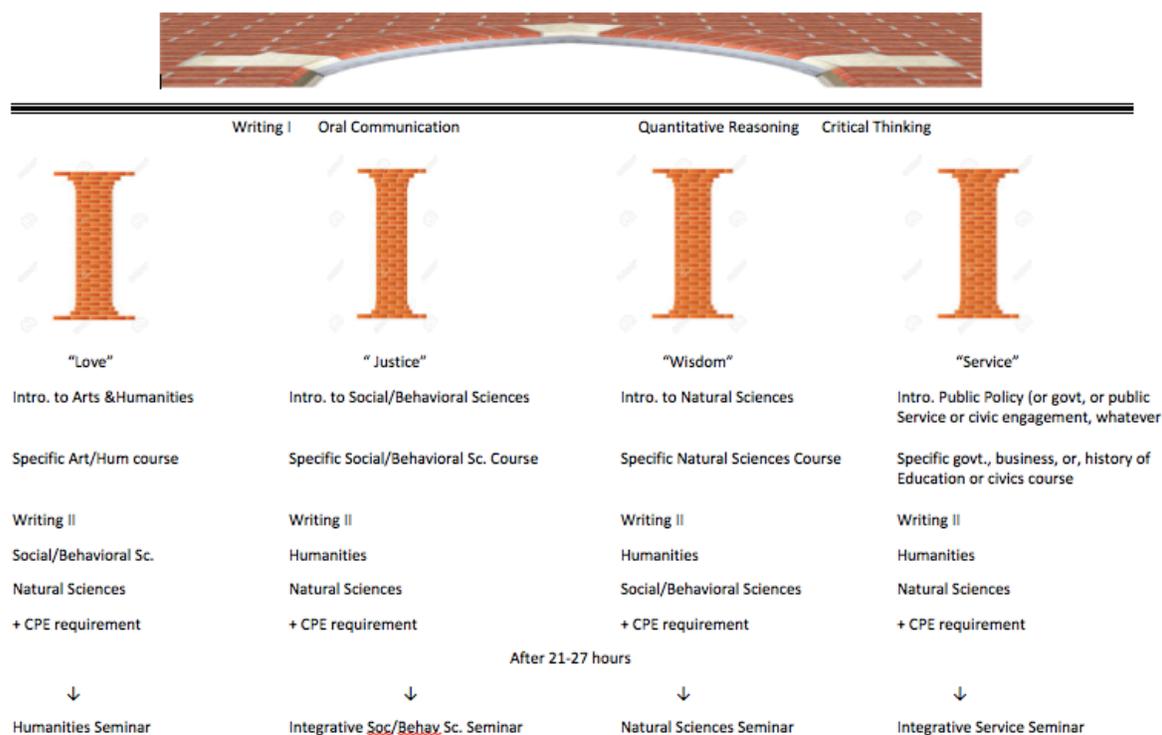
Submitted by the 2017-18 Faculty Senate Communications Officer, who knows “Solitude sometimes is best society.”

GERTF: General Education Proposal Statement

October 5, 2017

The purpose of Morehead State University's general education program is to equip students with the skills and knowledge necessary to think critically, to acquire knowledge independently, and to communicate effectively in the service of becoming engaged, productive, and creative members of a global and civil society. General education's role in the university is meant to afford students opportunities to consider the persistent questions of human existence and to connect to a liberal arts tradition that is a timeless and valued aspect of university life.

FIRST FRAMEWORK



Students complete foundational courses and then choose which "pillar" they wish to pursue. Students may switch pillars during the general education period provided they take the introductory and specific content area course in each pillar. While completing the introductory and content area courses at the beginning of the pillar would be desirable, the framework needs to be flexible enough to allow students to have some choice and to accommodate transfer credit.

SECOND FRAMEWORK

Tri-Level General Education Proposal: Skills, Knowledge, and the Human Community

General education should be a signature component of every student's education at MSU, emphasizing skills, knowledge, and reasoning that are applicable to all career paths. The 21st-century liberal education students receive at Morehead State will prepare them with "the literacy required to live in civil society, the competence to participate in democratic communities, the ability to think critically and act deliberately in a pluralistic world, and the empathy that permits us to hear and thus accommodate others." (Ben Barber, *An Aristocracy of Everyone*, Ballantine, 1992)

The purpose of Morehead State University's general education program is to equip students with the skills and knowledge necessary to think critically, to acquire knowledge independently, to communicate effectively, and to be engaged and productive citizens of a civil society.

Skills

Students will demonstrate the ability to comprehend college-level texts so that students can acquire knowledge independently.

Students will demonstrate the ability to reason and to think critically.

Students will demonstrate the ability to reason and think quantitatively.

Students will demonstrate the ability to effectively communicate ideas in oral and written form.

Students will demonstrate the ability to engage in ethical reasoning and behavior.

Knowledge

Students will demonstrate a basic knowledge of the natural sciences, the social and behavioral sciences, and the arts and humanities.

Students will demonstrate a basic knowledge of human institutions and human cultures, both locally and globally.

An appreciation of the importance of service, leadership, and teamwork/collaboration

Level I: Foundation (12 hours)				
<ul style="list-style-type: none"> • Students develop the skills and competencies necessary to succeed at the higher levels of the program. • Students must attempt all Level I courses within their first 30 hours at Morehead State University. • Students must complete successfully all Level I courses prior to taking Level II courses. 				
Written Communication I (3 hours)	Oral Communication (3 hours)	Basic Mathematics and Quantitative Reasoning (3 hours)	Reasoning and Critical Thinking (3 hours)	
This course will focus on writing effectively for a variety of college-level audiences following the conventions of standard American English.	This course will focus on speaking effectively in a variety of contexts.	This course will focus on basic mathematical concepts (e.g. order of operations, fractions, percentages, probability, basic functions, basic algebra, and basic geometry) and the application of these concepts to solve problems in a variety of contexts.	This course will focus on the basic principles of deductive and inductive reasoning, logic, argumentation, and critical thinking, and the application of these principles in a variety of contexts.	

Level II: Knowledge (12 hours)

- *Students must complete successfully all Level I courses prior to taking Level II courses.*
- Students select two courses with different prefixes from the Natural Sciences, one course from the Social and Behavioral Sciences, and one course from the Arts and Humanities.
- All courses in the Social and Behavioral Sciences and in the Arts and Humanities must have a substantive reading component and a nontrivial formal writing component.
- All courses in the Natural Sciences must have a lab component that involves the analysis of data and the formal reporting of methods and results in written form.
- All Level II courses must challenge students to reason and to think critically.

Natural Sciences (6 hours)	Social and Behavioral Sciences (3 hours)	Arts and Humanities (3 hours)	
No more than nine course options in this category. At most two courses can have the same prefix (e.g., BIOL).	No more than six course options in this category. No two courses can have the same prefix (e.g., PSY).	No more than six course options in this category. No two courses can have the same prefix (e.g., HST).	
Each course in this category will focus on its area's seminal concepts and methods and on how these concepts and methods have expanded our understanding of important issues and have helped solve important problems.	Each course in this category will focus on its area's important concepts and methods and on how these concepts and methods have expanded our understanding of important issues and have helped solve important problems.	Each course in this category will focus on major works, concepts, events, or people that have had a significant impact on human societies.	

Level III: The Human Community (9 hours)

- *Students must complete successfully all Level I and II courses prior to taking Level III courses.*
- Students select Written Communication II and two additional courses—one course from Foreign Cultures and one course from Ethics and Social Justice. A category course must be taken either concurrently with Written Communication II or after completing Written Communication II.
- All Level III courses must have a substantive reading component and a rigorous formal writing component involving multiple writing assignments.
- All Level III courses must challenge students to reason and to think critically.

Written Communication II (3 hours)	Foreign Cultures	Ethics and Social Justice		
	No more than six course options in this category. No two courses can have the same prefix (e.g., SOC).	No more than six course options in this category. No two courses can have the same prefix (e.g., PHIL).		
This course builds upon the writing and rhetorical skills developed in Written Communication I. The theme of the course will be the human community.	Courses in this category will have fulfill an SBS requirement comparing two or more foreign cultures or a foreign culture to American culture from a historical, anthropological, sociological, psychological, or aesthetic perspective.	Courses in this category would fulfill a HUM requirement and deal with ethics and social justice.		

NOTE: Students who go beyond the minimum requirements and take at least one course in each of the four categories and who have a minimum GPA of 3.5 on general education coursework will be recognized in a manner to be determined.

Issues to be Resolved

Reducing to 30 hours (vs. the current 33):

While we do not necessarily believe or agree that a 33-hour general education program is a liability, our subcommittee proposes the following solutions to reduce the proposed plan to 30 credit hours:

- Eliminate 3 credit hours from the Natural Sciences (Level II: Knowledge). (Note: Students seeking recognition for achievements in general education will need to take an additional 3 hours of Natural Science and 6 hours of Level III credit.)
- Combine the current Writing Communication II and Oral Communications I into one class, perhaps called Rhetoric. Rhetoric would be a Level III course.
- Keep Writing I, but designate one of the Level II or III courses as "W," or "writing intensive."

Exchange Course Policy

- An academic program may apply to use exchange courses only if the program's certification or accreditation body requires 90 hours or more of coursework beyond the 30 hours of general education requirements.
- Exchange courses may only substitute for Level II: Knowledge courses.