

2-25-2014

February 25, 2014

Faculty Senate

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## FACULTY SENATE MINUTES FOR 25 February 2014

The 2013- 2014 Faculty Senate agendas, minutes, and other information are available on the Web at: <http://castle.eiu.edu/facsen/>

Note: These minutes are not a complete verbatim transcript of the Senate meeting.

**I. Call to Order by Chair Grant Sterling at 2:02pm (Booth Library, Room 4440)**

Present: J. Conwell, M. Dao, J. Ludlow, A. Methven, M. Mulvaney, J. Oliver, K. Padmaraju, J. Robertson, A. Rosenstein, S. Scher, G. Sterling, K. English.

Guests: Provost Lord, Dean Irwin, Karla Sanders (CASA), Danelle Larson (CASL), Jack Cruikshank (DEN), Nanessa Perez (DEN)

**II. Approval of Minutes of 11 February, 2014**

Minutes from the February 11, 2014 meeting were approved. Motion made by Senator Methven and seconded by Senator Conwell.

**III. Announcements**

No announcements were made.

**IV. Communications**

- a. 2/6/14 CAA Minutes – No action needed
- b. 2/13/14 CAA Minutes – No action needed
- c. Corrected 2/13/14 CAA Minutes – No action needed
- d. E-mail from Dr. Viertel accepting position on Faculty Senate for 2014-15 – No action needed
- e. Forwarded e-mail from Provost Lord to Senator Conwell, Re: Enrollment Funnel – No action needed

**V. Presentation to the Senate – Karla Sanders & Danelle Larson: CASL Data**

Karla Sanders and Danelle Larson presented the CASL data with printouts of the executive summaries in each of the areas distributed to all senators. They shared the highlights while mentioning that the complete reports are available at their website (<http://www.eiu.edu/assess/caslhome.php>). The data they shared related to each of the EIU's Learning Goals gathered from the Electronic Writing Portfolio and the NSSE (National Survey of Student Engagement) survey.

Karla presented the highlights of data related to Writing as a learning goal and mentioned that our readers of the EWP (Electronic Writing Portfolio) talk about “development” being the weakest area for our students. More data related to Writing as a learning goal was shared through the following executive summary:  
Writing as a Learning Goal:

## AY12-13 Executive Summary of Data Related to Writing Learning Goal

### Holistic Scores for Submissions to the Electronic Writing Portfolio (EWP) F12 - Su13

Faculty scores for individual submissions from their own courses

Rating # submissions		Total (6031)
1	unsatisfactory	28 (<1%)
1.5		16 (<1%)
2	needs improvement	149 (2%)
2.5		291 (5%)
3	satisfactory	1748 (29%)
3.5		2247 (37%)
4	superior	1552 (26%)

**92%  
Satisfactory  
or Superior**

### Broader & More Focused Assessment of Electronic Writing Portfolios

Ten percent of completed EWP “portfolios” were further assessed by trained readers who focused on seven key traits—focus/purpose, organization, development, audience awareness, style, mechanics, and facility in the use of sources. Readers were also asked to assess each students’ portfolio *overall*.

The table below tracks that *overall portfolio evaluation* for the past 4 years of data.

	FA09	FA10	FA11	FA12
Poor + Weak	20%	17%	13%	17%
<b>Adequate</b>	58%	54%	55%	59%
Strong	22%	28%	31%	24%

**83%  
Adequate  
or Strong**

The Annual Report that includes data for each trait is available at [www.eiu.edu/~assess/ewpdata.php](http://www.eiu.edu/~assess/ewpdata.php)

While noting the “overwhelmingly adequate” quality of submissions, EWP readers commented positively on the level of engagement evident in those papers on discipline-specific topics. While the ratings for most of the seven traits align roughly with the overall scores, *development* was notably weak, with only 68% in the top two categories (47% adequate + 21% strong) and almost one third (30% weak + 2% poor) in the bottom two. In addition to noting patterns evident in student portfolios, readers commented on the assignments students were responding to, the majority of which asked for reflection or summary, not evaluation or formal argumentation.

#### Recommendations from EWP Readers to improve student writing across the curriculum at Eastern:

- Disseminate data about areas of weakness related to critical thinking, like organization & development
- Provide students with models that demonstrate well developed evaluative and argumentative writing
- Provide faculty with guidance in crafting assignments that require and reward critical thinking
- Provide students with audiences beyond “the professor” to engage them in disciplinary conversations

#### Some results from the National Survey of Student Engagement (NSSE)

NSSE data comes from only 199 first year students & 381 EIU seniors, but several points are worth noting.

- Students gave EIU instructors high marks for clarity of writing assignments & grading criteria.
- Too few reported seeking or receiving feedback on drafts, and this number plummeted for seniors.
- We did not match NSSE institutions for assignments in which students write for a specified audience or in a field-specific style that requires them to talk about methodology or data (esp. numerical data).
- Since first-year students also reported more argument-based writing than seniors (see critical thinking report), this data suggests that we may not be putting sufficient emphasis on writing in the disciplines.

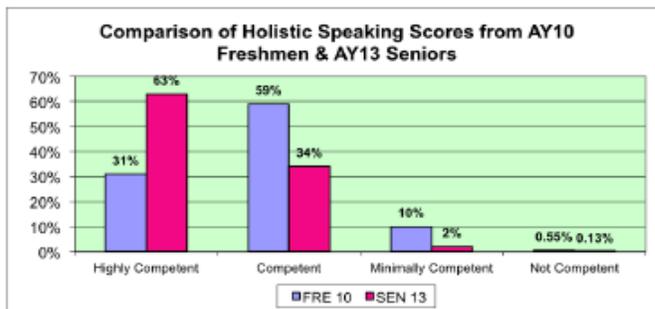
Selected NSSE comparisons	EIU Freshmen	NSSE Frosh (NF)	EIU Seniors	NSSE Seniors (NS)
2 or more drafts?	56% = very/often	51% NF	40% = very/often	47% NS
# times address real audience	72% = all/most/some	63% NF	55% = all/most/some	61% NS
# times describe data or methods	57% = all/most/some	59% NF	55% = all/most/some	64% NS
# times explain numerical data	45% = all/most/some	46% NF	43% = all/most/some	55% NS
# times write in format of field	59% = all/most/some	63% NF	70% = all/most/some	74% NS

Karla further added that the NSSE data showed that the EIU Freshmen compared to all other freshmen do better in writing but then the EIU seniors score lower than other seniors.

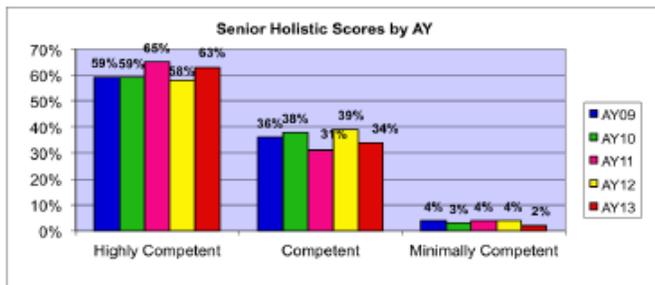
Danelle Larson then presented the executive summary of the data related to Speaking as a learning goal and noted that there had been significant improvement in this area. EIU students feel well prepared and most students report having experiences that improved their speaking skills.

### 2013 Speaking Data Executive Summary

See <http://www.eiu.edu/~assess/speechdata.php> for full report



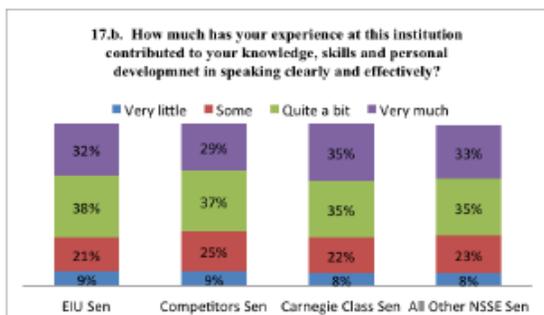
- This snapshot of freshmen compared to seniors after four years shows that seniors are rated as more competent speakers than freshmen, which shows an increase in speaking abilities while at EIU
  - We can make a reasonable assumption that many of the same students are included in both groups.
  - 63% of seniors were rated as highly competent while only 31% of freshmen reached this level.
  - 10.55% of freshmen were minimally to not competent while only 2% of the seniors were at this level.



- A longitudinal view of seniors' speaking ratings shows that ratings at the highly competent and competent levels fluctuate, but no more than 7% between any given years.
- Seniors' ratings at highly competent increased 5% from AY12 to AY13.
- Vast majority (96%-97% across the 5 year period) of our students are graduating with speaking skills in the highly competent to competent range.

Trait	AY12 CMN 1310 Average	+/- Previous AY	EIU 4### Average	+/- Previous AY
Organization	3.31	+ .14	3.60	+ .02
Language	3.20	+ .01	3.65	+ .03
Material (Content)	3.10	+ .05	3.57	+ .01
Analysis	3.16	+ .01	3.55	+ .02
Nonverbal Delivery	3.00	- .07	3.51	+ .21
Verbal Delivery	3.14	+ .07	3.50	+ .06
<b>Holistic Score</b>	<b>3.15</b>	<b>+ .03</b>	<b>3.61</b>	<b>+ .07</b>

The table shows mean subscores from AY13 in CMN 1310 and Senior Seminar as well as change in scores compared to AY12. While the data last year showed that mean scores fell in 5 of 6 categories for freshmen and 4 of 6 categories for seniors, this year's data show increases in 5 of the 6 categories for freshmen and all 6 categories for seniors.



This bar chart shows data from an item on the NSSE survey (collected every 3 years). This data is based on 381 seniors who completed the survey in SP13. 70% of EIU seniors report that their experiences at EIU have contributed quite a bit or very much to their ability to speak effectively. This is compared to 66% of our competitors' seniors and 70% of seniors in our Carnegie class.

Conclusions: Overall the data indicate growth in speaking skills at the university with most students rated as competent to highly competent their senior year (97%). Most seniors (70%) report having experiences at EIU that improved speaking skills.

Assessment of speaking at EIU is occurring for approximately 82% of undergraduate programs, which is a substantial increase from 68% last year. The committee encourages more programs in the College of Arts and Humanities and the College of Sciences to adopt speaking as a learning goal.

Next, data collected for Global Citizenship as a learning goal was shared. It was mentioned that this data is collected at two points – for freshmen, during June or July before they start taking EIU courses and for seniors in the Senior Seminars.

### Global Citizenship Surveys Executive Summary AY13

See: <http://www.eiu.edu/~assess/globaldata.php> for full report

Global Survey administered SU12, FA12, SP13 Freshman Debut and Senior Seminars

**DEMOGRAPHICS:** One-third of the EIU Freshman class self-identify as a race other than white/non-Hispanic: Black 23%; Hispanic 6%, Asian 2%; “other” 2%; the proportion of EIU Freshmen (66%) compared to Seniors (82%) self-identified as white/non-Hispanic declined by 16%. This more diverse freshman class has experienced more diversity prior to arrival at EIU: 43% grew up in bi-racial or multi-racial communities. EIU freshmen are U.S. citizens (99% compared to 98% of seniors), and predominately female (62% compared to 38% male). Although the survey offered students the option to identify as transgender, this third gender category did not appear in the Global Survey results.

**Objective: Make civic and personal judgments that are informed, responsible, and ethical**

Overall EIU students assume leadership positions in school and athletic capacities, and less in church and community capacities. Freshmen lead in HS at a higher rate than EIU seniors in college in athletics, church, and community, though the difference of participation is less drastic.

Leadership Positions in	+/-	Fr	Sr
school organization	-12%	47%	35%
athletics	-24%	47%	23%
church/religious group	-3%	21%	18%
community group	0%	22%	22%

EIU freshmen participated more in co-curricular and volunteer work (including volunteerism and non-profit service) in high school, and did so more consistently, than EIU seniors.

Participated in	+/-	Fr	Sr
athletics or intramurals	-36%	80%	44%
school clubs	-33%	80%	47%
volunteered at a non-profit	-4%	75%	71%
solicited donations non-profit organization	-2%	42%	40%
fundraising for a religious organization.	-14%	34%	20%

A majority of EIU students (Fr90%/Sr74% strongly agree and agree) believed that citizens should respect their government’s decision, but seniors (91%) more than freshmen (67%) believed that citizens should actively question government decisions. EIU students apparently consider the seemingly contradictory actions of “respect” and “active questioning” of government to be duties of citizens, in addition to other citizen duties such as paying taxes, voting and obeying the law.

EIU Seniors stayed informed about local, state, national and international events more than freshmen, and did so more frequently. How? Always/Frequently combined:

- computer or other electronic devices (Fr37%/Sr45%)
- daily newspaper (Fr7%/Sr19%)
- TV news (Fr36%/Sr48%)
- TV news entertainment show (Fr35%/Sr38%)

Yet, most EIU students do not take steps to remain informed (Fr60%/Sr54%).

Party Affiliation	Fr	Sr
Independent	45%	40%
Democrat	29%	30%
Republican	21%	24%
Other	6%	5%

Seniors registered to vote: 84%

Seniors actually voted: 63%

On the National Survey of Student Engagement (NSSE), nearly 2/3rds of EIU students indicated that EIU contributed “quite a bit” or “very much” to their developing a personal code of values and ethics (Fr63%/Sr62%) compared to 62% of freshmen and 65% of seniors in our Carnegie class.

**Objective: Appreciate the diverse experiences and perspectives that shape human culture**

NSSE Questions	+/-	Fr	Sr	Carnegie Class
How much does your institution emphasize encouraging contact among students from different backgrounds?	-3%	53%	50%	Fr59%/Sr53%
How often have you had discussions with people of a different race or ethnicity other than you own?	-8%	80%	72%	Fr72%/Sr71%
... different economic background?	+1%	72%	73%	Fr72%/Sr74%
... different religious beliefs?	-3%	71%	68%	Fr67%/Sr67%
... different political views?	-6%	75%	69%	Fr69%/Sr71%
Connected your learning to societal problems or issues?	+5%	58%	63%	Fr54%/Sr66%
How much as your experience at this institution contributed to your knowledge, skills and personal development in being an informed and active citizen?	-9%	60%	51%	Fr58%/Sr60%

Freshmen at orientation seemed more optimistic in their plans to engage in certain learning opportunities than seniors. Many freshmen, but few seniors, planned to study abroad (Fr51%/Sr7%); do service learning (Fr60%/Sr26%); participate in alternative spring break (Fr32%/Sr6%); do undergraduate research (Fr37%/16%), or participate in national student exchange (Fr17%/Sr1%). While 60% of EIU freshmen planned to do service learning or volunteerism, NSSE data indicated that “some” classes contained a service learning component while only 6% Fr to 10% Sr believed that most classes incorporated service learning.

Moving on with critical thinking as a learning goal, Karla noted that this continues to be a challenge. The data is collected in terms of value added with the EIU experience and EIU students continue to score below expected in many areas of critical thinking. Also interesting to note is that both the Watson-Glaser assessment and the Collegiate Learning Assessment yield similar results with regard to critical thinking scores. The Learning Goals group is working hard to address this issue and we encourage all faculty to attend the workshops being presented by CAA for each of these learning goals. Karla added that the workshops were being filmed and the videos along with other resources for each of the learning goals will continue to be added.

### CASL's Critical Thinking Assessment AY13 Executive Summary

See <http://www.eiu.edu/assess/wgdata.php> for full report

Watson-Glaser results (% accuracy and mean number correct out of total possible) by college and subtest from administrations in Summer 2012, Fall 2012, and Spring 2013.						
	Inference	Recognize Assumption	Deduction	Interpretation	Evaluate Argument	Total Composite
CAH (N=360)	53.0% (M=3.71/7)	61.1% (M=4.89/8)	64.7% (M=5.82/9)	57.0% (M=3.99/7)	73.2% (M=6.59/9)	62.5% (M=25.00/40)
COS (N=403)	55.9% (M=3.91/7)	63.9% (M=5.11/8)	68.2% (M=6.14/9)	60.0% (M=4.20/7)	73.5% (M=6.62/9)	65.0% (M=26.00/40)
CEPS (N=448)	49.0% (M=3.43/7)	57.6% (M=4.61/8)	61.9% (M=5.57/9)	53.9% (M=3.77/7)	69.6% (M=6.27/9)	59.1% (M=23.64/40)
LCBAS (N=490)	52.7% (M=3.69/7)	63.1% (M=5.05/8)	64.9% (M=5.84/9)	58.4% (M=4.09/7)	72.0% (M=6.48/9)	62.9% (M=25.15/40)
BGS (N=211)	52.8% (M=3.70/7)	62.8% (M=5.02/8)	68.8% (M=6.19/9)	60.1% (M=4.21/7)	70.4% (M=6.34/9)	62.9% (M=25.44/40)
EIU Total (N=1193)	52.7% (M=3.69/7)	55% (M=4.94/8)	65.2% (M=5.87/9)	57.6% (M=4.03/7)	71.7% (M=6.46/9)	62.5% (M=25.00/40)
CHANCE	20%	50%	50%	50%	50%	45%

- The Watson-Glaser Critical Thinking Appraisal is a multiple choice standardized test
- The mean Composite Score last year was 25.0, which is consistent with recent years' data
- Norms from 6,713 adults in a variety of employment settings. Raw score of 25 corresponds to percentile rank of 36% for hourly/entry-level positions, 33% for supervisors, 20% for professionals, 18% for managers, 7-8% for executive/director.

- The skill that seniors were able to do with greater than 70% accuracy was to Evaluate an Argument. Making Inferences and Recognition of Assumptions were only between 50-55% accurate. (There are 7-9 items evaluated for each skill, so these subscales must be interpreted cautiously.)
- Research studies in instructional settings suggest that lab-centered/data-centered classes showed greater gains on WGCTA than traditional lecture courses; critical thinking courses, debate training, and group problem solving tasks have also resulted in higher WGCTA scores (see manual for references)

### Results from the Voluntary System of Accountability (VSA) (Administered every 3 years)

The National Survey of Student Engagement (NSSE) –New data collected FA 2012 from 199 EIU freshmen & and SP 2013 from 381 EIU seniors. The table represents the percentage of EIU freshmen and seniors compared to other universities in our Carnegie comparison group of similar types of universities who responded "OFTEN" or "VERY MUCH" to the items.

	EIU Freshmen/ All NSSE Freshmen	EIU Seniors/ All NSSE Seniors
Evaluated point of view, decision, or information source	74% / 70%	71% / 72%
Examined strengths and weaknesses of your own views	69% / 63%	67% / 67%
Applied facts, theories or methods to practical problems or new situations	80% / 74%	80% / 80%

EIU Time Spent Studying Each Week (note only 3% of freshman and 25% of seniors report working at job more than 20 hrs per week)					
	0 hours	1-10 hours	11-20 hours	21-30 hours	30 + hours
EIU Freshman	0%	46%	36%	13%	4%
EIU Seniors	0%	34%	42%	17%	6%

The Collegiate Learning Assessment was administered to 100 freshman in Fall 2011 and seniors in Spring 2012. NO TRANSFER STUDENTS WERE PART OF THE SAMPLE. Growth from freshman to senior year, was similar to other colleges in ability to Critique an Argument. No growth at EIU from freshman to senior year in ability to Make an Argument. Much smaller growth from freshman to senior year compared to other colleges in Analytic Reasoning and Problem Solving in Performance Tasks.

	Value-Added Performance Level	Value-Added Percentile Rank
Total CLA Score	BELOW Expected	7
Performance Task	BELOW Expected	10
Analytic Writing	BELOW Expected	9
Make-an-Argument	BELOW Expected	5
Critique-an-Argument	NEAR Expected	28
Value added takes into account beginning ACT level and looks at growth in scores from Freshman to Senior year.		

**RATING OF LEVEL OF CRITICAL THINKING NECESSARY FOR ASSIGNMENTS IN THE EWP**  
 During the Fall semester 2012, CASL members reviewed 427 papers submitted from 160 students' completed EWPs from AY 2011. CASL members attempted to evaluate the level of critical thinking that assignments asked for from students. The following working definitions were developed based on Bloom's Taxonomy for Critical Thinking.

**BASIC SKILLS (LOW)**

**Knowledge/Comprehension**—papers in which a student is asked to show her understanding of the subject matter (textbook, lecture, article reading, observation etc.). Typical assignments may include definitions, summaries, descriptions, and personal narratives. Such assignments may ask students to summarize information or experiences, relate ideas to each other or their own experience, explain material. Other assignments may include response papers, annotated bibliographies, basic summary literature reviews or article interpretation, personal narratives, basic descriptive papers, summarizing an interview or observation.

**Application**—these assignments ask the writer to apply/use acquired knowledge, facts, techniques in various situations or to solve a problem. Such papers may explain complex material and then take that one step further by exploring what the information means in terms of real life examples or case studies. Students apply knowledge or theories but do not need to provide much rationale, evidence, or analysis during the application. Common assignments include basic lab reports, locating resources, case study reports, basic literary analysis, simple reflection, summarizing an interview or observation and relating it to information learned in class. Using course information to develop a lesson plan, personal philosophy, study plan, or memo would also be examples of application assignments.

**REQUIRES HIGHER LEVELS OF CRITICAL THINKING (HIGH)**

**Analysis**—an analysis asks the writer to examine an issue, problem, text, case study, experiment, and look for trends/patterns/themes (possibly from a single source or personal perspective) in close detail. Some evidence and rationale to support claims, judgments and decisions are required. Critical evaluation of parts of argument, developing a plan to solve a specific problem, recognizing assumptions and bias may be required. Students may be asked to test or examine a hypothesis or compare and contrast a set of ideas. Common assignments include journal article or other type of single source (e.g. literary/movie) critique, argumentative/persuasive essays, critique of an observational experience.

**Synthesis**—this kind of assignment is akin to the analysis in depth (usually from multiple sources or perspectives), where the writer is required to bring together information (integrate), ideas, examples to create a new argument, way of looking at a problem, or understanding and using complex material. Conclusions are

formed and supported. Many papers that ask a student to solve a problem will fall into this category, such as proposals to solve multifaceted problems, business plans, research papers, and argumentative/persuasive essays. Developing designs/plans/proposals by looking at multiple perspectives or options and formulating contingencies would require synthesis. Developing conclusions or describing commonalities/differences from multiple observational experiences would also require synthesis.

**Evaluation**—papers that are evaluative in nature require the writer to establish a set of criteria and then present/defend her/his opinion/hypothesis using strong levels of evidence. Research and expertise must be established to judge and make the argument strong. The writer goes beyond analyzing and synthesizing to provide a new and informed conclusion, or put multiple authors/sources in conversation with one another and evaluates the conversation through novel lenses or conceptual frameworks. Evaluation is a large part of all research—whether scientific, artistic, sociological, or applied. Typical assignments may be critical reviews, argumentative essays, research papers, literary analysis and complex interpretive lab reports.

Level	High	Low	Total	% High	% Low
1000	21	37	58	36.21%	63.79%
2000	36	51	87	41.38%	58.62%
3000	66	68	134	49.25%	50.75%
4000	56	56	112	50.00%	50.00%
not given	4	13	17	23.53%	76.47%
<b>Total</b>	<b>183</b>	<b>225</b>	<b>408</b>	<b>44.85%</b>	<b>55.15%</b>

Level	High	Low	Total	% High	% Low
General Ed	66	73	139	47.48%	52.52%
Major	113	138	251	45.02%	54.98%
FYE		1	1	0.00%	100.00%
not given	4	13	17	23.53%	76.47%
<b>Total</b>	<b>183</b>	<b>225</b>	<b>408</b>	<b>44.85%</b>	<b>55.15%</b>

College	High	Low	Total	% High	% Low
CAH	79	72	151	52.32%	47.68%
CEPS	23	56	79	29.11%	70.89%
COS	33	40	73	45.21%	54.79%
LCBAS	43	36	79	54.43%	45.57%
Cont. Ed(BGS)	1	8	9	11.11%	88.89%
not given	4	13	17	23.53%	76.47%
<b>Total</b>	<b>183</b>	<b>225</b>	<b>408</b>	<b>44.85%</b>	<b>55.15%</b>

After sharing the highlights of each of the learning goals, Karla and Danelle then mentioned the breakdown of the data by each college. The reports for these are attached along with the minutes.

## VI. Old Business

### A. Committee Reports

1. Executive Committee – Senator Sterling reported that in the recent monthly executive committee meeting, the committee talked to President Perry and Provost Lord about the program analysis being done by CUPB. They also discussed ways of populating the councils and committees for the upcoming faculty elections. Some of the committees that were not meeting will still be populated during the elections and then later if our Senate subcommittee comes up with reports about the committees that were not active, then necessary action may be taken.
2. Nominations Committee – Senator Knight-Davis shared a list of open positions for the nominated committees and reported that the call for nominations will be sent forth after the elections.
3. Elections Committee: Replacement for Senator Methven; Spring Elections – Since Senator Methven is retiring at the end of the academic year, a position needs to be filled in the Senate. Senator Oliver mentioned that Dr. Viertel was next in line with the most votes and had agreed to serve if called on. Senator Mulvaney moved to approve Dr. Viertel and the motion carried through after being seconded by Senator Ludlow.

Senator Oliver reported that the call for faculty elections had been made for 26 open positions. So far, 21 people have submitted the petitions and there were still some councils which did not have a single candidate. Senator Methven suggested extending the deadline to the following week but since the Senate was not going to meet till after Spring Break, the list would need to be approved electronically. Senator Mulvaney added that we need to consider the time ITS needs to put together the electronic ballot and he knew that some of the ITS personnel were taking time off during Spring break. Senator Oliver suggested extending the deadline till March 17<sup>th</sup> and approving the list on March 18<sup>th</sup> but that would cut down on the time ITS has for designing the electronic ballot. He offered to send the call out again. Senator Conwell suggested sending the call out to chairs also and to clearly identify which positions were still without candidates. Senator Conwell also asked if the petitions had to come only from Unit A faculty. Senator Sterling replied that there was lack of clarity regarding this. The bye-laws are clear that only Unit A faculty can vote and some of the committees do have specific requirements but not all committees do. Senator Oliver noted that the call had the requirements listed for some of the committees and the committees that do not have any candidates. Senator Sterling reminded the senate that as per the bye-laws, the elections subcommittee is supposed to find candidates so that every position is actually contested. He further added that bye-laws state that the list of candidates be distributed by the 2<sup>nd</sup> week of March and elections to be held in the 4<sup>th</sup> week of March. Senator Mulvaney stated that he was in favor of extending the deadline till Tuesday or Wednesday of the following week. Senator Scher

expressed concerns that getting petitions by that time may be hard for some faculty. Senator Conwell offered to take the petitions around for anyone from his building. Senator Oliver added that we need to encourage our colleagues to participate more. Senator Conwell moved to extend the deadline to 5:00 pm on Wednesday, March 5<sup>th</sup>. Senator Mulvaney seconded the motion and the motion carried through unanimously.

4. Faculty-Student Relations Committee – No report
5. Faculty-Staff Relations Committee - No report
6. Awards Committee – No report
7. Faculty Forum Committee – Senator Rosenstein reported that the committee had met and had decided to have a forum at the end of March with UPI Ad-hoc Committee on Budget to discuss CUPB and program analysis.
8. Budget Transparency Committee – No report
9. Committee on Committees - No report
10. Constitution/By-laws Revision – No report
11. Other Reports
  - a. Provost's Report – Provost Lord shared that there was a board meeting that week on Friday but there wasn't any particular items to be acted on during that meeting. He mentioned that Dean Irwin would be introducing the Professor of the Year to the Board. With searches, Provost Lord mentioned that the search for the Director of Admissions is ongoing, there was a candidate last week and another was coming the following week. He added that the candidates for the Registrar position were also going to start coming for campus visits.

Provost Lord appreciated the presentation by Karla Sanders and Danelle Larson about the CASL data and the CAA Learning Goals workshops. He added that he had attended the first one last week and liked how they were being done. He applauded the initiative and encouraged all faculty to attend the workshops.

Senator Oliver asked if the learning goals initiative was something that was becoming a trend in higher education and if this was part of the accreditation process. Provost Lord replied that the assessment discussion has been ongoing for more than two decades now and it was good that we are talking about these learning goals which are typical of most institutions.

Senator Sterling expressed his disappointment about faculty not being able to access the enrollment funnel unless they go through the department

chairs. Provost Lord replied that when the funnel was initially designed, it was meant to be a management tool and traditionally the initial data has not been released publicly. He would however urge the President's council to discuss the issue and will then report back to the Senate.

b. Other – None

VII. New Business

A. Future Agenda: Spring 2014 Meeting Dates – March 18 (CAA); April 1 (e-portfolios); April 15 (CUPB-Program Analysis); April 29 (Admissions)

B. Other New Business – None

VIII. Adjournment: Meeting was adjourned at 3:15 pm.