Minutes*
Faculty Senate Meeting
April 17, 2025 – 3:45 pm, Lowrimore Auditorium
*Submitted by Dr. Nicole Panza due to planned absence of Faculty Secretary

I.   **Meeting was called to order by Chair O'Kelley at 3:45 PM**
Present: All senators present except Diop (unexcused) and Fries (excused). Newly elected senators for 2025-2026 also attended to vote in elections.
Others Present: Rubin, A. Munn, M. Brauss, Weaver, Carswell, Love-Steinmetz, Setzler

II. **Minutes from the March 18, 2025 meeting were approved as posted**

III. **Elections**
      a. Vice-Chair of the Faculty - Dr. Jessica Gause
      b. Faculty Secretary - Dr. Karen Fries

IV. **Report from the Executive Committee**

      As a reminder, the National Council of Faculty Senates is bringing their annual conference to the Carter Center downtown, Thursday, May 29th and for a half day on Friday, May 30th. Faculty governance is willing to sponsor the attendance of our senators so if you would like to attend, please let the Faculty Chair know. The conference fee is $125 and would be reimbursed to you following the standard university procedures. Also as a reminder, Administrator Evaluations are due by Friday, April 25th.

V.   **Report from the Academic Affairs Committee** *(See the attachment for complete proposals. See the appendix for supporting materials).*

      1. Proposal from the Department of English and Philosophy - *All items passed as written.*
          A. Modify English 385
          B. Modify Mission Statement – from Liberal Arts Program to Literature Program
          C. Modify English Major – from Liberal Arts Program to Literature Program

      2. Proposal from the School of Business - *Item passed as written.*
          A. Modify Computer Science 401 Prerequisites

      3. Proposal from the School of Health Sciences, Department of Healthcare Administration - *All items passed as written.*
          A. Add IPHC 365
          B. Add IPHC 410

      4. Report from the Office of Institutional Effectiveness (for informational purposes only) – *No action required.*

A. Presentation of the 2021-2022, 2022-2023, 2023-2024 General Education Report
- *See appendix for the complete General Education Reports*
B. Response of the AAC to the 2021-2022, 2022-2023, 2023-2024 General Education Reports

VI.   **Report from the Graduate Council (*See the attachment for complete proposals. See the appendix for supporting materials).***

There were no proposals sent forth from the GC for this meeting.

VII.   **Old Business-** *None*

VIII.   **New Business-** *None*

IX.   **Announcements-** *Graduation dates were reminded.*

X.   **Meeting was adjourned by Chair O'Kelley at 4:00 PM**

Attachment to the Faculty Senate Agenda – April 17, 2025

V. Report from the Academic Affairs Committee

1.   **PROPOSAL FROM DEPARTMENT OF ENGLISH AND PHILOSOPHY**

A.   **MODIFY** on p. 90 of the current print catalog

FROM:

385 — ~~Sex~~, Gender, and Literature (3) (Prerequisite: 102 with a grade of C or higher.) ~~Focuses on using gender theory to examine various texts, considering interaction between male and female in literature in terms of both writer and reader, and how the constructed identities of gender, sexuality, and textuality shape and relate to each other.~~

TO:

385 — Gender and Literature (3) (Prerequisite: 102 with a grade of C or higher.) Examines literary texts through the lens of gender studies, exploring how constructed identities of gender and intersectionalities of gender, race, class, and sexuality relate to the text.

<div align="center">**Rationale for A:**</div>

This is an update to the course name and description, which reflect changes in approaches and language in the fields of gender and literary studies. Changes account for literary constructions and representations of complex subjectivities while accounting for both literary process and context.

B. **MODIFY** on p. 84 of the current print catalog

<div align="center">**FROM:**</div>

MISSION STATEMENTS

ENGLISH – The Department of English and Philosophy serves all students in the University by providing instruction in writing and analytical reading for the general education program. The department seeks to prepare students for graduate studies in the major or for entering professions that emphasize writing and critical thinking skills. The major in English introduces students to their literary and linguistic heritage and acquaints them with a variety of genres, periods, themes, critical approaches, and individual writers ranging from ancient to modern. Courses in creative and expository writing, composition theory, the history of the language, modern theories of grammar, and literary criticism are also offered. Students may pursue the English degree through the ~~Liberal Arts Program~~, the Technical and Professional Writing Program, the Creative Writing Program, or the Teacher Licensure Option. Students may also earn either a minor or a collateral in English. Three writing minors are offered including creative writing, technical and professional writing, and writing and language

<div align="center">**TO:**</div>

MISSION STATEMENTS
ENGLISH – The Department of English and Philosophy serves all students in the University by providing instruction in writing and analytical reading for the general education program. The department seeks to prepare students for graduate studies in the major or for entering professions that emphasize writing and critical thinking skills. The major in English introduces students to their literary and linguistic heritage and acquaints them with a variety of genres, periods, themes, critical approaches, and individual writers ranging from ancient to modern. Courses in creative and expository writing, composition theory, the history of the language, modern theories of grammar, and literary criticism are also offered. Students may pursue the English degree through the Literature Program, the Technical and Professional Writing Program, the Creative Writing Program, or the Teacher Licensure Option. Students may also earn either a minor or a collateral in English. Three writing minors are offered including creative writing, technical and professional writing, and writing and language.

C. **MODIFY** on p. 84 of the current print catalog

FROM:

MAJOR

A major in English requires students to select either the ~~Liberal Arts Program~~, the Technical and Professional Writing Program, the Creative Writing Program, or the Teacher Licensure Option:

a) ~~**LIBERAL ARTS PROGRAM**~~:

> a. 13 hours of English requirements:
> ENGL 261 Survey of British Literature (3)
> ENGL 262 Survey of American Literature (3)
> ENGL 361 Shakespeare (3)
> One World Literature Course (ENGL 362, 363, or 364) (3)
> ENGL 496 English Capstone Experience (1)
> b. 21 hours of electives in the English Major above the 259 level
> to include:
>> At least two literature courses at the 400 level
>> At least three literature courses at the 300 level
>> Not more than one of these courses may be counted: ENGL 250, 250G, 251, or 252
> c. 12 hours of open electives

TO:

MAJOR

A major in English requires students to select either the Literature Program, the Technical and Professional Writing Program, the Creative Writing Program, or the Teacher Licensure Option:

a) **LITERATURE PROGRAM**:

> a. 13 hours of English requirements:
> ENGL 261 Survey of British Literature (3)
> ENGL 262 Survey of American Literature (3)
> ENGL 361 Shakespeare (3)
> One World Literature Course (ENGL 362, 363, or 364) (3)
> ENGL 496 English Capstone Experience (1)
> b. 21 hours of electives in the English Major above the 259 level
> to include:
>> At least two literature courses at the 400 level
>> At least three literature courses at the 300 level
>> Not more than one of these courses may be counted: ENGL 250, 250G, 251, or 252
> c. 12 hours of open electives

<p align="center">**Rationale for B-C:**</p>

We are renaming the Liberal Arts program to Literature to more accurately reflect the increasingly specific focus on literature in the courses of this program, to better distinguish it from the other programs offered by the Department of English and Philosophy, and to reflect the course changes to the program that have occurred since its original naming of Liberal Arts.

2. **PROPOSAL FROM THE SCHOOL OF BUSINESS**

   A. **MODIFY** CS-401 description on page 152 of the current catalog

<p align="center">**FROM:**</p>

401 Programming Languages (3) (Prerequisite ~~A grade of C or better in~~ 350) Study of formal language concepts, language syntax and semantics, language design and implementation, data types, data abstraction, control structures, procedure mechanisms, lexical analysis, parsing, and run-time organization as exemplified by a variety of programming languages and paradigms.

<p align="center">**TO:**</p>

401 Programming Languages (3) (Prerequisite: 350) Study of formal language concepts, language syntax and semantics, language design and implementation, data types, data abstraction, control structures, procedure mechanisms, lexical analysis, parsing, and run-time organization as exemplified by a variety of programming languages and paradigms.

<p align="center">**Rationale for A:**</p>

The primary instructor for CS-401 does not feel that the level of knowledge overlap between CS-350 (the prerequisite) and CS-401 is strong enough to compel a grade of C or better. The opinion is that a slightly weaker student completing the prerequisite course could still be successful in CS-401. This would allow the student to continue in their four-year plan and graduate on time. Furthermore, the computer science faculty feels that removing the requirement of "C or better" would not adversely affect the quality of the curriculum as students needing stronger preparation could be counseled on how to proceed during advising.

3. **PROPOSAL FROM THE SCHOOL OF HEALTH SCIENCES, DEPARTMENT OF HEALTHCARE ADMINISTRATION**

   A. **ADD** on page 164 of current online catalog

365 Epidemiology in Public Health (3) This course is designed to be an entry into the field of epidemiology, with a focus on public health practice. Students will study the discipline's landmark historical events, scientific study design, statistical methods, causality, and strategies for disease interventions. This investigative science provides students with the basic skills to find the root causes of disease, develop intervention strategies, and stop outbreaks before they reach epidemic proportions.

B. <u>ADD</u> on page 164 of current online catalog

<mark>**410 Health Behavior Theories in Public Health** (3) Behavioral health is the cornerstone of public health practice, and the theoretical models of health behavior are introduced in the core courses of the Healthcare Administration curriculum. This course is designed to promote the student's comprehensive knowledge of the different models and theories of health behavior, putting theory into practice through guided research and writing, case evaluation, and the development of an intervention protocol. Emphasis is placed on comparative analysis of the popular models and theories and their constructs, determining their strengths and weaknesses, as well as their appropriateness for different segments of the population and application to public health programs. This course is highly recommended for those students pursuing the Certified Health Education Specialist (CHES) credential from the National Commission for Higher Education Credentialing (NCHEC).</mark>

<div align="center">

<u>Rationale for A-B:</u>
</div>

Due to the size of the major (approximately 150 students currently) and the competitiveness of the healthcare/public health industry, the Healthcare Administration department feels it is necessary to provide students with additional elective courses to increase their competencies, making them eligible for industry credentials and enhancing their applications for employment in the public health field and graduate programs. These courses, IPHC 365 and IPHC 410, will allow students to use their elective courses to further their knowledge of concepts and disciplines introduced in the core competencies covered in the Healthcare Administration major's required courses. These two courses cover content that is specifically required for eligibility for the Certified Health Education Specialist (CHES) credential from the National Commission for Higher Education Credentialing (NCHEC), which is increasingly included on job descriptions, as either a requirement or preferred skill, within the public health field.

4. Report from the Office of Institutional Effectiveness (for informational purposes only)

  A. Presentation of the 2021-2022, 2022-2023, 2023-2024 General Education Report - *See appendix for the complete General Education Reports*

  B. Response of the AAC to the 2021-2022, 2022-2023, 2023-2024 General Education Reports

Academic Affairs Committee Response to the 2021-2024 General Education Report

The Institutional Effectiveness Committee (IEC) delivered two presentations to the Academic Affairs Committee (AAC) during the Spring 2025 semester. The first presentation, held on January 16, provided an overview of the IEC's work over the past three years to develop a systematic model for evaluating General Education courses. This model incorporates both quantitative and qualitative data, utilizing direct and indirect assessment methods.

At that time, the IEC's recommendations for the 2023–2024 academic year were still in progress. As a result, the AAC requested a follow-up presentation at its final meeting of the semester on April

8, 2025. During that meeting, the IEC presented a completed analysis and full set of recommendations for 2023–2024.

In response, the AAC compiled a summary addressing the IEC's General Education Reports for the academic years 2021–2022, 2022–2023, and 2023–2024.

Moving forward, the AAC and IEC have agreed that the IEC will present its annual report to the AAC during the committee's final April meeting. This timeline will allow the IEC sufficient opportunity to analyze data and prepare recommendations, while ensuring that the AAC has dedicated time each April to review and respond to the General Education Report.

Response to the 2021–2022 General Education Report

After reviewing the 2021–2022 General Education Report, the AAC finds that the General Education goals are being met under the current model of assessment, as demonstrated by departmental reports and student responses on the revised Senior Exit Survey. The committee recognizes steps taken by departments to align course-level outcomes with the university's nine General Education Goals and to implement both direct and indirect assessment measures. The committee supports the IE Committee's recommendation for departments to clearly identify which General Education Goals are addressed by each course and encourages continuous improvement in assessment practices.

Response to the 2022–2023 General Education Report

After reviewing the 2022–2023 General Education Report, the AAC affirms that the General Education goals continue to be met. Departments worked to refine learning outcomes and enhance assessment methodologies. The report highlights the use of both quantitative and qualitative data, with many departments identifying measurable learning outcomes aligned to Bloom's Taxonomy. The committee recognizes the effectiveness of the new standardized General Education IE Report format and supports its continued use. It also supports the IE Committee's continued role in assisting departments with report development and recommends further emphasis on the use of baseline, benchmark, and target indicators to ensure progress is measurable and meaningful.

Response to the 2023–2024 General Education Report

After reviewing the 2023–2024 General Education Report, the AAC concludes that the university is maintaining and enhancing the quality of its General Education assessment. The committee notes an upward trend in student perceptions of learning across the nine General Education Goals, as captured in the Senior Exit Survey, with an average positive perception rating nearing the established target of 88%. The committee supports the recommendation to formalize baseline, benchmark, and target values for all nine competencies, using four years of survey data. These metrics will provide consistency and a framework for evaluating future improvements. The AAC supports the following continuous improvement action items identified by the IEC:

Clarify Course Alignment with Goals:
      - Ensure all departments identify the General Education Goal(s) addressed by each general

education course. Courses that do not align with at least one goal will be reviewed for removal from general education requirements.

Standardize and Support Assessment Reporting:

    - Continue support for the standardized General Education IE Report template.

    - Emphasize alignment of goals, assessment methodology, and evaluation of insights.

Use Data for Continuous Improvement (regarding the Exit Survey):

    - Institutionalize baseline (86.1%), benchmark (85.4%), and target (88%) values for each General Education Goal.

Expand Professional Development and Departmental Support:

    - Offer workshops and individual consultations for consistent and rigorous assessment reporting.