

Draft Minutes of the
Special SU Faculty Senate Meeting
December 6th
DH123

1. Maarten Pereboom called the meeting to order at 3:35pm.

He reviewed materials on the first PP slide:

- Faculty Development Day Jan 27th

- Final Report on March 2006

- Senate meeting and vote, April 11th (HH119)

- All-faculty meeting and vote, April 25 (Wicomico Room)

This review was followed by a 10-minute faculty discussion on the need for a Senate vote prior to the all-faculty vote

2. The Provost made some comments reminding us of the importance of this opportunity. He also encouraged us to think about whether or not students come to SU because of gen ed or because of other attributes. President and Provost are talking to system office that we are having these discussions.

3. The President offered comments regarding how the institution has changed since Bellavance. This change would allow us to look distinctive – our only chance to reduce faculty workload.

4. Keith Brower introduced the discussion of general principles and operational guidelines.

Comments/questions/answers included:

- a request for list of goals that can be answered by this change

- can there be an exception for some professional programs if there's an obstacle that cannot be overcome?

- will external perceptions of workload change for the better? Student Affairs will assist student perceptions

- How will this benefit the students? students can focus more & engage more deeply, faculty can spend more time with each student, students have time to engage in research

- key concern is student engagement, which this model helps address

- rather see an evolution of the curriculum, more enhanced courses

- enhanced courses do not result in reduced teaching load - we cannot do this piecemeal

- President made comments about the Regents and their current focus on "e&e" - we have piqued their interest

- What we do might be a model for other system schools.

- It would be helpful to see how some colleagues enhance their courses

- Where do research courses fit in? It's up to the department

- How are lab courses enriched if they are already 4 credits? they have not changed dramatically, except for workload reduction. How then is a lab course enhanced?

- if seat time doesn't measure student engagement, how does this play out in the 4 credit courses that already exist?

- will require a change in faculty and students. Internally, the evaluation and assessment of faculty members will have to change. Externally, the State will have to support us.
- Impact on graduate education?
- What will be charged for credit?
- how was it decided which gen ed classes were eliminated?

5. Pereboom adjourned the meeting at 5:04