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SALVE REGINA UNIVERSITY FACULTY ASSEMBLY

Minutes of the Meeting of February 4, 2002, Ochre Court

Johnelle Luciani RSM, Speaker of the Assembly, presided.

1. **Call to Order and Thank You.** The meeting was called to order at 2:06 PM. The Speaker thanked Elaine Daniels, Eula Fresch, and Judith Keenan for organizing the Winter Social in honor of Barbara Kathe on January 25. She also read aloud a letter of thanks from Dr. Kathe.
2. **Minutes.** The Minutes of the Meeting of December 3/17, 2001 were approved.
3. **Treasurer's Report.** There is approximately \$2000 in the Assembly's account.
4. **Business Studies: Proposal.** Ronald W. Atkins, Chair of the Department of Business Studies, presented the following:

Motion: That the Faculty Assembly, in accordance with the *Protocol for Requesting the Faculty Assembly's Involvement in Changes Concerning Curriculum and Educational Policy* (approved by the Assembly on May 1, 2000), endorse the proposed curriculum changes submitted by the Department of Business Studies on December 3, 2001.

The Motion was seconded and approved unanimously.

- 5.1 **Core Curriculum.** The Speaker determined that the procedures for debate of the Core Curriculum issue, established for the December 3/17 meeting, shall be continued. She reminded everyone that the Assembly asked the joint faculty-administration Deliberative Committee on the Core Curriculum (DCCC) to propose a plan for involving more faculty in the planning of a new Core Curriculum.

5.2 **Motion #1**

That the Faculty Assembly accept the attached document entitled "**The Salve Regina University Core Curriculum: a Program Designed for Developing Lifelong Learners and Responsible Citizens of the World**" (Part 1: "Purpose and Rationale" and Part 2: "The Salve Regina Core Curriculum: Course Areas") as the basis for further development of the Core Curriculum.

The Motion was seconded. The following amendment was approved by a paper ballot of 34 YES, 32 NO, 4 ABSTAIN:

- 5.3 **Amendment:** That these words be added to the bottom of p. 3:

The Portal Course, Core Capstone, and the two English courses in the Core Curriculum are the Common Core Courses, which shall mean the following:

(1) All students who have successfully completed a Common Core Course will share a knowledge of a set of specific readings. (2) The syllabus for a Common Core Course specifies about 75% of readings to be covered in class and teachers will select from specified options for the rest. (3) The undergraduate faculty will always be kept informed about this list of readings and any updates.

5.4 The following amendment was approved by a paper ballot –
41 YES, 21 NO, 8 ABSTAIN:

Amendment: That the courses included in the Common Core shall be the Portal Course, one course in Religious Studies, one course in Philosophy, and one English course.

5.5 An amendment to add one three-credit course in information technology to the Core Curriculum failed. The vote (paper ballot) was 13 YES, 56 NO, 3 ABSTAIN.

5.6 **Motion #1, as amended, was approved by paper ballot: 54 YES, 7 NO, 2 ABSTAIN. Complete text is added below.**

5.7 **Motion #2**

That the Faculty Assembly accept the attached document entitled “Development Teams for the Core Curriculum and Timetable” as the process for further development of the Core Curriculum.

5.8 The Motion was seconded. The following Amendment was proposed seconded, revised in a friendly amendment, and passed by a paper ballot of 54 YES, 9 NO, 1 ABSTAIN:

Amendment: That these words be added to the section on page 6 entitled: Structures in the Course Area: “The Development Teams, especially for the Common Core courses, should work cooperatively to coordinate the selection of content and readings for these courses.”

5.9 **Motion #2 was approved by paper ballot: 54 YES, 9 NO, 1 ABSTAIN. Complete text is added below.**

6. The Speaker called for an intermission. The meeting resumed, in Executive Session, at 3:30 PM. Approximately 50 members of the Assembly were present.

7. **FACSB.** The Assembly discussed proposals submitted by the Faculty Advisory Committee on Salary and Benefits. The proposals, as amended, were approved unanimously.

8. The meeting adjourned at 3:57 PM

Complete Text of Amended Motions #1 and #2

Motion #1

That the Faculty Assembly accept the attached document entitled

“The Salve Regina University Core Curriculum: a Program Designed for Developing Lifelong Learners and Responsible Citizens of the World”

(Part 1: “Purpose and Rationale” and Part 2: “The Salve Regina Core Curriculum: Course Areas”)

as the basis for further development of the Core Curriculum.

The Attached Document:

The Salve Regina University Core Curriculum:

A Program Designed for Developing

Lifelong Learners and Responsible Citizens of the World

Purpose and Rationale

Lifelong Learning

We, the faculty and administration of Salve Regina University, are committed to preparing our students for the future, that is, for a world that will continually change and yet remain constant in many ways. A crucially important way to prepare students for this changing world is to help them discover that they can overcome these future challenges with a lifetime of learning and curiosity about the world.

We will promote a passion for this lifelong learning – through enthusiastic educational exchanges between learners and teachers, through our commitment to teaching, scholarship, and research, and through our insistence on high standards. Whenever possible and where appropriate, we will choose readings and experiences that will provoke the interest of students and also be diverse enough to address large, general ideas and issues. The University itself will provide a model for lifelong learning by being a vibrant learning community, a place where students and faculty engage in collaborative exchanges, the discussion of common texts and readings, and debates about the issues of our times.

Because the ability to integrate knowledge from a broad range of disciplines is an important lifelong learning skill and a hallmark of liberal education, students will be given the opportunity to pursue an intellectual and personal synthesis of the core subject areas, core curriculum goals, and the University's mission statement in a capstone course to be taken in the Junior or Senior year.

Responsible Citizens of the World

At Salve Regina, the term *responsible citizens of the world* attempts to express, in a few words, ideals found in the University's Mission Statement and in the heritage of the Sisters of Mercy: (1) the acquisition of wisdom and learning that leads to a better understanding of the world and its people and (2) the promotion of a universal justice that is inspired by Catholic values.

A responsible citizen of the world would describe someone who understands and appreciates the diversity of the one human family that extends across the globe. A responsible citizen of the world is concerned about the major issues, whether local, regional, national or global, and keeps informed about them, in order to debate them intelligently.

Every student will be encouraged to be a responsible citizen of the world who is ready to take concrete action that will promote human dignity, social justice, and sustainable global development and is also ready to assume the responsibilities of a citizen in his or her nation.

Course Areas for the Salve University Core Curriculum

Core Curriculum

Course Areas	Suggested Year in Program	Credits
A. The Portal Course	First Year	3 cr.
B. English	To be determined	6 cr.
C. Foreign Languages	To be determined	6 cr.
D. Mathematics	To be determined	3 cr.
E. Philosophy	To be determined	3 cr.
F. Religious Studies		6 cr.
Religious Studies	Second Year	
Religious Studies	Third Year or Fourth Year	
G. Science	To be determined	6 cr.
H. Social Sciences	To be determined	9 cr.
I. Visual & Performing Arts	To be determined	3 cr.
J. Core Capstone	Third or Fourth Year	<u>3 cr.</u>
		48 cr.

The Portal Course, one course in Religious Studies, one course in Philosophy, and one English course are the Common Core Courses, which shall mean the following:

1. All students who have successfully completed a Common Core Course will share a knowledge of a set of specific readings.
2. The syllabus for a Common Core Course specifies about 75% of readings to be covered in class and teachers will select from specified options for the rest.
3. The undergraduate faculty will always be kept informed about this list of readings and any updates.

Motion #2

That the Faculty Assembly accept the attached document entitled “Development Teams for the Core Curriculum and Timetable” as the process for further development of the Core Curriculum.

Development Teams For the Course Areas in the Core Curriculum and Timetable

Definitions of Terms

Course Area: a specific discipline, set of related disciplines, or a general interdisciplinary course in the Core Curriculum.

Development Team: a group of faculty who will propose the course(s) and policies for a course area of the Core Curriculum.

Course Area in the Core Curriculum	Development Team - Faculty from these Departments
1. “Portal and Capstone” Courses. (Titles not yet determined) 6 cr	Philosophy and Religious Studies are lead departments. Faculty from other departments will also participate.
2. English 6 cr	English
3. Foreign Language 6 cr	Foreign Languages
4. Mathematics 3 cr	Mathematics
5. Natural Sciences 6 cr	Biology and Chemistry/Physics
6. Social Sciences 9 cr	Anthropology/Sociology, Economics, History, Politics, Psychology
7. Philosophy 3 cr	Philosophy
8. Religious Studies 6 cr	Religious Studies
9. Visual & Performing Arts 3 cr	Art, Music, Theatre

Processes for Involving the Faculty

- A. The Deliberative Committee on the Core Curriculum delegates to Development Teams the development of courses in each of the nine areas of the Core Curriculum. The Development Teams will be composed of the department or departments responsible for an area of the Core Curriculum. Each Development Team encourages all interested faculty members to attend the meetings and discussion of its core area. In the case of the Portal and Capstone courses the Philosophy and Religious Studies Departments will be the lead departments. At the Feb. 4 Faculty Assembly all interested faculty members will be invited to be members of the Portal and Capstone Development Team.
- B. The Development Teams report to the Deliberative Committee on the Core Curriculum about the progress they are making. They should keep in mind the following points.

Goals: Every course area is expected to support each of the four Core Curriculum Program goals.

Objectives: Every course area should support at least one of the objectives. A course does not have to support all of the objectives.

Number of Credits in a Course Area: Each course area in the Core Curriculum is assigned a certain number of credits (in keeping with the original proposal voted on in May 2001 except for the addition of a 3 credit course area in philosophy). If a Development Team wishes to consult with the Deliberative Committee on the Core Curriculum on altering the number of credits, the Deliberative Committee will gather all the requests and present them in total to the Faculty Assembly for consideration.

Structures in the Course Area: Some Development Teams may decide that students will take one or two specific courses; the student has no choices. Other Development Teams may set up different ways for the student to "spend" the credits in the course area, such as one-credit courses or workshops, service learning in the courses, and interdisciplinary offerings.

The Development Teams, especially for the Common Core courses, should work cooperatively to coordinate the selection of content and readings for these courses

Creativity: A Development Team is expected to use its creativity and imagination to think "out of the box," to try new things. Faculty should continue this development process allowing the Core Curriculum to be in a continuous state of being improved through assessment and creativity.

Computers/Technology/Library: Development Teams should make every effort to insure that the use of computers, technology and the library are integrated into the

courses and educational experiences, as needed and where appropriate. Students should be referred to workshops, computer courses, and computer programs.

Writing/Discussion: Development Teams should make every effort to insure that the student's educational experience is rich in writing and discussion and integrated into courses and educational experiences as needed and where appropriate.

- C. Each Development Team submits a concept for fulfilling the four goals of the Core Curriculum and a structure for delivering objectives of these goals. Each team submits a matrix to the Deliberative Committee on the Core Curriculum with the goals and objectives outlined in the matrix.
- D. Each Development Team submits to the Deliberative Committee on the Core Curriculum a detailed description of the educational experience that it is developing.

To support the concept/structure the description must include the following:

1. title
 2. rationale for the educational experience
 3. description
 4. identification of the objectives of the experience or course
 5. identification of the relevant core goals and objectives being met (e.g. Goal 3, Objective 2)
 6. basic outline
 7. suggested pedagogical styles
 8. credits
 9. rationale for suggested year of offering the experience.
 10. exemptions from and alternatives to the core requirements, (e.g., transfer credits, VIA courses) and opportunities to test out of the requirements by AP and CLEP exams.
 11. concerns of the professional departments
 12. any unusual support, (staffing or other resources) required for the experience or course.
- E. The Development Teams develop educational experiences to fulfill the guidelines in light of the core's general theme of developing lifelong learners and citizens of the world. The choice of educational experiences, descriptions and basic outline of the experiences would have to be in place by September 2002 to prepare them for the new Undergraduate Catalog.
 - F. The Deliberative Committee on the Core Curriculum reports to the Faculty Assembly about the progress being made in the development of the curriculum.
 - G. The Deliberative Committee on the Core Curriculum with input from the faculty identifies specific issues for faculty forums

Timetable

Monday February 4, 2002 2:00 PM Ochre Court	Faculty Assembly Meeting Deliberative Committee asks for approval of (1) “Purpose and Rationale” (2) “Development Teams . . . and Timetable.” If above are approved, the Deliberative Committee calls for meeting of Development Teams The Deliberative Committee also asks departments and programs that must follow the requirements of outside agencies to submit statements about the Core Curriculum to the Deliberative Committee and the appropriate Development Teams
Monday February 11, 2002	Meeting of Development Teams with Deliberative Committee
Monday February 25, 2002	Each Development Team submits to the Deliberative Committee its matrix, concepts for fulfilling the four goals of the Core Curriculum and a structure for delivering the objectives of these goals.
Monday March 4, 2002	Faculty Assembly The Deliberative Committee shares with the Faculty Assembly the Development Teams’ concepts for fulfilling the four goals of the Core Curriculum and a structure for delivering the objectives of these goals.
Monday March 25, 2002	The Deliberative Committee accepts progress reports on their descriptions for educational experiences from the Development Teams.
Wednesday April 3, 2002	Faculty Assembly The Deliberative Committee shares the Development Teams’ progress reports concerning their descriptions for educational experiences
Thursday April 25, 2002	The Development Teams submit the completed descriptions for educational experiences to the Deliberative Committee.
Monday April 29, 2002	The Deliberative Committee examines the Development Teams’ goals, objectives and completed descriptions for educational experiences.

Monday May 6, 2002	Faculty Assembly The Deliberative Committee shares with the Faculty Assembly the Development Teams' goals, objectives and completed descriptions for educational experiences.
Tues.-Wed. May 21-22, 2002	Faculty Workshop/Assembly The Deliberative Committee asks the Faculty Assembly to approve the work of the Development Teams thus far.
June 2002	Development Teams continue to work on the development of syllabi, readings, texts, and assessment tools and procedures.
Late September 2002	Material on the Core Curriculum for the 2003-2005 Undergraduate Catalog must be submitted.
October 2002- September 2003	Continued development of the core areas and preparation of the teachers through workshops and forums.
February 1, 2003	Material for the Fall 2003 Class Schedule booklet submitted to the Office of the Registrar.
September 2003	The beginning of The Salve Regina University Core Curriculum: A Program Designed for Developing Lifelong Learners and Responsible Citizens of the World.