



UNIVERSITY GOVERNANCE RECORD

Minutes

The December meeting of the Bucknell University Faculty was called to order by Faculty Chair Marty Ligare at 12:02 p.m. on Tuesday, December 4, 2007 in the Langone Center Forum.

AGENDA

1. Amendments to and approval of November 2007 minutes

2. Announcements and remarks by the President

In the absence of President Brian Mitchell, no remarks were made.

3. Announcements and remarks by the Chair of the Faculty

Faculty Chair Ligare opened his remarks reminding all in attendance that given the course release attached to positions on the University Review Committee, nominations could not wait until April and positions had to be filled earlier for scheduling purposes. Then Professor Ligare went through committee nominations, allowing time for nominations from the floor for each position:

- a. University Review Committee: position from Engineering
 - Richard Crago.
 - No additional nominations made from the floor.
- b. University Review Committee: position from Humanities
 - Glynis Carr
 - Gary Steiner.
 - No additional nominations made from the floor.

Professor Ligare concluded committee nominations and announced that the electronic ballot for this election would also include the spring replacements for social science (see November minutes).

4. Committee Reports:

a. Committee on Instruction

Professor Katharina Vollmayr-Lee asked for comments on the version of Bucknell University Educational Goals attached in the appendix to the agenda for this meeting, and added that CoI would welcome comments and feedback on the Educational Goals part of the document until January 16.

Once it was established that the document would include the Bucknell University Mission and Academic Vision statements, the Educational Goals, and how to achieve and

assess them, the ensuing discussion addressed questions of assessment rubrics and levels. In the answers given, it became clear that direct correlation between goals and their assessment was not necessary at this point. Assistant VP for Planning and Institutional Research Jerry Rackoff mentioned that Middle States did not require assessment at every level. Information literacy, however, is required by Middle States, and should include skills that will help students make informed decisions about data and sources. Dean of Engineering Jim Orbison added that although procedurally, it would be legitimate to state how these goals will be assessed, the intention at this point is not to try to specify a full assessment plan.

The next set of questions expressed concerns that some skills and disciplines might disappear under the broad terminology used in the document. The wording of Goal A for example seemed problematic to some in the context of double majors. As this general wording was used in an effort to incorporate comments from a great number of entities, the committee will continue to welcome comments and feedback to improve the document.

To the comment that an academic discipline such as creative expression, and Humanities as an enterprise disappeared from the list of goals, Professor Katie Faull pointed out that such aspects were embedded under Goal A and other sections of the document. It was also mentioned that the intention was not to list specific disciplines, and that creative goals might be best address implicitly. Also, goals should be inspirational, and integrate areas that are not explored at this point.

Finally, Chair Ligare summarized the general feeling of irresolution and the need for further discussion. Overall, many expressed admiration for the amount of work that went into producing such a list of goals, and agreed to continue to work together in the spring on improving the document.

b. Committee on Planning and Budget

Professor Tom DiStefano reported for the Committee on Planning and Budget that the recommended increase for academic year 2008-2009 in the comprehensive fee within the range of 4.75% to 5.25%, and the increase in the range 4.8% to 5.6% for faculty compensation had been agreed to by the Board of Trustees. An increase closer to the high end of this range would facilitate the potential upward movement of faculty in the Associate Professor and Professor ranks compared to the institution's historic 'General Peer Group'.

c. Committee on Complementary Activities

The complete written report of the Committee on Complementary Activities appears in the Appendix to the agenda for this meeting.

Before the meeting was adjourned, Chair Ligare gave the floor to Jessica Scott, coordinator for Focus the Nation at Bucknell. Ms. Scott spoke passionately about this national initiative focused on global climate change, and encouraged everyone to get involved in the interdisciplinary panels and events scheduled for Thursday, January 31st, 2008. An enthusiastic round of applause followed her presentation.

5. Adjournment

The December 2007 Meeting of the Bucknell Faculty was adjourned at 12:53 p.m.; no second meeting time was necessary this month.

Respectfully submitted,

Philippe C. Dubois
Secretary of the Faculty

APPENDIX

Report from the Committee on Instruction, December 2007

After spending a great deal of time and effort, the Committee on Instruction (CoI) has revised the list of proposed university-wide educational goals. The revised list of nine goals is attached below.

The goals are intended to support planning and accreditation efforts at Bucknell. As such, they must be sensitive to the requirements of the Middle States Association and consistent with the University's official Mission Statement. CoI notes that they are written to be broadly applicable to the university as a whole, and will be supported by more specific goals formulated at the college, division, department, and program levels.

The revisions were based on careful consideration of comments from a wide range of individuals and organizations. Significant input was provided by both Curriculum Committees; Faculty Council; the Academic Planning Group, Committee on Assessment; CCA; BSG; the Composition Council; The Office of the Dean of Students; FACT; the Service Learning Advisory Board; the Residential College Advisory Board. In addition, CoI considered a wide array of comments and suggestions put forth by individual members of the Bucknell community in writing and at the two forums that CoI organized. CoI would like to thank all who have contributed to this important endeavor.

We understand that this document will not satisfy everyone. Nevertheless, it should be noted that the members of CoI deliberated extensively over a long period of time, and that each comment and suggestion that was sent was considered thoughtfully and carefully. In the course of revising the goals the committee often had to make difficult decisions. We also note that this list of goals is only one part of a larger statement on the university's strategic educational vision. Some of the comments we received were relevant to other parts of that larger document, which is still under revision.

While CoI hopes that we have made substantial progress towards producing a set of educational goals acceptable to the faculty, we present this document at the December faculty meeting to solicit any further specific comments or suggestions about the content or wording of these goals. Comments or suggestions should be sent to the chair of the committee, Katharina Vollmayr-Lee (kvollmay@bucknell.edu) no later than January 16, the first day of the Spring term. CoI will assess these comments and suggestions and produce a final version of this document that will be submitted to the Faculty for a vote of approval at the February faculty meeting. It is our hope that, by following the rigorous process outlined above, we will have then produced a document that the Bucknell community will be able to endorse with enthusiasm.

Bucknell University Educational Goals:

The primary goal of a Bucknell education is to transform students. To that end, Bucknell University's students will:

- A. Learn, integrate, and apply knowledge and methodological approaches acquired through in-depth, rigorous study of an academic discipline.
- B. Integrate and synthesize a range of knowledge and perspectives acquired through studies across multiple academic disciplines and diverse educational experiences.
- C. Develop knowledge and skills for interpreting the commonalities and differences among human societies, including diverse cultural perspectives and traditions within the United States and internationally, to enable living and working effectively in a global context.
- D. Develop knowledge and skills to identify and respond creatively and effectively to local and global challenges to humans and the natural world.
- E. Understand the importance of and develop the capacities for self-assessment and ethical reasoning so as to act responsibly and to promote justice in professional and communal life.
- F. Develop critical thinking skills to evaluate arguments and address complex issues using techniques including quantitative and qualitative analysis and scientific reasoning.
- G. Develop skills in oral and written communication to articulate ideas and arguments clearly and effectively.
- H. Develop information literacy and technological competency across disciplines.
- I. Develop the desire and intellectual skills for life-long learning.