

Faculty Senate Minutes

Thursday, December 14, 2017 at the Alumni House, 1:30 PM

I. Attendance

K. Corley, G. Glasgow, T. Green, S. Jenson, J. Palmer, D. Psihountas, T. Reilly, G. Renz, E. Rhiney, E. Risik, B. Rodney, C. Sagovac, H. Singaravelu, J. Stulce, P. Witkowski.

II. Approval of Minutes

Upon motion by G. Renz, seconded by P. Witkowski, the Senate unanimously approved the minutes of the November 16, 2017 Senate meeting.

III. New Business

1. Dean Brenda Fyfe and Thomas Cornell presented the School of Education's proposal to move the SPED MA and AGC programs from the Multidisciplinary Studies Department to the Department of Teacher Education beginning June 1, 2018. They said all of the department chairs in the school agree with this proposal. There is no negative impact upon the programs and departments as a result of this modification because Donna Campbell and Roy Tamashiro, from the Multidisciplinary Studies Department, will be retiring this year. (See the Appendix.)

The Senate unanimously approved a motion by E. Rhiney, seconded by K. Corley, to approve the proposal by the School of Education to move the SEP MA and AGC programs to the Department of Teacher Education by June 1, 2018.

IV. Old Business

2. Senate committee actions

- a. Graduate Council Open School of Education seat: The Senate unanimously approved a motion by L. Risik, seconded by T. Reilly, to appoint **Ralph Olliges** to the open School of Education seat. **P. Witkowski** will go back to her original School of Education seat that was previously filled by R. Olliges after P. Witkowski left the committee. G. Renz will contact R. Olliges to see if he would like to keep the seat expiring in May 2018 or if he would like to take the seat expiring in May 2020. (*Renz update: On 12/17/17, R. Olliges agreed to take the seat expiring in May 2020. P. Witkowski's term will end in May 2018.*)
- b. Global Citizenship Program Committee Replacement At-Large seat: The Senate unanimously approved a motion by G. Renz, seconded by D. Psihountas, to appoint **Lasanthi Gamage** to the open At-Large seat terminating in May, 2020 previously vacated by T. Green.

3. Voting software

The Senate unanimously approved upon motion by J. Stulce, seconded by P. Witkowski, to replace the previously utilized voting medium of BallotBox by

purchasing a subscription to ezVoteonline in order to carry out all 2018 faculty elections and surveys sponsored by the Faculty Senate.

4. Global Citizenship Program Review Committee

T. Reilly discussed the Global Citizenship Review committee's meeting that included J. Palmer, K. Corley, B. Umbaugh and B. Lynch. They discussed the scope of the GCP Review committee's review and the role of the standing GCP committee in conducting the review of the Global Citizenship Program (GCP). At the meeting, those present agreed that the University Handbook requires that the standing Global Citizenship Program committee must periodically evaluate the goals and implementation of the GCP and that a formal review or evaluation has not been done since the program was implemented. The relevant provision is below:

“The GCP Committee shall periodically evaluate the goals and implementation of the GCP program and make recommendations to the Senate and to the Administration.” (University Handbook, Revised 16 August 2017, p. 26.)

Accordingly, the majority of the group agreed that the standing Global Citizenship Program committee should conduct this “internal” evaluation or review of the GCP’s goals and implementation this spring. This evaluation should look at issues such as how the program affects students’ educational growth and progress, graduation rates, advising issues. The Senate informally agreed with T. Green’s recommendation that the Senate and/or the Global Citizenship Program Review committee should provide GCP Director B. Umbaugh with a list of “internal” issues the Global Citizenship Program committee should evaluate. G. Renz will ask B. Umbaugh, C. Colletti and G. Guterman to the Senate meeting on February 1, 2018 to discuss what they think they should be evaluating.

A majority of the group also agreed that analyzing the “external” impact of the GCP on recruiting is outside the scope of the GCP evaluation mandated by the University Handbook. Therefore, the Global Citizenship Program Review committee will analyze the impact of the Global Citizenship Program on recruiting and retention and any other “external” factors. It will also report its analysis to the Senate.

The Senate informally approved dividing the GCP review or evaluation into 1) an “internal” evaluation conducted by the standing Global Citizenship Program committee, and 2) an “external” analysis or review conducted by the Global Citizenship Program Review committee.

5. Contingent faculty cannot be chairs or co-chairs of curriculum-related committees

The Senate agreed that contingent faculty should not be chairs or co-chairs of the Senate committees that approve or create curricula, i.e., “curriculum-related committees” or review status and status-track faculty. The curriculum-related committees are the 1) Undergraduate Curriculum Committee, 2) Graduate Council, and 3) Global Citizenship Program Committee. The Committee to Review Faculty is the committee that reviews status and status-track faculty.

Currently, the University Handbook says chairs of the following committees must be “full-time faculty” or faculty members with status:

- i. Committee to Review Faculty: Membership is limited to faculty members with status and chair must be on the committee. (pp. 24-25)
- ii. Global Citizenship Program Committee: Chair must be a fulltime faculty member on the committee. (p. 25)
- iii. Undergraduate Curriculum Committee: Chair must be a full-time faculty member. (p.31)
- iv. International Studies Committee: Chair must be a fulltime faculty member. (p. 27)
- v. Women, Gender and Sexuality Studies Committee: Chair must be a fulltime faculty member. (p. 33)

Presently, the University Handbook does not specify that the Graduate Council chair or co-chairs must be full-time faculty or status / status-track faculty. G. Renz will revise the University Handbook language to state that the Chair or Co-Chairs of the Graduate Council must be status or status-track faculty members and submit the changes to the Senate for formal approval.

Meeting adjourned: 3:30 pm

Appendix

Rationale:

Benefits:

1. Students currently enrolled in the SPED MA and AGC programs deserve to be advised and directed by full-time faculty who have expertise in special education and Applied Behavior Analysis.
2. The integrity of the SPED MA and AGC requires strong leadership by a **unified team** of full-time faculty who are experts in special education and Applied Behavior Analysis.
3. Future students will benefit from curriculum development and oversight of expert faculty. The currently approved (Behavior Analyst Certification Board) program in ABA requires program review and revision to meet new requirements for approved programs. New requirements will involve the addition of a 3 credit course, as well as re-organization and revision of several current courses. The program review and revision will require expertise in curriculum development as well as knowledge of the curriculum approval procedures of the academy.
4. The ongoing supervision and operational management of the special education programs will benefit from the combined efforts of the full-time faculty in special education and ABA.

Coordination will be facilitated by simplifying the procedures for scheduling courses, supervising adjunct faculty, and assignment of advisors to majors.

Analysis of Impact of Proposal to Move the MA in Special Education from the Multidisciplinary Studies Department to the Teacher Education Department

Impact on:	Positive Benefits	Negative Impact
Current Students	<p>The benefit of moving the curriculum to the Teacher Education Department, first and foremost, is to the students. The move will ensure that the students will have access to advice and guidance from special education faculty experts, who are currently assigned to TED.</p> <p>Furthermore, faculty advisors, since they are in the same department as the curriculum, will be able to smoothly coordinate their student advisee's programs of study. Students will be able to successfully complete the requirements of their degrees or certificate in a timely fashion, in an orderly manner.</p> <p>All current graduate special education students are advised by myself, Dr. McMullen, Dr. Mahfood, or Dr. Rockwell. Depending on their area of emphasis, each student has an assigned advisor, and a program of study. The students who are in the SDD, Mild/Moderate and PBIS emphases areas will continue with their faculty advisor assignments, specifically Drs McMullen and Mahfood (from Teacher Ed Department) and Dr Rockwell, adjunct professor. Upon my retirement, students currently in the ABA programs will need to be assigned to a new faculty advisor, one who holds the BACB credential. That faculty advisor will need to be familiar with, not only the BACB requirements, but also with Webster University academic policies. Given that there are currently 55 advisees on my ABA list of students, the advisor will need substantial support in order to ensure that the current</p>	None

	<p>students are successful. Multi faculty already have substantial advising loads, and should not be expected to learn about the unique requirements of the special education programs. Therefore, it is my opinion that the faculty advisor will need the support of departmental colleagues that is far beyond what will be available from the current members of the Multidisciplinary Studies Department, none of whom have expertise in special education or ABA. Since the current special education full-time faculty experts are members of the Teacher Education department, it makes sense to move student advising and the curriculum into the same department.</p>	
<p>Future Students</p>	<p>(1) Future students will benefit from new and improved degree programs and specializations. The synergy that comes from shared collaboration among the department faculty will stimulate new areas of program development and growth, and increase creative productivity. When shared within the organizational structure of one unit, curricular initiatives can be streamlined and implementation made more efficient.</p> <p>(2) Prospective students will benefit from access to a systematically coordinated and managed program of study in special education. Benefits to future students include access to faculty who are knowledgeable about the schedule of courses, degree requirements, and academic policies that are particular to the MA and AGC's in Special Education. Access to shared experience and knowledge base of the special education team means that future students can be assured a smooth and successful graduate school experience.</p> <p>(3) Future students will benefit from the coordinated expertise of special education faculty in curriculum development. The accreditation and/or approval of current</p>	<p>None</p>

	<p>programs is an ongoing process, with new standards and requirements coming down the pike. The ABA program will need considerable curriculum re-organization and new courses developed in the next few years, in order to meet new eligibility requirements for the BCBA credential. This will require that the new full-time ABA faculty member will need the support and expertise of departmental special education colleagues to navigate the University approval processes.</p>	
Alumnae/Alumni	<p>SPED alumnae/i have historically had strong relationships with current special education faculty. Upon the retirement of Campbell, the relationship between alumnae and the University will fall on the shoulders of the special education in the Teacher Education department, with whom they have already established strong relationships.</p>	None
Faculty	<p>The benefit to MULTI faculty is that they will no longer have any responsibility to the special education curriculum currently offered under the umbrella of the department. The faculty will benefit in terms of time and attention that can be spend on the curriculum over which they have direct responsibility.</p>	<p>Faculty in the Multidisciplinary Studies department may be negatively affected by the retirement of Campbell (and Tamashiro), especially in the area in shared curriculum development expertise.</p>
Staff	<p>The staff responsibilities to the SPED curriculum are clearly delineated. No change is planned.</p>	None
Leadership Team	<p>When all components of the Special Education programs are under the same roof, organizational efficiencies that will accrue. The benefit to the Leadership Team derives from improved coordination and planning of student recruitment initiatives, alumnae planning, grant writing etc.</p>	None
SoE Dean	<p>In addition to the above, a major benefit to the Dean's office is that the table of organization of the School of Education will be clearer and more logically organized. This will improve communication with granting authorities,</p>	None

	<p>accreditation entities, advisory councils, etc.</p> <p>With all special education programs coordinated by faculty in one department, there will be clear communication lines and increased efficiency in management and oversight.</p>	
SoE Acting Dean	The benefit will result from a clearer communication lines, and from a more logical table of organization that describes the School of Education.	None
School of Education	<p>The benefit to the School comes from the increased visibility in the community.</p> <p>Webster’s special education programs have had a reputation as a strong teacher preparation program, responsive to the needs of school districts and the local community.</p> <p>Amalgamating the special education programs will allow the special education faculty to coordinate and monitor partnerships and initiatives with local school districts. This will result in increased presence in the St Louis community.</p>	
Faculty Senate	No impact is expected on operation or oversight of Faculty Senate as a result of a curriculum move. No changes in the University Handbook would be required; no change in representation by School of Education on the Senate.	None
Colleges and Schools of the University	Since the evolution of the University and division into colleges and schools, special education have always been located in the School of Education.	None
Communication between SOE departments	Communication lines will be improved between the departments. The departments will be more clearly differentiated in terms of academic discipline oversight and management.	