

# FACULTY SENATE AGENDA

April 7, 2008 4:00-5:00 P.M.

## Birkeland Lounge

Please note that the Senate agenda goes out to all faculty members and not just to members of the Faculty Senate. Senators receive a green colored paper copy of the agenda in addition to the electronic notification.

1. **Approval of Minutes of 03/31/08** (McMullen)
2. **Approval of Agenda** (Senate Coordinating Committee)

### CONSENT AGENDA ITEMS:

3. Honorary Doctorate (Special Awards Committee)

**Motion:** The Faculty Senate recommends to the Board of Regents Ambassador Benson K. Whitney for the degree of Doctorate of Humane Letters, Honoris Causa. (Ambassador Whitney is the spring commencement speaker.)

**Rationale:** Benson K. Whitney earned his Bachelor's degree from Vassar College, graduating *magna cum laude*. He then entered law school at the University of Minnesota, from which he again graduated *magna cum laude*, having served as editor of the University of Minnesota Law Review. While in law school, he received the Leonard Street & Deinard Scholarship and was admitted to the Order of the Coif, a national law-school honor society.

Since January 2006, when his credentials were officially presented to His Majesty King Harald V, Benson Whitney has served as the United States ambassador to the Kingdom of Norway. Prior to this appointment, Benson Whitney worked as an attorney with a major Minneapolis law firm, and as Chief Executive Officer of the Whitney Management Corporation. He has also served as Managing General Partner of the Gideon Hixon Fund, which provides capital to entrepreneurs who can better the world through innovative ideas. Mr. Whitney was honored by his peers when he was elected President of the Minnesota Venture Capital Association; he has been an advisor and manager for a number of other venture funds.

Ambassador Whitney has been active in his state and local communities in several ways. He was a member of the board of the Guthrie Theatre, and has advised or served on the boards of organizations dedicated to environmental awareness and social justice. These include Wilderness Inquiry, which helps people of all backgrounds appreciate the environment; the Headwaters Fund, dedicated to social justice; and the Minneapolis Academy, which provides college-preparatory education to children of lower-income families. He serves as a liturgical minister at the Basilica of St. Mary's, in Minneapolis.

Mr. Whitney has continued to work for the betterment of others in his role as ambassador. He has sought to create partnerships between Norway and the United States to deal with such issues as climate change, HIV/AIDS, and poverty. In an address to the Nobel Institute, he stated that "Norway and the United States can and should work together to provide global leadership at a

time when it is desperately needed. We need to forge new modern bonds for our own good and the good of the community of nations.”

Mr. Whitney has been particularly supportive of higher education in his role as ambassador. He introduced new diplomatic efforts to advocate for educational exchange between the United States and Norway. He has promoted United States higher education programs throughout Norway; as part of these efforts, Mr. Whitney joined with Kurt Vollebaek, former Ambassador from Norway to the United States, to conduct an extensive tour of higher education institutions in the United States and Norway. In fact, Benson Whitney’s advocacy in just two years as Ambassador has impacted Norwegian government policy, resulting in stronger ties and more open channels to the United States in higher education. This is particularly important because educational exchange between the two countries had been in decline, but there are now signs of improvement, thanks in part to Mr. Whitney’s work.

#### 4. Honorary Doctorate (Special Awards Committee)

**Motion:** The Faculty Senate recommends to the Board of Regents Winona LaDuke for the degree of Doctorate of Humane Letters, Honoris Causa.

**Rationale:** Winona LaDuke is known nationally and internationally for her work in the areas of human rights and ecological sustainability. An Anishinaabekwe (Ojibwe) from the Makwa Doodem, or Bear Clan, she is a member of the Mississippi Band of the White Earth Reservation. She has been working for her whole life to influence the affairs of the world.

Even before finishing college, Ms. LaDuke had become active in supporting Native Americans in environmental issues; at age 18 she testified at the United Nations, speaking on Native ecological and economic concerns. After graduating with degrees from Harvard University (Bachelor’s) and Antioch College (Master’s degree) in rural economic development, Ms. LaDuke moved to White Earth, where she began working through the federal court system to try to recover lands taken by the government from the Anishinaabe people. Work such as this earned her the 1989 International Reebok Human Rights Award, which in turn provided resources that she used to found the White Earth Land Recovery Project; this organization seeks to return land to the Anishnaabe people and to preserve and develop traditional practices of land stewardship, cultural resources, education, and community development.

Ms. LaDuke has been recognized for her outstanding efforts in many ways. In 1996 she received the Thomas Merton Award, which is given to “national and international individuals struggling for justice”; she has also received the Ann Bancroft Award for women’s leadership, and in 1997 she was a recipient of the *Ms. Woman of the Year Award*. Winona LaDuke was twice asked to serve as the Vice Presidential candidate running on the Green Party ticket, with Presidential candidate Ralph Nader, in the 1996 and 2000 presidential elections. A writer and journalist, Ms. LaDuke has published books and articles presenting her research and thought on Native American sovereignty in the contexts of legal, human-rights, and ecological issues.

As a contemplative, informed, and responsible citizen of humanity, one who acts through service and leadership to influence the affairs of the world from the local to the global, Winona LaDuke exemplifies the ideals of Concordia College’s former Principia program. In fact, Ms. LaDuke has contributed generously to the education of Concordia students in Principia, especially through her book *Last Standing Woman*. A work of fiction based on historic figures and events, this text was one of the anchor texts in Principia for seven years, because it so clearly and

poignantly gives faces and identities to the history of oppressed peoples in Minnesota, especially the Anishinaabeg. For students, *Last Standing Woman* literally brought home the complex issues of discrimination, oppression, and ongoing racism, as it also portrayed a strong, vibrant, and resilient culture in day-to-day lives.

But for Concordia students, Winona LaDuke was not an abstract, unknown author of a textbook: she has visited Concordia College on a number of occasions, most prominently as a one-week Scholar in Residence. During that time, she spoke with 43 classes, spoke in chapel, and gave a public lecture. She has made recordings in Ojibwemowin, the Ojibwe language, to assist with students and teachers' understanding of *Last Standing Woman*; she has served as an advisor to the administration on ways to help students and faculty become more familiar with White Earth and other regional Native communities; and she has hosted groups of faculty visiting White Earth.

In addition to serving as a model global citizen, and as the author of a poignant book, Winona LaDuke has contributed directly to furthering the goals of Concordia College, as we seek to prepare students to become responsibly engaged with the world. For her outstanding service to society, and to Concordia College, we hereby move that she be honored with a doctoral degree from Concordia College.

#### 5. Approval of Graduates for May 4th Commencement (Carole Stalheim)

**Motion:** This list of candidates is certified by the Dean of the College and approved by Faculty Senate, and subject to such corrections as may be made by the Registrar between now and graduation.

#### AGENDA ITEM

#### 6. Groupings for sake of governance in new committee structure.

Given that voting is still continuing but knowing that SCC must be ready to act to form committees for next year, SCC presents the following proposal.

**Motion:** Departments will be grouped in the following manner for the sake of committees that require representation from Exploration Areas I-IV:

Proposal from SCC to Senate

Department affiliations for areas in the Exploration Courses

Categories I-IV

#### I. Natural Science and Mathematics

Biology, Chemistry, Health & Physical Education, Mathematics & Computer science, Nursing, Nutrition & Dietetics, Physics (51 total faculty)

## II. Social Sciences

Business, Accounting, & Economics, Child & Family Studies, Communications, Education, Psychology, Sociology (49 total faculty)

## III. A Arts

Art, English, Music, Theatre (51 total faculty)

## III. H Humanities

History, Philosophy, Political Science, Religion (32 total faculty)

## IV. World Languages

Chinese, Classical Studies, French, German, Norwegian, Russian, Spanish (21 total faculty)

## 7. 300 level Exploration courses (Core Committee)

**Motion:** The Faculty Senate approves the following language to replace existing language regarding courses in the Exploration Area.

Current Text:

### **Exploration Courses:**

Students may not take more than one course from the same department to satisfy requirements for Exploration areas I, II and III. Students must take at least 300-level Exploration Course from I, II, III or IV as well as V (Religion II) during the junior or senior year.

PROPOSED REVISED TEXT:

### **Exploration Courses:**

Students may not take more than one 100 or 200 level course from the same department within the same Exploration area to satisfy requirements for Exploration areas I, II and III. Students must take at least one 300-level Exploration Course from I, II, III or IV, preferably in the junior or senior year. Religion II must be taken during the junior or senior year.

**Rationale:** In working with the new curriculum and its opportunities as well as its restrictions, it has become apparent that certain understandings prior to the implementation are neither necessary nor helpful in realizing the purposes and goals of the Exploration requirements.

Study abroad opportunities are especially affected with the 300 level requirement restricted to the junior and senior year. The Committee does not believe that the perceived benefit of the junior/senior restriction outweighs the advantages of study abroad opportunities, or, that lifting that restriction would in any way diminish the intended goals or outcomes of those courses, should they be taken earlier in one's academic career. It is further hoped, that the advisement process would direct students to appropriate level courses as they advance through the curriculum.

In addition, the Committee understands the Exploration areas and each set of specific criteria for goals and outcomes as superceding the necessity of specifying that not more than one course may be taken from the same department. Each Exploration area defines the unique nature of the content of the courses included.