

Minutes

Meeting of the Faculty Senate

6 April 1999

Chairperson Joel Piperberg called the meeting to order at 4:08 PM in Chryst 210. All departments were represented except Art, Business Administration, Communication and Theater, Earth Sciences, and Special Education. Christine Schwarz, Graduate Student Organization Representative, was also present.

Approval of the minutes of the meeting on March 16, 1999 was postponed until the next meeting.

Reports of the Faculty Chairperson

Chairperson Piperberg drew Senators' attention to his recent e-mail regarding the oncampus visits of candidates for the position of Dean of Graduate Studies and encouraged Senators to attend meetings scheduled for Senate representatives.

A G. Yelagotes/R. Glenn motion to adjourn the meeting to hear a candidate currently present on campus failed to pass.

Report of the Student Senate No Report.

Report of the Graduate Student Organization Representative Schwarz reported that in the past Spring social gatherings for graduate students has been very poorly attended and that the organization has decided to initiate a tradition for graduating graduate students. The organization has planned an event that will provide students with admission and meal tickets for students. Fifty-three students are potentially able to participate. A similar event is planned for August graduates. For Winter graduates, tickets for Dutch Apple Theater are to be presented.

Representative Schwarz drew Senators' attention to a report (see attachment) (see attachment) (see attachment) (see attachment) addressed to Graduate Course and Program Review Committee Members from Lori Ramp regarding a Graduate Student Survey: Results and Recommendations. The report lists seven areas of concern. The list of concerns details:

1. a perceived need for the University to increase emphasis on graduate programs
2. dissatisfaction with the student activity fee charged each semester
3. the need for the addition of student training programs to those that exist for faculty/staff in diversity
4. the need to address immediately issues relating to discrimination and sexual harassment
5. the possibility of creating a Graduate Student Web Page to provide information regarding the graduate program
6. a request for more student services hours tailored to graduate students schedules

7. and lack of awareness of student services available for their use.

Reports of Administrative Officers

Associate Provost Stager No Report

Associate Provost Roller Dr. Roller announced that the Registrar is looking for advisement assistance for registration, particularly from chairs of departments. Also, the upcoming registration is the first time that Banner will be used for Registration. Dr. Stager pointed out that the use of Banner will result in the loss of some previously available features. He added that plans exist for 'phone registration for April of 2000 and that Web registration is currently under consideration.

Reports of Faculty Senate Standing Committees

UCPRC Committee Chairperson R. Wismer presented ITEC 456 Digital Imaging for consideration. Several other course proposals are to be brought to the next meeting of the Senate.

Special Reports of Faculty Senate Committees No Reports

Proposed Courses and Prouams. The Senate approved two courses Physics 345 Symbolic Computational Methods in Physics and EDTE 592 Teaching Technology in the Elementary School.

Academic Policies Committee

Chairperson R. France submitted two proposals, one to limit the number of repeats in a single course, and the second relating to "grade-book" retention.

These first proposal initially read as follows:

1. Course Repeat Policy (limits the number of repeats in a single course). A Student may not take a course of record more than three times. A course of record is defined as a course in which a student receives a record (grade) of A, B, C, D, F, S U, or Z. (including + and -)

After much discussion relating to the wording, a D. Eidam/R. Kerper motion, to amend the wording to insert the word "undergraduate" prior to the word "student" and "course," was accepted by the Senate.

The issue of implementation arose and the wording "a course taken prior to the Fall of 1999 will not be counted for the purpose of this policy," was added to the amendment.

The formal policy was thus further amended to read:

Effective Fall Semester, 1999, an undergraduate student may not take an undergraduate course of record more than three times. A course of record is defined as a course in which a student receives a record (grade) of A, B, C, D, F, S, U, or Z (including + and-) grades.

2. "Grade Book" Retention Policy (aimed at faculty leaving the university). Faculty shall maintain a detailed record of how the final course grade for each student was determined. This record must be kept for at least one semester beyond the completion of a course. Upon termination of employment at the University, faculty must submit the detailed grade records for the previous semester or term to the appropriate department chair. "

Following considerable discussion, a C. Stameshkin/M. Rosenthal motion to change the wording to "if faculty members will not be readily available for consultation during the next semester or term, they must submit detailed grade records to the appropriate department chair," was discussed.

Further discussion led to a G. Yelagotes/R. Wismer motion to amend the amendment to read:

Upon termination of employment or when leaving the university for sabbatical or any other type of leave, faculty must submit grade records to the appropriate department chair.

An R. Kerper/C. Desmond motion, to postpone the Senate vote on the Grade Book Retention Policy to provide time for Senators to take the motion back to their departments for discussion was approved. This item will be placed on the Agenda for discussion at the meeting of the Senate on May 4, 1999.

Distance Learning Report

UCPRC Chairperson, R. Wismer, drew Senators' attention to the committee report on the Proposed Distance Learning Approval Process (see attachment) and provided an overview of the history of the report.

With time about to expire, the Senate agreed to discuss the report and General Education Objectives III Connections - Four Objectives: (proposed) (see attachment) at the next meeting of the Senate. These items will be placed on the Agenda for discussion at that time.

The meeting was adjourned at 5:48 PM

Respectfully submitted

Jane Alden
Secretary

ACTION SUMMARY

6 April 1999

Courses Approved: Physics 345 Symbolic Computational Methods in Physics EDTE 592 Teaching Technology in the Elementary School.

Academic Policies: The Senate considered and passed an amendment to the Course Repeat Policy.

The vote on the Grade Retention Policy as amended by the Senate was postponed until the May meeting of the Senate to permit Senators to take the matter to their departments for consideration

Distance Learning With time expiring, debate on the UCPRC Committee Report on the Proposal for Distance Learning Course Approval Process was postponed until the next meeting of the Senate.

General Education Objectives: With time expiring, discussion of General Education Objectives Section III, was postponed until the next meeting of the Senate

Note: The Distance Learning Proposal and the General Education Objectives have been added to the Agenda for the Senate meeting on April 20, 1999.

Attachment A
Faculty Senate Minutes
6 April 1999

INTEROFFICE MEMORANDUM

TO: GRADUATE COURSE AND PROGRAM REVIEW COMMITTEE MEMBERS
FROM: LORI RAMP
SUBJECT: GRADUATE STUDENT SURVEY RESULTS AND
RECOMMENDATIONS
DATE: 04/03/99

I have developed several suggestions in response to the data collected from the graduate student survey. I am unsure of the feasibility of some of these suggestions and am unaware if programs already exist that would address these issues. Nonetheless, you will find my ideas below. I hope that they will be of some help to you in planning future programs, etc.

1. The survey results clearly indicate that graduate students believe Millersville should increase its emphasis on graduate program. Ninety-six percent of the student responses indicate agreement with this sentiment. It is my belief that the University should conduct an investigation, perhaps starting with another graduate student survey, to determine what types of changes /additions students would like to see to the graduate program. For example, if, because of this survey recommended above, there is a suggestion to increase the number or types of classes offered, conduct a feasibility study to see- if it is possible. This feasibility study can then be presented to President Caputo for consideration. If additional Master's degree programs are requested, again, conduct a feasibility study. Possibly hiring a recruiter, targeting specifically quality graduate students, may be in order. When I considered things that could be done immediately to increase graduate program focus, I thought of bringing in speakers or holding presentations directly related to graduate student issues. Although graduate students can participate in the majority of programs offered on campus, there are not any programs designed specifically to meet the needs of graduate students. Topics for speakers/presentations could include: How to write a thesis; Preparing for entrance to a doctoral program; Steps on acquiring an internship/externship site; etc.
2. Many students (90%) expressed dissatisfaction with the student activity fee charged each semester. It is my belief that ALL students in the fall and spring semesters should have equal access (without additional fees) to ALL student services. just because a student takes one class (3 credits) doesn't mean they

should have to pay additional money [enough to equal the "activity fee" collected for two classes (6 credits)] to use the student services on campus. I also feel that students enrolled in the winter, pre-session, and summer sessions, should have to pay a reduced fee or not have to pay any activity fee at all. These students are not up here on campus long enough to get any use out of the student services. In addition, their course load during the condensed semester makes it even harder for them to make the time to use the services.

3. A large number of students (62%) also responded they were not even aware of the student services available for their use. I feel that a general campus orientation for incoming graduate students detailing all the services available on campus would benefit everyone. The students will be aware of what services are available on campus and informed their student activity fee allows them to use the services. Therefore, graduate students will use the student service offices/programs more often, and the university will still be able to collect its activity fee from the students without so many complaints. In conjunction with the campus orientation, I believe that a university-wide, graduate student handbook should be developed. Undergraduates have a handbook that details student services, policies, etc. I feel the graduate students should have the same type of book. This book should be given, free of charge, to every new graduate student admitted to Millersville.
4. Approximately 49% of the student body felt that the hours of the student services on campus were not conducive to their use. Due to the nature of the graduate program (i.e., a part-time program for working individuals) the majority of graduate students may not be able to have unlimited access to campus activities /services. However, it may be feasible to keep the most "Popular" or "heavily used" student services open during the evenings or on weekends. Just a few more hours during the week tailored specifically with the graduate student's schedule in mind may be enough of a change to make the difference.
5. The majority of students (78%) believe there is enough emphasis on diversity at Millersville. The Social Equity Office organizes and conducts many types of diversity programs throughout the year. To maintain the efforts of diversity awareness, I am suggesting that Millersville hold a student training program in addition to the faculty/staff ones.
6. Issues surrounding discrimination and sexual harassment need to be addressed immediately. The incidence number is small, but is present. The student orientation and the handbook would make students aware of the definition of these issues, the university's policy on these issues, and where they can obtain help or file complaints related to these issues. In addition to the orientation and the handbook, I am suggesting holding workshops for the faculty and also for the students to educate them on discrimination and harassment issues.

7. Sixty-three percent of the students feel they are not fairly represented in the decision-making process. The Graduate Student Association (GSA) puts out a newsletter once in the fall, spring, and summer. In the newsletter we detail issues we are involved in or are aware of and offer telephone numbers, etc., for responses and opinions. Perhaps having a page on the web that is updated after each Graduate Course Program and Review committee meeting & Faculty Senate meeting & Dean's Council meeting & etc. could be created. Students could go there to find information about what is "happening" in the graduate program. Maybe setting up an e-mail link from that page to the Graduate Studies office or the GSAs office would be helpful. In any way, students could "voice" their opinions to the decisionmakers.

I know that there are many suggestions listed here. If we could use these ideas as a springboard for change and begin working on one or two issues at a time, Millersville could really have a strong graduate program.

Thanks!

Attachment B
Faculty Senate Minutes
6 April 1999

Graduate Student Survey on Campus Climate

The graduate student survey on campus climate was distributed to every graduate class offered during the fall 1998 semester.

There were a total of 926 students enrolled for graduate classes during this time period.

488 students completed the campus climate survey, which is a 53% response rate.

Gender breakdown of the 488 respondents were:

- 116 -male respondents
- 360 female respondents
- 12 students did not record their gender

Ethnic background breakdown of the 488 respondents were:

- 15 African-American respondents
- 6 Latino respondents
- 2 Asian respondents
- 1 Native-American respondent
- 448 Caucasian respondents
- 16 students chose to omit their ethnic background

Attachment C
Faculty Senate Minutes
6 April 1999

1. Millersville should increase its emphasis upon graduate programs.

Strongly Agree	196	41.8%
Somewhat Agree	254	54.2%
Somewhat Disagree	18	3.8%
Strongly Disagree	1	0.2%
Frequency Missing	19	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	113	1.60	0.590	0.055
Female (total)	345	1.63	.0562	0.030
Caucasion (total)	431	1.64	0.565	0.027
Minority (total)	23	1.39	0.583	0.122
Caucasion (Male)	102	1.65	0.591	0.059
Minority (Male)	10	1.20	0.422	0.133
Caucasion (Female)	329	1.64	0.558	0.031
Minority (Female)	13	1.54	0.660	0.183

2. I feel that the faculty offer me the academic assistance I need.

Strongly Agree	221	45.8%
Somewhat Agree	212	43.9%
Somewhat Disagree	40	8.3%
Strongly Disagree	10	2.1%
Frequency Missing	5	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	114	1.63	0.694	0.065
Female (total)	357	1.67	0.713	0.038
Caucasion (total)	444	1.67	0.709	0.034
Minority (total)	23	1.57	0.728	0.152
Caucasion (Male)	104	1.65	0.694	0.068
Minority (Male)	9	1.33	0.707	0.236
Caucasion (Female)	340	1.67	0.715	0.039
Minority (Female)	14	1.71	0.726	0.194

3. When I enrolled at Millersville, I was made aware of the student services available for my use.

Strongly Agree	33	6.8%
Somewhat Agree	153	31.5%
Somewhat Disagree	182	37.4%
Strongly Disagree	118	24.3%
Frequency Missing	2	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	116	2.67	0.192	0.085
Female (total)	358	2.82	0.879	0.046
Caucasion (total)	446	2.80	0.880	0.042
Minority (total)	24	2.50	1.022	0.209
Caucasion (Male)	105	2.70	0.878	0.086
Minority (Male)	10	2.50	1.270	0.401
Caucasion (Female)	341	2.83	0.879	0.048
Minority (Female)	14	2.50	0.855	0.228

4. The hours of the student services on campus are conducive to my use.

Strongly Agree	36	7.8%
Somewhat Agree	200	43.4%

Somewhat Disagree	143	31.0%
Strongly Disagree	82	17.8%
Frequency Missing	27	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	112	2.44	0.792	0.075
Female (total)	338	2.62	0.885	0.048
Caucasion (total)	423	2.57	0.870	0.043
Minority (total)	23	2.61	0.839	0.175
Caucasion (Male)	101	2.42	0.791	0.079
Minority (Male)	10	2.70	0.823	0.260
Caucasion (Female)	322	2.62	0.889	0.050
Minority (Female)	13	2.54	0.877	0.243

5. There is enough emphasis on diversity at Millersville.

Strongly Agree	92	20.1%
Somewhat Agree	266	58.1%
Somewhat Disagree	82	17.9%
Strongly Disagree	18	3.9%
Frequency Missing	30	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	109	2.04	0.781	0.075
Female (total)	340	2.06	0.720	0.039
Caucasion (total)	422	2.01	0.698	0.034
Minority (total)	23	2.87	0.815	0.170
Caucasion (Male)	99	1.95	0.691	0.069
Minority (Male)	9	3.11	0.928	0.309

Caucasion (Female)	323	2.02	0.700	0.039
Minority (Female)	14	2.71	0.726	0.194

6. A campus orientation program to which all new graduate students' would be invited, would be helpful.

Strongly Agree	187	39.1%
Somewhat Agree	223	46.7%
Somewhat Disagree	56	11.7%
Strongly Disagree	12	2.5%
Frequency Missing	10	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	114	1.85	0.719	0.067
Female (total)	352	1.74	0.742	0.040
Caucasion (total)	438	1.79	0.738	0.035
Minority (total)	24	1.63	0.711	0.145
Caucasion (Male)	103	1.90	0.721	0.071
Minority (Male)	10	1.40	0.516	0.163
Caucasion (Female)	335	1.75	0.740	0.040
Minority (Female)	14	1.79	0.802	0.214

7. As a graduate student I often get overlooked, because so much emphasis at Millersville is on undergraduate education.

Strongly Agree	80	17.1%
Somewhat Agree	210	44.9%
Somewhat Disagree	153	32.7%
Strongly Disagree	25	5.3%
Frequency Missing	20	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	112	2.30	0.781	0.074
Female (total)	345	2.25	0.809	0.044
Caucasion (total)	429	2.27	0.808	0.039
Minority (total)	24	2.17	0.702	0.143
Caucasion (Male)	101	2.34	0.791	0.079
Minority (Male)	10	2.00	0.667	0.211
Caucasion (Female)	328	2.24	0.814	.045
Minority (Female)	14	2.29	0.726	0.194

8. I know where to go for services for students with special disabilities at Millersville.

Strongly Agree	21	4.5%
Somewhat Agree	78	16.8%
Somewhat Disagree	177	38.1%
Strongly Disagree	189	40.6%
Frequency Missing	23	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	114	3.09	0.747	0.070
Female (total)	340	3.16	0.894	0.048
Caucasion (total)	427	3.14	0.869	0.042
Minority (total)	23	3.13	0.694	0.145
Caucasion (Male)	103	3.10	0.761	0.075
Minority (Male)	10	3.00	0.667	0.211
Caucasion (Female)	324	3.15	0.901	0.050
Minority (Female)	13	3.23	0.725	0.201

9. Diversity programs do more good than harm.

Strongly Agree	114	24.6%
Somewhat Agree	156	33.6%

Somewhat Disagree	127	27.4%
Strongly Disagree	67	14.4%
Frequency Missing	24	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	114	2.18	0.924	0.087
Female (total)	339	2.35	1.014	0.055
Caucasion (total)	425	2.34	0.986	0.048
Minority (total)	24	1.89	1.045	0.211
Caucasion (Male)	103	2.21	0.904	0.089
Minority (Male)	10	1.90	1.101	0.348
Caucasion (Female)	322	2.39	1.008	0.056
Minority (Female)	14	1.86	1.027	0.275

10. I have been sexually harassed by a faculty member(s) at Millersville.

Strongly Agree	2	0.4%
Somewhat Agree	6	1.2%
Somewhat Disagree	10	2.1%
Strongly Disagree	465	96.3%
Frequency Missing	5	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	115	3.91	0.410	0.038
Female (total)	356	3.96	0.277	0.015
Caucasion (total)	444	3.95	0.310	0.015
Minority (total)	23	3.91	0.417	0.087
Caucasion (Male)	104	3.90	4.299E-01	4.21E-02
Minority (Male)	10	4.00	0.000	0.000

Caucasion (Female)	340	3.96	0.263	0.014
Minority (Female)	13	3.85	0.555	0.154

11. The assignment of graduate assistantships at Millersville University is an equitable process.

Strongly Agree	70	19.8%
Somewhat Agree	189	53.4%
Somewhat Disagree	62	17.5%
Strongly Disagree	33	9.3%
Frequency Missing	134	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	93	2.17	0.829	0.086
Female (total)	251	2.15	0.858	0.054
Caucasion (total)	323	2.16	0.852	0.047
Minority (total)	18	2.11	0.832	0.196
Caucasion (Male)	84	2.18	0.853	0.093
Minority (Male)	8	2.00	0.535	0.189
Caucasion (Female)	239	2.15	0.853	0.055
Minority (Female)	10	2.20	1.033	0.327

12. I have been discriminated against at Millersville because of my ethnic background

Strongly Agree	4	0.8%
Somewhat Agree	15	3.2%
Somewhat Disagree	23	4.9%
Strongly Disagree	432	91.1%
Frequency Missing	14	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	114	3.74	0.639	0.060
Female (total)	349	3.91	0.412	0.022
Caucasion (total)	436	3.90	0.430	0.021
Minority (total)	23	3.35	0.885	0.184
Caucasion (Male)	103	3.78	0.593	0.058
Minority (Male)	10	3.30	0.949	0.300
Caucasion (Female)	333	3.93	0.357	0.020
Minority (Female)	13	3.38	0.870	0.241

13. I feel I have gotten my money's worth out of my student activity fee.

Strongly Agree	9	1.9%
Somewhat Agree	38	7.9%
Somewhat Disagree	85	17.7%
Strongly Disagree	349	72.6%
Frequency Missing	7	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	115	3.44	0.850	0.079
Female (total)	354	3.66	0.664	0.035
Caucasion (total)	441	3.62	0.703	0.033
Minority (total)	24	3.33	0.917	0.187
Caucasion (Male)	104	3.46	0.835	0.082
Minority (Male)	10	3.30	1.060	0.335
Caucasion (Female)	337	3.67	0.650	0.035
Minority (Female)	14	3.36	0.842	0.225

14. I have been discriminated against at Millersville because of my sexual orientation.

Strongly Agree	2	0.4%
Somewhat Agree	5	1.1%

Somewhat Disagree	23	4.8%
Strongly Disagree	446	93.7%
Frequency Missing	12	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	115	3.85	0.550	0.051
Female (total)	350	3.95	0.221	0.035
Caucasion (total)	439	3.93	0.309	0.015
Minority (total)	22	3.82	0.664	0.142
Caucasion (Male)	104	3.88	0.496	0.049
Minority (Male)	10	3.60	0.966	0.306
Caucasion (Female)	335	3.95	2.19E-01	1.201E-02
Minority (Female)	12	4.00	0.000	0.000

15. Graduate students are fairly represented in the dectision-making processes relating to programmng or student-based issues.

Strongly Agree	7	1.7%
Somewhat Agree	147	35.3%
Somewhat Disagree	181	43.5%
Strongly Disagree	81	19.5%
Frequency Missing	72	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	102	2.77	0.770	0.076
Female (total)	303	2.82	0.763	0.044
Caucasion (total)	380	2.79	0.769	0.039
Minority (total)	22	2.86	0.640	0.136
Caucasion (Male)	91	2.75	0.769	0.081
Minority (Male)	10	2.90	0.738	0.233

Caucasion (Female)	289	2.81	0.769	0.045
Minority (Female)	12	2.83	0.577	0.166

16. I have been sexually harassed by a student(s) at Millersville.

Strongly Agree	5	1.0%
Somewhat Agree	8	1.7%
Somewhat Disagree	11	2.3%
Strongly Disagree	455	95.0%
Frequency Missing	9	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	115	3.81	0.661	0.062
Female (total)	352	3.95	0.288	0.015
Caucasion (total)	439	3.94	0.333	0.016
Minority (total)	24	3.42	1.060	0.216
Caucasion (Male)	104	3.87	0.541	0.053
Minority (Male)	10	3.20	1.317	0.416
Caucasion (Female)	335	3.96	0.229	0.013
Minority (Female)	14	3.57	0.852	0.228

17. I have been discriminated against at Millersville because of my gender.

Strongly Agree	7	1.5%
Somewhat Agree	18	3.8%
Somewhat Disagree	33	6.9%
Strongly Disagree	422	87.9%
Frequency Missing	8	

	NUMBER	MEAN	STD DEV.	STD ERROR
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Male (total)	115	3.68	0.767	0.072
Female (total)	354	3.86	0.475	0.025
Caucasion (total)	441	3.85	0.499	0.024
Minority (total)	24	3.17	1.130	0.231
Caucasion (Male)	104	3.75	0.665	0.065
Minority (Male)	10	2.90	1.287	0.407
Caucasion (Female)	337	3.88	0.432	0.024
Minority (Female)	14	3.36	1.008	0.269

18. Millersville bends the rules and standards for graduate students of color.

Strongly Agree	4	0.9%
Somewhat Agree	46	10.9%
Somewhat Disagree	102	24.1%
Strongly Disagree	271	64.1%
Frequency Missing	65	

	NUMBER	MEAN	STD DEV.	STD ERROR
Male (total)	105	3.50	0.709	0.069
Female (total)	308	3.52	0.724	0.041
Caucasion (total)	387	3.51	0.717	0.036
Minority (total)	23	3.52	0.790	0.165
Caucasion (Male)	94	3.50	0.715	0.074
Minority (Male)	10	3.50	0.707	.0244
Caucasion (Female)	293	3.52	0.719	0.042
Minority (Female)	13	3.54	0.877	0.243

**Attachment D
Faculty Senate Minutes
6 April 1999**

FEE	SERVICE	DESCRIPTION OF SERVICE	LOCATION	PHONE #
	Banking Center	Cash personal checks up to \$50 and payroll up to \$200 with ID card. ATM machine located outside (SMC)	Student Memorial Center (SMC)	872-3263
	Bookstore	Class supplies, textbooks, clothing, etc. available	Student Memorial Center	872-3268
	Career Services	Career counseling, job search help, workshops on resume writing, interviewing skills, job search strategies	Lyle Hall, 3 rd floor	872-3312
	Club de 'Ville	Game room, dances, entertainment	Student Memorial Center	872-3512
	Computer Services	Computer labs, e-mail accounts, laser printers, etc.	Main office: Boyer Building	872-3667
X	Copy Shop	Fax, copy, binding, printing services available	Student Memorial Center	871-COPY
X	Costume Shop Rental	Over 12,000 costumes to rent	Tanger Hall	872-3767
	Counseling Center	Confidential counseling & testing services	Lyle Hall, 3 rd floor	872-3122
X	Jenkins Child Care	Day care for children 3-5 years old	Stayer	872-3466
	Disabled Students	Support services and accommodations available for students with physical disabilities	Lyle Hall, 3 rd floor	872-3178
	Employment (on-campus)	Work for a variety of on-campus offices (minimum wage)	Financial Aid Office, Lyle Hall	872-3026
	Escort Service/Call Boxes	Campus police walk you to and from various locations after dark. Police phones for emergencies	University Police, Lebanon House	872-3433
	Financial Aid	Scholarship, grant and loan applications	Financial Aid Office, Lyle Hall, 1 st floor	872-3026
X	Fitness Center	Free for 6+ credits, \$100/semester under 6. Full service gym, weights, aerobics, racquetball	Student Memorial Center	871-2168
	Graduate Assistantships	Work for a variety of campus offices (free tuition + stipend).	Graduate Studies, Lyle Hall	872-3030
	Graduate Student Association	The graduate student's "voice" on campus	Philadelphia House	871-2359
	ID Cards	ID needed for most campus activities/services	Post Office, Gordinier	872-3447
	Information	Phone numbers or location of offices on campus	Dilworth	872-3011 or Ext. 3024

X	Instructional Media Center	All types of "classroom" materials available poster board, construction paper, lamination, overhead maker, etc.	Stayer	871-2017
X	Insurance	Low cost health insurance	Witmer Infirmary	872-3250
	Learning Disabilities	Support services and accommodations available	Lyle Hall, 2 nd floor	872-3257
X	Library Services	Most services require only ID card, others involve small fee	Ganser Library	872-3608
	Lost and Found		Student Memorial Center	872-3510
	Meeting Rooms in SMC	Reserve rooms for club meetings and activities	Student Memorial Center	872-3150
	Newspaper (Snapper)	SNAPPER published every Thursday	Various locations on campus	872-3516
X	Parking	Purchase of sticker needed to park on campus	University Police, Lebanon House	872-3433
	Payment of University Fees	Any scholastic charges incurred	Bursar's Office, Dilworth Hall	872-3641
	Placement Services	Assistance with resume and placement upon graduation	Career Services	872-3312
	Pool	ID card needed to swim during "Open Rec"	Pucillo Gym	872-3501
X	Post Office	Mailboxes, stamps, and other postal services on campus	Post Office, Gordinier	872-3447
	Registration for classes	Pick-up and drop-off point for all class registration materials	Lyle Hall, 1 st floor	872-3771
	Shuttle Bus	Runs Monday Friday, ID card needed, loops every 15 minutes	Various locations on campus	
	Social Equity Office	Deals with racial, gender, sexual orientation, discrimination, sexual harassment, diversity training issues	Delaware House	872-3787
	Speech Therapy	Support services and accommodations	Lyle Hall, 3 rd floor	872-3122
X	Sporting Events	Variety of events, schedules available, ID card needed	Pucillo Gymnasium	872-3501
X	Tickets for campus events	Speakers, concerts, sporting events	Student Memorial Center	872-3263
X	Transcripts	Official copies of transcript	Transcript Office, Lyle Hall	872-3220
	Tutoring	Most departments have services available	Contact specific department	
	Wellness Center	Variety of healthy lifestyle programs and services	Montour House	872-3841

X	Witmer Infirmary	Medical services for low fee	Witmer Infirmary	872-3250
	Women's Center	Programs, services, and information relating to female issues	Montour House	871-2241

Attachment E
Faculty Senate Minutes
6 April 1999

UNDERGRADUATE COURSE AND PROGRAM REVIEW COMMITTEE

PROPOSED DISTANCE LEARNING APPROVAL PROCESS

HISTORY At its summer 1998 meeting, Faculty Senate charged the Undergraduate Course and Program Review Committee (UCPRC) with developing a process for approving courses offered by distance learning. UCPRC began considering the issues during the fall 1998 semester. UCPRC solicited the thoughts of faculty through an e-mail message to department chairs in late September 1998. In early October, Drs. Diane Umble (Virtual Univ.), Richard Kerper (GCPRC), Richard Frerichs (TEC), and Robert Wismer (UCPRC) arrived at a tentative process that was blended with the ideas of UCPRC and the responses from faculty chairs. The resulting first version of the DL approval process was circulated through e-mail to faculty senators and department chairs in late November 1998. Their comments were considered by UCPRC in producing a second version, which was also circulated by e-mail in late February 1998. The comments that resulted from that second version suggested changes that are incorporated in this third version, which UCPRC passed by consensus at its regular meeting on 9 March 1999.

This third version of the process now is submitted to Senate for debate and possible adoption.

DEFINITIONS Distance learning (abbreviated DQ is taken to indicate a method of instruction when instructor and student are physically separate from each other. It can include, for instance, video conferencing, web-based learning, and correspondence courses.

CONCERNS There are a number of concerns that have been raised with regard to distance learning. These include, not necessarily in order of importance: (1) Ensuring that the student is academically honest: that s/he is who s/he claims to be, that her/his work is hers/his own, that the work of the course is completed in the prescribed manner, etc.; (2) Maintaining the quality of offerings by Millersville University and not permitting trivial courses to be offered; (3) Assisting faculty in presenting courses in this manner, specifically providing them with the advice and resources they need to present a DL course; (4) Using new technology effectively, not just converting a course to a DL format because it would be different but because the DL format offers advantages that traditional formats do not; (5) Ensuring that faculty do not spend

considerable effort developing DL course materials with no recognition; (6) Obtaining compensation-in the form of release time, financial remuneration, additional equipment, etc.-for the faculty member who develops a DL course; and many others.

APPROVAL PROCESS This approval process does not attempt to solve all problems associated with DL. In part, this is because UCPRC does not possess the expertise to solve these problems. In part, this is because these problems do not fall within the purview of UCPRC. For instance, the ownership of materials developed to offer a DL course is not a curricular matter, but probably a copyright matter. In addition, this process deals with courses that originate at Millersville and does not consider the approval of DL courses offered by other institutions; that is possibly an Academic Policies matter.

Furthermore, this process of approval regards DL as a method of instruction that uses technology to present information. Faculty are presently learning how to use this technology effectively. Eventually it will be incorporated into the repertoire of the effective and efficient instructor, somewhat in the way that an overhead projector has become incorporated into the range of available technologies. When that time arrives, probably within five to ten years, this process of DL approval should fade away.

A. COURSES TO BE APPROVED

All courses that use distance learning as the principal means of instruction are to be approved by this process. This includes courses that already have been approved to be offered by traditional means and courses that have been provisionally approved on an experimental basis for distance learning. If there is any question whether a particular proposal needs to have its distance learning component approved, one should err on the side of caution and request approval. A new course is to be approved by the traditional course approval process as well as by the distance learning process.

Attachment F
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III: Connections -Four Objectives: (Proposed)

Rationale-. Some capacities need to be acquired by students throughout their college careers; multiple opportunities for exposure and a grounding in a number of different disciplines provide an opportunity for depth and help avoid superficiality. This type of knowledge is genuinely interdisciplinary, in the most significant sense. It requires the student to make connections not only among courses from different disciplines, but from courses to life.

FOR EACH OF THE FOUR OBJECTIVES, I HAVE LISTED SEVERAL MEANS OF ASSESSMENT WHICH WERE DISCUSSED AS POSSIBLE AT THE TIME THE OBJECTIVES WERE FIRST DISCUSSED. THESE ARE MERELY SUGGESTIONS, AND ARE NOT INTENDED AS RECOMMENDATIONS.

13) Coherence: At completion of degree requirements, MU students will be able to see and discuss connections among courses in various disciplines and between their course work and "real life." In addition, they will be able to use what they have learned to make decisions and solve problems.

- *Means of Assessment #1: Repeat attitudinal survey already given to entering freshmen*
- *Means of Assessment #2:: Interview students, asking them about how they have changed since coming to MU, in terms of these objectives.*
- *Means of Assessment #3: On a locally developed test, administered to students, include items asking them to correctly identify such connections. Look for evidence of ability to synthesizel think creatively.*

14) Diversity: At completion of degree requirements, MU students will be able to demonstrate knowledge, attitudes and skills essential for communicating with, working with, and making decisions with people of diverse backgrounds.

- *Means of Assessment #1: Administer a locally developed test to a sample of students, which describes situations requiring the skills discussed above, presents possible choices, and asks what they would do and why. Include items testing knowledge of other cultures and perspectives.*

- *Means of Assessment #2: Do statistical studies comparing numbers of negative and positive diversity-related incidents with those at comparable schools*
- *Means of Assessment #3: Repeat attitudinal survey already given to entering freshmen*
- *Means of Assessment #4: At graduation, interview a sample of students. Ask about their own experiences, bad and good, and how they have changed or not changed. Ask them to give examples of what they have learned in their classes about diversity.*

15) Historical Consciousness: At completion of degree requirements, MU students will be able to explain how the development and expression of institutions and beliefs interact with historical circumstances.

- *Means of assessment #1: Collect and review a random sample of essay tests, research papers, posters, projects, etc. from courses which emphasize historical connections, including introductory, perspectives, and advanced writing courses and honors theses. In all cases, students should be able to explain the interaction of specified institutions and beliefs with historical circumstances.*
- *Means of Assessment #2: Include items testing historical consciousness on a locally developed test*

16) Personal, Ethical, and Civic Values and Decision-making:

At completion of degree requirements, MU students will be able to:

- a) articulate and defend with reasons their own personal, moral, and civic values;
- b) understand and respect the differing perspectives of others; and
- c) use this knowledge of self and others to resolve conflicts and make decisions in "real life"; and
- d) manifest a commitment to core values such as wellness, academic honesty, and civic responsibility.

- *Means of Assessment #1: Administer a locally developed test to a sample of students, similar to the tests discussed by Piaget, Kohlberg, Gilligan, etc. This test would describe decision-making situations, present possible choices, and ask for justifications.*
- *Means of Assessment #2: Interview students, asking them about how they have changed since coming to MU, in terms of these objectives. Ask students whether they remembered a classroom discussion of ethical issues that affected them*
- *Means of Assessment #3: Do statistical studies comparing numbers of negative and positive incidents with those at comparable schools (Examples: negative might include cheating, stealing, date rape, vandalism, etc. positive might include volunteering, good Samaritanism, charitable contributions, etc.)*
- *Means of Assessment #4: Repeat attitudinal survey already given to entering freshmen.*
- *Means of Assessment #5: Interview employers of recent graduates, and ask them about our students' performance and attitudes.*