

Minutes
Meeting of the Faculty Senate
February 6, 2001

Chairperson Piperberg called the meeting to order at 4:10 PM in Chryst 210. All departments were represented with the exception of the following:

Additions to 12/5 Minutes: We will correct the spelling of Carol Phillips' name in the Minutes.

Hearing no further objections, the Minutes for December 5, 2000 were approved.

Report of the Faculty Senate Chairperson

Announcements

(1) Chairperson Piperberg announced that George Stine has replaced George Yelagotes as Senator from the Sociology-Anthropology Department and that Deb Castellucci will be the senator the Nursing Department.

(2) Mark your calendars for Tuesday, June 12 at 3:00 PM for our Summer meeting. The meeting is presently planned for Myers Auditorium. Should there be a location change, all senators will be notified.

(3) Chairperson Piperberg reminded faculty that the terms of Senators in the departments listed below will be over in September. The governance manual stipulates that elections should be held between April 1 and May 31. The results of elections for Senator and Alternate should be sent to him as soon as possible after the election. If there have been any changes in representation from any departments (Senator or Alternate), please let him know as well. The following departments are scheduled for a Senate election this year: Business, Administration, Computer Science, Earth Sciences, Economics, Wellness & Sports Sciences, Nursing, Physics, Psychology, and Special Education.

(4) Annual reports will be due from Committees at the May meeting. The Chairperson will send Committee chairs a sample format soon.

Report of the Student Senate President

Student Senate President Baker announced that: (1) on February 22, President Caputo will meet with students in the Café De Ville; (2) there is a million dollars in allocation funds for student run organizations and that the application form for funds is due in two weeks; and (3) that nominations for "Person of the Year" Award for outstanding faculty, staff, and student are now being accepted.

Report of the Graduate Student Organization President. None.

Report of Administrative Officers

Dr. McNairy announced that the third open house went well in its effort to recruit prospective students. She further commented that if there is a particular "list-serve" on which a faculty member does not wish to be, s/he should notify the sender before contacting the Provost's office. She also asked that departments across campus determine whether they are involved in Service-Learning. They will be contacted soon to find out whether any of their courses or curricula possess elements that could fit the criteria for Service Learning. There will be more information this issue later.

Dr. Stager reported that winter enrollments were up 6.8 % over last year. He added that enrollments were generally higher than they were last year. He also announced that he was no longer involved in General Education exceptions; those decisions are now being made by the Deans. He remarked that entries into DARS are a bit behind because of a staffing change and assured faculty that entries would be caught up as soon as possible. Summer registration began January 24; this is much earlier than ever before. Web registration is on the way. Finally, he noted that Spring enrollments were up 180 students over last year's totals.

Dr. McNairy asked that procedures concerning General Education be tightened up so as not to freely recommend exceptions to the General Education program within departments. She continued to say that while the Board of Governors had made it clear that the direction of Science and Technology was a top priority, moneys were not being taken away from the Arts and Humanities to support these initiatives.

Dr. Stager added that the General Education objectives had been officially updated by 4:00 PM February 6, 2001.

Dr. Phillips announced (1) that focus groups would soon be arranged to better assess the advisement needs of students. (2) There will be more tutoring available for students taking science courses in the future.

Reports of Faculty Senate Standing Committees

Dr. Kerper, from the Academic Standards Committee, discussed the results of appeal hearings concerning the dismissal of students. {See attachment}. We will discuss the composition of this committee next meeting since concern has been raised about the distribution of faculty from different schools on the committee.

Dr. Rosenthal, from the Joint-Senate Committee, reported the results of discussions concerning the wearing of decorations at commencement. It was the Committee's opinion that cords and decorations other than those specifically recognized as university sanctioned honors should not be worn at the time of commencement. It was added, however, that there may be appropriate times other than that of commencement when such decorations could be worn.

Chairperson Piperberg asked that a formal proposal be presented to Senate from the Committee.

Reports of the Faculty Special Committees

Dr. Schreiber, from the Ad Hoc Honor Code Committee, announced that on April 12 at 4:00 p.m. Rebecca Moore Howard will be speaking at the Spring Convocation. The event will be sponsored by the Committee with the support of the Provost's office.

Undergraduate Honors Program Proposal

Dr. Glenn, from the Undergraduate Honors Program, presented a proposal that would delete certain requirements for students graduating May 2001 and thereafter. {See attachment}. The proposal was approved by a unanimous vote.

Proposed Courses and Programs

(1) NEW GRADUATE COURSE

PSYC 511 - Substance-Related Disorders, 3 credits. Effective Summer 2001.
Hearing no objections, the course was approved.

(2) CHANGE IN UNDERGRADUATE COURSE/CURRICLA

Changes to the credit requirements and choices of economics electives and required-related courses for the Political Economy option. Movement of ECON 215 (Money, Credit and Banking) from the core requirements to the approved electives list. Changing the number of credits of approved electives in the major from 9 to 12. Increasing flexibility in the required-related course block. Effective Fall 2001.
Hearing no objections, the changes were approved.

(3) CHANGE IN UNDERGRADUATE COURSES/CURRICULA

Changes in the Economics Department majors and minors. Addition of ECON 327 (Women and Global Economics Development), a Perspectives course, to the list of electives in the economics major and minor. Effective Fall 2001.
Hearing no objections, the change was approved.

(4) NEW UNDERGRADUATE COURSE

ESCI 385 - Global Change, 3 credits, Writing Across the Curriculum "W" course, requirement for the Geological Oceanography major in the Earth Sciences Department. Effective Fall 2001.
Hearing no objections, the course was approved.

(5) CHANGE IN UNDERGRADUATE COURSES/CURRICULA

Proposal to designate the existing course Respiratory Care Techniques III (RESP 417) to be a non-G2 Writing-Across-the-Curriculum "W" course. Effective Spring 2001.
Hearing no objections, the change was approved.

(6) CHANGE IN UNDERGRADUATE COURSES/CURRICULA

Change in designation of the following four courses to General Education G3 from Non-General education courses:

ECON 246 - Economics of Health and Healthcare, pre-existing course is already a "W" course, 3 credits. Effective Fall 2001.

ECON 316 - Public Finance, 3 credits. Effective Fall 2001.

ECON 325 - International Economics, 3 credits. Effective Fall 2001.

ECON 345 - Labor Economics, 3 credits. Effective Fall 2001.

Hearing no objections, the changes were approved.

(7) CHANGE IN UNDERGRADUATE COURSES/CURRICULA

Change in Biology major, Marine Option. There will be no change in the minimum total credits required. The major field requirements have been restructured to enhance marine focus and encourage majors to select the Oceanography Minor. The net effect of the proposal is to move BIOL 241 (Ecology) from an elective to a required course and to change the elective required-related mix to include ESCI 363/MS 331 (Chemical Oceanography). Effective Fall 2001.
Hearing no objections, the change was approved.

(8) NEW UNDERGRADUATE COURSES/CURRICULA

ESCI 466 - Coastal Environmental Oceanography, 3 credits, a Perspectives "P" course, a requirement for Geological and Chemical Oceanography majors. Also numbered MSC 451/551 for the Marine Science Consortium. Effective Summer 2001.

Hearing no objections, the course was approved.

(9) CHANGE IN UNDERGRADUATE COURSES/CURRICULA

Addition of 3 new courses to the Oceanography curriculum: ESCI 385 (Global Changes), ESCI 386 (Earth System Data Visualization and Modeling) and ESCI 466 (Coastal Environmental Oceanography). Changes will be made in the four sub-disciplines:

Students in Biological Oceanography will take more courses in biology, leading to a minor in biology. The remote sensing course (ESCI 380) is also added in the option since the incorporation of satellite data will be emphasized in coming decades.

Students in Chemical Oceanography will be required to take the new course ESCI 466 (Coastal Environmental Oceanography) and ESCI 485 (Air-Sea Interaction) and CHEM 375 (Environmental Chemistry).

The Geological Oceanography curriculum will add two geology courses: ESCI 325 (Stratigraphy) and ESCI 326 (Sedimentation) to strengthen the students' geology background. The students will also take the three new courses mentioned above and ESCI 485 (Air-Sea Interaction) to make the option multidisciplinary.

Students in Physical Oceanography will be required to take ESCI 485 (Air-Sea Interaction).

Effective Fall 2001.

Hearing no objections, the changes were approved.

Faculty Emeritus

Dr. Schreiber, from Geography, presented a proposal to recommend that Dr. Gary Hovinen be granted the title of Professor Emeritus of Geography. {See attachment}.

Dr. Schreiber moved that the proposal be approved. Dr. Heintzelman seconded the motion. The motion to approve passed unanimously.

Freshman Weekend

Joe Lynch, from Counseling and Human Development, discussed the successes of the "Weekend Retreats." (See attachment). He encouraged more faculty members to get involved.

Elections for Faculty Senate Officers

Nominations for Faculty Senate Chair were declared open. Joel Piperberg was nominated. Nominations were then closed. A Borger-Greco/Heintzelman motion was made. The motion instructing the Secretary to cast a ballot in favor of Dr. Piperberg's for Chairperson of Faculty Senate passed.

Nominations for Assistant Faculty Senate Chairperson were declared open. Dr. Rosenthal was nominated. Nominations were then closed. A Luek/Mowrey motion to instruct the secretary to cast a ballot in favor of Dr. Rosenthal for the position of Assistant Faculty Senate Chair passed.

Nominations for Faculty Senate Secretary was declared open. Dr. Rosenthal nominated Jen Miller. Nominations were then closed. A Luek/Mowrey motion to instruct the secretary to cast a ballot in favor of Dr. Miller for the position of Faculty Senate Secretary passed..

Fall Calendar

Dr. Rosenthal, from Joint-Senate Committee, reported that, after careful consideration, it was the consensus of that Committee, that no changes be recommended for the calendar. While imperfect, it would be too difficult to alter at this time. A brief discussion followed.

Elections

There were two nominations for the vacant GERC--Education Seat: Dr. Garner from Psychology and Dr. Hossain from ELED. Ballots were collected at the end of the meeting. Dr. Garner was elected to fill the seat.

Other /New Business None.

The meeting adjourned at 5:35 p.m.

Respectfully Submitted,

Jen Miller
Recorder

Action Summary
Faculty Senate Minutes
February 6, 2001

(1) Dr. Glenn, from the Undergraduate Honors Program, presented a proposal that would delete certain requirements for students graduating May 2001 and thereafter. {See attachment}.

Hearing no objections, the proposal was approved:

(2) The following courses were approved by Senate:

NEW GRADUATE COURSE

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Students in Physical Oceanography will be required to take ESCI 485 (Air-Sea Interaction).

Effective Fall 2001.

(3) Dr. Schreiber, from Geography, presented a proposal to recommend that Dr. Gary Hovinen be granted the title of Professor Emeritus of Geography. {See attachment}.

Dr. Schreiber moved that the proposal be approved. Dr. Heintzelman seconded the motion. The motion to approve passed unanimously.

(4) Nominations for Faculty Senate Chair was declared open. Joel Piperberg was nominated. Nominations were then closed. A Borger-Greco/Heintzelman motion was made. Hearing no objections, the motion passed that Joel Piperberg would again serve as Faculty Senate Chairperson.

(5) Nominations for Assistant Faculty Senate Chairperson was declared open. Dr. Rosenthal was nominated. Nominations were then closed. A Luek/Mowrey motion was made. Hearing no objections, the motion passed that Dr. Rosenthal would again serve as Assistant Faculty Senate Chairperson.

(6) Nominations for faculty Senate Secretary was declared open. Dr. Rosenthal nominated Jen Miller. Nominations were then closed. A Luek/Mowrey motion was made. hearing no objections, the motion passed that Jen Miller would again serve as Faculty Senate Secretary.

(7) GERC--Education Seat has two nominations: Dr. Garner from Psychology and Dr. Hossain from ELED. Ballots were collected at the end of the meeting. The results will be forthcoming.

Attachment A
Faculty Senate Minutes
February 6, 2001

TO: FACULTY SENATE
FROM: ACADEMIC STANDARDS COMMITTEE
DATE: FEBRUARY 6, 2001
RE: RESULTS OF APPEAL HEARINGS

On the reverse side of this sheet, you will find the numerical results of the hearings held in response to the appeal of dismissals from the University following the Fall 2000 semester. The Registrar prepared the tables.

The information shows that more dismissals (n - 123) occurred following the Fall 2000 semester than have occurred during the previous 10 Fall semesters for which information is available. Previously the range was 89 - 120 with a mean of 108.6.

During this round of hearings, 58 out of 123 students appealed their dismissals. The Committee approved 70.6% of the appeals, permitting 41 students to return to the University for the Spring 2001 semester. Previously the percentage of approvals ranged from 55.990 to 84.1 % with a mean of 67.9%.

After the recent hearings, the final number of students dismissed was 82. This is the highest number dismissed since the Fall 1991 semester. The number of final dismissals has ranged from 57 - 90 since the Fall 1989 semester.

Issues

1. The hearings are complicated when students have contacted professors and have been told that a change of grade will be filed. Many of these students arrive with a three-quarter-page letter explaining to the Committee that a change of grade will be filed, the new grade, and the reasons for the change. In most cases, the reasons do not assist the Committee in guiding the student to improved academic performance. Since it would take professors less time to file a change of grade form than to write a letter, we suggest that whenever possible professors file the changes before the hearings are held. In many cases, the filing of a change of grade means the difference between dismissal and continuation on academic probation. Without the grade being certified by the Registrar prior to the hearings, some students are needlessly appealing their dismissals and traveling many miles to do it.

2. Faculty, students, and parents have brought the composition of the Committee to our attention. Currently, faculty from the School of Science and Mathematics dominate the Committee (Science & Mathematics - 7; Arts & Humanities - 2; Education - 2 (including chairperson); Non-school - 1). This dominance could vary from time to time. It might be suggested that perspectives on students' academic situations vary in part due to the disciplines of which we are a part Faculty Senate should consider the advantages and disadvantages of

retaining the current system of electing members, whereby all seats are open to all faculty in the University. The allocation of some or all seats by Schools is one alternative to the current electoral system.

3. The on-line Governance Manual does not reflect the current composition of the committee. The conflicting information relates to the number of elected members. The Governance Manual states 7, but we elected 11.

ACADEMIC DISMISSALS/APPEALS

STUDENTS DISMISSED AFTER FALL 1989 - FALL 2000

Term	No. Dismissed	No. Appeals	No. Appeals Approved	No. Final Dismissals		
FA 89				90		
FA 90	120			72		
FA 91	116	59	33	83		
FA 92	109	55	37	72		
FA 93	109	44	37	72		
FA 94	113	55	36	77		
FA 95	111	55	32	79		
FA 96	110	65	44	66		
FA 97	97	52	38	59		
FA 98	112	54	40	72		
FA 99	89	49	32	57		
FA 00	123	58	41	82		
<i>Average</i>			<i>110</i>	<i>55</i>	<i>37</i>	<i>73</i>

STUDENTS DISMISSED AFTER SPRING 1990 - SPRING 2000

Term	No. Dismissed	No. Appeals	No. Appeals Approved	No. Final Dismissals
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SP 90	129		32	97
SP 91	124	59	27	97
SP 92	92	51	32	60
SP 93	109	63	45	64
SP 94	116	63	46	70
SP 95	125	63	46	79
SP 96	132	68	43	89
SP 97	119	64	39	80
SP 98	126	66	43	83
SP 99	149	82	50	99
SP 00	114	55	46	68

Average

121

63

41

81

2/6/01

Attachment B
Faculty Senate Minutes
February 6, 2001

Undergraduate Honors Program Committee

Background: According to the Honors Program Academic Requirements, students are required to take a minimum of two honors courses in each of the following academic areas: Humanities and Fine Arts (G1); Science and Mathematics (G2); and Social Sciences (G3).

Proposal: On Tuesday, October 31, 2000, the Undergraduate Honors Program Committee unanimously recommended a proposal that deleted the above requirement, effective for those students graduating May 2001 and thereafter.

Justification: The change simplifies and streamlines the requirements, giving students more freedom to choose while maintaining core requirements of Calculus, Lab Science, Literary & Intellectual Traditions, and Perspectives with Honors designation.

Note: The deletion of this requirement has no effect whatsoever on the general education distribution required of all students. Moreover, all honors students are still required to take no less than one honors course in each of the academic areas.

Statement of Declaration of Faculty Emeritus Status for Professor Gary Hovinen

Whereas Gary Hovinen developed and taught ten separate courses throughout his 27 years at Millersville University, and each and every semester maintained the highest expectations and standards for student performance at the university,

Whereas Gary Hovinen served on numerous university and departmental committees, including two terms as faculty senator, and twice as Chairman of the Department of Geography,

Whereas Gary Hovinen spent hundreds of hours helping to develop the Lancaster County's heritage tourism program, helping to bring the program international recognition, and worked on numerous community planning projects, including the recent Route 23 corridor study,

Whereas Gary Hovinen published numerous peer-reviewed research articles, a number of which have been reprinted and cited in a dozen books and two dozen research articles,

Now therefore be it resolved that the Geography Faculty of Millersville University thank and congratulate Dr. Hovinen for his valuable contributions to the life of the university and the department; and wishes him much continued success and happiness; and further

Be it resolved that the Geography Department recommends that Dr. Gary Hovinen be granted the title Professor Emeritus of Geography.



ON-CAMPUS REPORT

The Top Information Source for Student Affairs Professionals

Getaway Weekend Helps Students Connect

For the last four years, a group of students, staff, and faculty at Millersville University has been taking the issue of helping new students adjust to college to the next level. In order to facilitate the transition process for new students and address some of the challenges that they will encounter, the program "Getaway Weekend" was developed and implemented. During the early portion of the fall semester, MU student leaders, faculty, and staff join two groups of up to 40 students each for a cabin camping "Getaway Weekend" to a remote and beautiful

The purpose of the Getaway Weekends is to provide an opportunity for these new students to feel that they belong somewhere and do have a community that they can connect with.

Getaway experience as new students themselves. The staff and faculty who accompany the students on the weekend act in more of a support role. Having students run the activities and serve as the primary leaders has proven to be an integral part of the programs' success. "What a joy it is to train the student leaders who facilitate the weekend, then watch the new students develop confidence and begin to feel part of university life," said Pete Messimer, associate dean of resident life.

off-campus setting.

New students often arrive on campus seeming to be adrift and searching for something. A closer look reveals that what they are searching for are relationships, identity, education, and career options, to name a few. Often, before the first book ever gets opened, students are seeking out a community, somewhere they can fit in. The purpose of the Getaway Weekends is to provide an opportunity for these new students to feel that they belong somewhere and do have a community that they can connect with. It enables them to feel that they are part of the university, gives them the opportunity to connect with other members of their new community, and encourages development of their self-confidence, adjustment skills, and self-esteem.

Planning for the Getaway Weekend programs gets into full swing during the spring semester preceding the event. Under the supervision of the program coordinator, student leaders plan the agenda for the upcoming weekends. The experiential learning activities during the weekends are all led by student leaders who took part in a

During each of the Getaway Weekends, students are given the opportunity to meet in large and small groups to discuss various issues and challenges that are inherent to the new student experience. Some of the topics that are discussed are "Getting Involved and Making Friends," "Fears About College," "Roommates," and "Stereotypes and Self-Esteem." Student leaders share some personal ideas on each topic and then facilitate open discussion from the participants. Numerous icebreakers and getting-acquainted activities are also planned during the weekend. These begin on the bus trip up and continue through the return trip home. Two of the most popular of these activities are designing your own personal T-shirt and having a Polaroid "mug shot" taken and posted in the main meeting area. On Saturday, trust and team building exercises are introduced as the group begins to gel. Part of the fun and learning also includes helping with the preparing of meals and cleanup. Pitching in with chores has proven to be an effective bonding time. Finally,

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Enlists 100 Schools

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Over Due Process

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Penn State University Makes Changes
to Expressive Activity Policy

Getaway Weekend... from page 1

students enjoy some free time for personal reflection, exploration, and



SUGGESTIONS

National On-Campus Report

informal connection with peers.

Getaway Weekend is associated with New Student Orientation and solicits most of its participants from the activities fair during each of the orientation sessions. The cost of the program for each student is \$20, with \$5 being refunded to each of them when they arrive on the bus for the trip to the campground. The bus leaves campus on a Friday evening and returns late in the day on

ful experience that will last a lifetime"; "I learned that others share my fears about freshman year"; "... a great learning experience, a fun textbook for life"; "... an opportunity to open myself up to new people and new ideas"; "Great! Best thing I've done in a while."

Contact: Pete Messimer, associate dean of resident life, at 717-872-3162, or Joseph F. Lynch, psychologist/associate professor, Center

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and returns late on the
Sunday.
The evaluations from previous
weekend trips have been over-
whelmingly positive. Some examples
of student-written feedback from last
year's two weekends: "... a wonder-

for Counseling and Human
Development, at 717-872-3122, to
obtain more specific information on
preparation, organization, and stu-
dent evaluations. ■