

**Faculty Senate Meeting
April 6, 2004**

The meeting was called to order at 4:13p.m. All departments were in attendance.

I. Minutes of the March 16, 2004 Meeting

A change was suggested to Senator Mowrey's report introducing the proposal from the Special Education Department requesting changes in the requirements for post baccalaureate certification students who enter the program seeking their initial certification. It should read "It is proposed that courses now designated as Block III (Special Education Core and Professional Block, SPED 561/562-Student Teaching or SPED 690 –Clinical Practicum) be designated as Advanced Professional Studies courses. This will help bring the program into compliance with Chapter 354". This change has already been made in the electronic version of the Minutes but was made after distribution of the paper copies of the Minutes.

The Minutes were approved as amended.

II. Report of the Faculty Senate Chairperson

Chairperson Piperberg reminded the Faculty Senate that elections for Senators are to be held before May 31 for the following departments: Business Administration, Computer Science, Earth Sciences, Economics, Wellness & Sports Sciences, Nursing, Physics, Psychology, Special Education, and Administrative Faculty.

Chairperson Piperberg congratulated President McNairy on her inauguration as the President of Millersville University on April 3, 2004.

III. Report of the Student Senate President

The Senate held elections on April 1. The new officers include Kristin Albright/President, Alex Brands/VP, Drew Schenk/Treasurer, Jeanne Couchman/Cor. Sec., and Fayth Balsam/Recording Sec. We had a little under 1,000 voters. Last weekend, two senators traveled to Kutztown for the spring BSGP. The Senate will have our banquet tomorrow evening at Dr. McNairy's house. The Senate just recently participated in SOLA's Quiz Bowl and did very well. The Senate has selected the Person of the Year Award Winners. The student is Shaun Gill and the faculty member is Dr. Buddy James. The Senator of the Month for March is Jeanne Couchman.

IV. Report of the Graduate Student Organization - None.

V. Report of the Administrative Officers

President McNairy

President McNairy expressed her appreciation for the faculty participation in the Presidential Inauguration activities.

Acting Provost Shane

Acting Provost Shane reported that in order to improve the communication between the Faculty Senate and the Provost regarding proposals submitted for administrative approval, the Provost will inform the Chair of the Senate directly on their receipt and notify him/her about the status of proposals. Copies of the notification to the Faculty Senate Chair will also be sent to the Chairperson of the department from which the proposal originated. The Provost will also look into the possibility of placing a spreadsheet/document online that will show the progress of proposals.

A group of faculty members has been discussing a General Studies major. There is presently no formal procedure to set up such a major. For the time being, activities will be suspended until the Academic Policies Committee proposal on policies regarding interdisciplinary programs is considered at Senate and presumably passed at the April 20 Senate meeting. Senator Kerper presented this proposal later during the meeting. {see Item V, Academic Policies Committee below}

Acting Provost Shane commended the Library's Exhibit on Faculty Scholarship. He expressed the desire to continue with this exhibit after the Presidential Inauguration activities.

Dr. Weinstein will attend the April 20 Senate meeting to inform the Senate about degree specification and recent happenings having to do with assessment. His visit will be placed on the agenda. Three samples of degree specification documents will be distributed to the Senate prior to the next meeting.

Senator Wismer raised a question about the monies from the Summer Revenue Sharing which have not yet been distributed to departments. Senator Wismer explained the hardship that this situation has created in the Chemistry department; they have been unable to buy necessary chemicals and supplies for their labs. Acting Provost Shane responded by assuring the Faculty Senate that the money will be released soon. The delay is a result of some concerns raised at Dean's Council about the equity of the distribution of these monies to the Schools.

Executive Assistant to the President Phillips

Executive Assistant to the President Phillips provided copies of documents dealing with the Winter Session, including the Winter Session Survey Results. {see Attachment #1} She encouraged faculty members to consider Winter Session offerings since they fill a very real need for students. Many students schedule a Winter Session class to facilitate graduating on time. She also announced that a plan for the upcoming Winter Session (Winter Session 2004-2005) will be distributed. She requested that Senators ask their departments to think about what courses in their majors could be offered during the Winter Session, since students have expressed interest in courses in their majors being offered during the Winter session. She also noted that faculty will also have some flexibility, given the shortened time frame for next year, to begin or end classes at different times, in consultation with their Dean. Dr. Phillips also acknowledged the work of the Winter Session Task Force in addressing the new challenge presented by next year's abbreviated winter break.

In order to comply with the State System's Common Calendar Policy, MU is required to start and finish the semester on the same dates as the other State System universities; Spring Break at all 14 universities is also supposed to start and end on the same dates.

For the oncoming Spring 2005 semester, in order to comply with the policy, MU will to add a week to the Spring 2005 semester. In order to maintain the same number of instructional days in the Fall and Spring semesters, after lengthening the Spring semester, 4 vacation days must be inserted into the schedule (a Tuesday, Wednesday, Thursday and Friday). Executive Assistant to the President Phillips asked for suggestions from Senators about what form these vacation days might take. The Faculty Senate provided Dr. Phillips with a variety of suggestions.

V. Reports of the Faculty Senate Standing Committees

UCPRC

Senator McCotter, Chair of the UCPRC, presented the three following proposals for new undergraduate courses:

SPED 330 – Psychological Aspects of Disability – a new Perspectives (P) course (3 credits) to be offered every other summer starting summer 2005.

ECON 305 – Economics in Film – a new Perspectives (P) course to be offered as an economics elective with a desired effective date of Summer 2004.

HIST 470 – The Vietnam War, a new Perspectives (P) course (3 credits) with a desired effective date of Spring 2004.

GCPRC

Senator Mowrey, Chair of the GCPR presented the following proposal:

WSSD 621- Nutrition for Exercise and Sport, 3 credits. This is a new course to serve as an elective in the Masters in Sport Management program with a desired effective date of Fall 2004.

Senator Mowrey, Chair of the International Studies Curriculum Committee, on behalf of the committee moved that the Faculty Senate recommend a one-year extension in the term of Dr. Robert Bookmiller as the Director of International Studies. The motion passed without dissent.

Academic Policies Committee

Senator Kerper, Chair of the Academic Policies Committee, presented a proposal for Policies Regarding Interdisciplinary Programs to be discussed at the next Faculty Senate meeting. {see Attachment #2}

VII. Reports of the Faculty Senate Special Committees

None.

VIII. Proposed Courses and Programs

Changes in Courses/Curricula

Post-Baccalaureate Certification in Special Education – The proposal is to change requirements for post baccalaureate certification students who enter the program seeking their initial certification. It is proposed that courses now designated as Block III (Special Education Core and Professional Block, SPED 561/562-Student Teaching or SPED 690 – Clinical Practicum) be designated as Advanced Professional Studies courses. This will help bring the program into compliance with Chapter 354. Approved
Effective Date – Spring 2005.

IX. Faculty Emeritus

A resolution supporting Dr. Linda Clark Newman for Professor of History Emerita passed without dissent after a Kervorkian/Newman motion. {see Attachment #3}

A resolution supporting Dr. Cynthia Dilgard for Professor of English Emerita passed without dissent after a Widmayer/Luek motion. {see Attachment #4}

A resolution supporting Dr. John C. Hibberd for Professor of Industry and Technology Emeritus passed without dissent after an Anna/Yalda motion. {see Attachment #5}

A resolution supporting Mr. S. Richard France for Professor of Mathematics Emeritus passed without dissent after a Fenwick/Wismer motion. {see Attachment #6}

A resolution supporting Dr. Guy L. Steucek for Professor of Biology Emeritus passed without dissent after a Piperberg/Luek motion. {see Attachment #7}

A resolution supporting Dr. George Stine for Professor of Sociology and Anthropology Emeritus passed without dissent after a Schaffer/Yalda motion. {see Attachment #8}

A resolution supporting Mrs. Sally Woodward-Miller for Adjunct Professor of History Emeritus passed without dissent after a Widmayer/Sciarretta motion. {see Attachment #9}

X. Ad Hoc Honor Code Committee: Honor Code Proposal and Implementation Plan

The summary submitted by Dr. Schreiber was briefly discussed and some comments and questions will be directed to her. More discussion will wait until some feedback is received from APSCUF.

XI. Timetable for Administrative Review of Course and Curriculum Proposals.

Acting Provost Shane suggested earlier in the meeting that the Provost will communicate directly with the Chair of the Faculty Senate on the status of the proposals submitted for administrative approval. This action should remediate the problem of communication between the Faculty Senate and the Administration. It was suggested that in order to remediate the other issue of departments getting the information related to their proposals, department chairs will be sent copies of the memos in which that information is conveyed to the Faculty Senate Chairperson.

XIII. Other/New Business - None.

The meeting was adjourned at 5:40 pm.

Respectfully Submitted by

Elba I. Rohena
Senate Secretary

Action Summary

Senator Mowrey, Chair of the International Studies Curriculum Committee, on behalf of the committee moved that the Faculty Senate recommend a one-year extension in the term of Dr. Bookmiller as the Chair of the International Studies Committee. The motion passed without dissent.

Changes in Courses/Curricula

Post-Baccalaureate Certification in Special Education – The proposal is to change requirements for post baccalaureate certification students who enter the program seeking their initial certification. It is proposed that courses now designated as Block III (Special Education Core and Professional Block, SPED 561/562-Student Teaching or SPED 690 – Clinical Practicum) be designated as Advanced Professional Studies courses. This will help bring the program into compliance with Chapter 354 Approved.
Effective Date – Spring 2005.

A resolution supporting Dr. Linda Clark Newman for Professor of History Emerita passed without dissent after a Kervorkian/Newman motion.

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A resolution supporting Mrs. Sally Woodward-Miller for Adjunct Professor of History Emeritus passed without dissent after a Widmayer/Sciarretta motion.

Attachment #1

MEMORANDUM

To: Millersville University Faculty

From: Dr. Edward C. Shane
Interim Provost

Date: April 5, 2004

Re: Winter Session 2005

Thank you to those of you who participated in this past Winter Session. Despite the challenges of a shortened schedule of classes, we were able to offer a successful Winter Session serving 571 enrollments with 35 offerings! Winter Session 2005 brings along an additional challenge of an even shorter session, causing us not only to review Winter Session 2004 but to think creatively about the upcoming Winter Session. The Winter Session Task Force reviewed difficulties that students and faculty faced this past session and also brainstormed innovative ways to continue and increase the course offerings in the winter.

The Winter Session Task Force has again recommended the following 6 options for scheduling courses in the Winter Session: Blended Classes, Online Classes, Evening & Weekend Classes, Immersion Classes, Internships/Co-Ops, and Face-to-Face On-Campus Classes.

Winter Session 2005 Dates: December 20, 2004 – January 9, 2005

Option 1: Blended Classes (some on-campus, online, video conferencing or independent study)
Schedule to be determined by faculty. Faculty must provide a start date, an end date, a meeting schedule for the on-campus meetings, and must meet the required student learning outcomes. Courses converted into a blended format need only departmental approval, unless it is a brand new course. *Please note: faculty only receive distance learning stipends if the course meets face-to-face less than 1/3 (or 33%) of the course time.*

Examples

Total # of Days	Total Contact Hrs Needed for On-Campus Meetings (if on-campus meetings = 40% of entire course)	Possible Dates	Possible Days
4	3 hrs, 45 min (total of 225 min per meeting) 15 hours total	Dec. 20, 21, Jan. 3, 4	M & T
Total # of Days	Total Contact Hrs Needed for On-Campus Meetings (if on-campus meetings = 30% of entire course)	Possible Dates	Possible Days
3	3 hrs, 50 min (total 230 min per meeting) 11.5 hours total	Dec. 20, 21, Jan. 4	M & T

Option 2: Online Classes (fully online classes via Blackboard or eCollege)
Schedule to be determined by faculty. Faculty must provide a start and end date and must meet the required student learning outcomes. Please note that a course that is converted into a distance learning format need only departmental approval, unless it is a brand new course.

Option 3: Evening/Weekend Classes

Examples

If the course is offered evenings only, the schedule will vary, but must meet the required contact hours

Total # of Days	Total Contact Hrs Needed, including final but not breaks	Possible Dates	Possible Days
9	4 hrs, 17 min	Dec. 20-23, Jan. 3-7	MTWR, and MTWRF

If the course is offered with a mixture of evenings and weekends, the schedule will vary, but must meet the required contact hours

Total # of Days	Total Contact Hrs Needed, including final but not breaks	Possible Dates	Possible Days
8	4.5 hrs on week-day evening sessions and 6 hrs on Saturday sessions	Dec. 20, 21, 22, 23, Jan. 3, 4, 5, 8	MTWR, MTW, SA

Option 4: Immersion Classes (field study, study abroad)

A minimum of 5 full days (7.5 hours a day) equates to a three-credit course. Note that travel time is not included in the required hours.

Option 5: Internships and/or Co-Ops

Schedule to be determined by faculty. Faculty must provide a start and end date and must meet the required student learning outcomes. Note: faculty may want to start this option in Winter session and go into or throughout the Spring semester.

Option 6: Face-to-Face, On-Campus Classes

Examples: Classes beginning prior to the holiday break and ending in January

Total # of Days	Total Contact Hrs Needed, including final but not breaks	Possible 2004 Dates	Possible 2005 Dates	Possible Days
8	4 hrs, 40 min	Dec 20-23	Jan 3-6	MTWR, MTWR
9	4 hrs, 17 min	Dec 20-23	Jan 3-7	MTWR, MTWRF
10	3 hrs, 45 min	Dec 20-23	Jan 3-8	MTWR, MTWRFSa

Note: Creative format options are encouraged (including the possibility of starting the class late in the Fall semester or ending early in the Spring semester). Any creative scheduling must meet the minimum hour requirements and requires approval of the dean.

Proposed course offerings are to be submitted, using the attached form, to the Dean, who will finalize offerings in consultation with the faculty and forward the information to the Office of Professional Training & Education (PTE will copy the Registrar). *Please be sure to build in snow days, which can be held on Saturday, January 8th and/or Sunday, January 9th if need be.

Winter Session 2005 – Intent to Offer Course Form
(to be distributed by Dept. Chairs)

Contact Information

Name: _____

Academic Department: _____

Campus Extension: _____

Course Information

Term to Teach: Winter 20 _____ Preferred Class Size: _____

Course Title and Number: _____

Preferred Teaching Option (*please circle one*):

Face to Face, On-Campus Online Evening/Weekend
Blended Immersion Internship/Co-Op

Preferred Course Schedule (please be specific about option chosen):

Example: Blended – will meet 4 times on-campus (Dec 20, 21, Jan 3, 4) for 3.75 hrs (a total of 15 hours – 40% of course), remaining meetings will be online. Course starts: 12/20 and ends 1/9

Notes:

Faculty Signature: _____

Dept Chair Signature: _____

Dean's Signature: _____

This document was sent to all MU faculty

April 12, 2004

Dear Dr/Professor: (faculty member name):

In past Winter Sessions, we have targeted most offerings to fulfill general education requirements. In the attached preliminary survey, you will see that many students have requested more courses within their major. Therefore, the Winter Session Task Force is hoping to poll students regarding demand for Winter Session classes in the early part of the fall 2004 semester. Our goal is to measure the interest in specific classes your department might offer. Please consider which classes you might be interested in offering and in what format (face-to-face, online, blended, etc). We'll be requesting that list of classes from you early in the fall semester.

In order to elicit student interest in Winter Session offerings, we will list all potential offerings on the survey for student response. We will then provide you with survey results early in the fall semester. We believe this will be a vital piece of information that will significantly increase the predictability of class size. After a list of possible courses is generated, department chairs will be asked to determine if there would be any problems in offering particular courses.

It is our hope that by notifying faculty now, some might consider planning for these courses--altering syllabi to fit into the abbreviated Winter schedule and looking at various options (online, blended, face-to-face, independent study, etc) for offering courses.

This year's winter schedule will be split (December 20 - January 9) – a very short session. The first four days will be before Christmas, and then there will be a week off. The rest of the Winter Session will operate from Monday through Friday or Saturday. (The middle week of the Winter Session could be a great opportunity to assign reading, research, or field work.)

Please note that although the Winter 2005 schedule is a challenge, it is also an uncommon occurrence as the Winter 2006 and 2007 schedules will provide for a return to a three-week session. It is important that we consistently offer Winter courses to our students; thus we must be creative in the type of courses offered and in which formats they are offered.

If you have any questions, please feel free to contact the chair of the Winter Session Task Force, Dr. Carol Phillips, or if your questions are related to the format in which you would like to offer the course, please contact Loréal Maguire in the Office of Professional Training & Education.

Thank you for your consideration!
The Winter Session Task Force

STUDENT SURVEY for WINTER SESSION SESSION 1 SUMMARY

Number of Students who Submitted Surveys = 363
Number of Enrollments for Winter Session = 582

- | | | |
|---|-------|-------|
| 1. Are you a Millersville University student? | | |
| Yes | 95.3% | (346) |
| No | 4.6% | (17) |

If no, what college or university do you regularly attend?

15 responses to this question:

3 attending Shippensburg University
2 attending Franklin & Marshall College, Lebanon Valley College, LIHE.
1 attending each: Bloomsburg University, Delaware State University, Elizabethtown College, University of Delaware, West Chester University, and York College.

Full Time	58.0%	(212)
Part Time	8.5%	(31)
No Response	33.0%	(120)

What class will you be in this spring?

Freshman	3.0%	(11)
Sophomore	13.7%	(50)
Juniors	29.2%	(106)
Seniors	47.1 %	(171)
Graduate Student, degree seeking	4.4 %	(16)
Graduate Student, non- degree seeking	1.9%	(7)
No response	0.5%	(2)

- | | | |
|---|--------|-------|
| 2. Have you taken winter classes at MU in previous years? | | |
| Have taken classes before | 22.5% | (82) |
| Have not taken classes before | 76.0 % | (276) |
| No response | 1.6 % | (2) |
| 3. What type of course are you enrolled in this winter? | | |
| Mixed Media Class (4 offered) | 12.6% | (46) |
| Online Class (7 offered) | 12.1% | (44) |
| Evening/Weekend Class (3 offered) | 6.0% | (23) |
| Face to Face, Traditional Class (22 offered) | 69.9% | (253) |

What did you like about this method?

Response from Mixed Media class:

The positive responses from this class were:

- A. They enjoyed the mix of online and face-to-face. (4)
- B. Liked the teacher. (2)
- C. Liked not having to commute everyday.
- D. Liked the fast pace and convenience.

The concerns from the mixed media were:

- A. There was not enough structure or communication.
- B. Missed having a teacher.
- C. Felt it moved to fast and there was too much work.

Response from the Online Class:

The positive responses from this class were:

- A. Liked that they were able to work at their own pace, and it was flexible. (9)
- B. They had a general response of “I loved it” (5)
- C. Speedy grading.
- D. Liked not having to drive to school.
- E. Easy to follow and keep up with.

The concerns from the online class were:

- A. Did not like the specific times that they had to attend Chat. (2)
- B. Felt information online was spread out and not all together for specific class.
- C. One student had insufficient orientation.
- D. Would like more access and interaction to instructor.

Response from the Evening/Weekend Class:

The positive responses from this class were:

- A. General response of “ I liked it and it was good” (2)
- B. Fit schedule (2).
- C. Liked length of weekend class, because you could really get into the material.
- D. Liked the teacher.

The concerns from the class were:

- A. Saturday classes were too long. (3)
- B. Too fast. (2)
- C. Did not like the one-day break between classes.
- D. There was no heat in the classrooms.

Responses from the Face-to-Face Class:

The positive responses from this class were:

- A. Liked face to face with teacher and the interaction. (24)
- B. General response of it was a normal class. (11)
- C. Liked that it was only a weeklong. (9)
- D. It was fast. (2)
- E. Easy to follow. (2)
- F. Credits earned quickly. (2)
- G. Liked that it was so early, you had the rest of the day off. (2)
- H. Liked topics. (2)
- I. Great teacher.

The concerns from the class were:

- A. Too intense and not enough time to absorb all the info. (9)
- B. Too long and boring (4)
- C. Too early. (4)
- D. One teacher was never there and always late.
- E. Did not like the two-week break.

4. Why do you enroll in winter classes?

To graduate early	14.8 %	(54)	
To take a required class		31.4%	(114)
To graduate on time		47.6%	(173)
To take class while away from home campus		1.6%	(6)
To reduce course load during year		38.5%	(140)

Other responses included:

- To take a course I normally wouldn't take(5)
- To make up a missed course(5)
- To retake a class for a better grade(5)
- To stay busy over break(3)
- To earn more credits for financial aid(1)
- Course is full in spring semester(1)

5. Rate your satisfaction with:

Variety of classes offered:

Very satisfied	25.6%	(97)
Somewhat satisfied	55.9%	(203)
Unsatisfied	16.2%	(59)
No response	1.1%	(4)

Student comments were:

- A. More options in class choice. (13)
- B. Some classes need more time then winter session offers. (3)
- C. More online classes available
- D. Requests for GOV, TECH, ART, & ED classes.

Satisfaction with times classes occurred:

Very satisfied	25.6%	(97)
Somewhat satisfied	55.9%	(203)
Unsatisfied	16.2%	(59)
No response	1.1%	(4)

Student comments were:

- A. Would like a later start (10)
- B. Would like other class times- afternoons or evenings. (5)
- C. Would like to take more then one class at a time. (3)
- D. Would like more days of class, with shorter Sat. class. (2)
- E. No Sunday classes.

Satisfaction with support services:

Very satisfied	25.6%	(97)
Somewhat satisfied	55.9%	(203)
Unsatisfied	16.2%	(59)
No response	1.1%	(4)

Student comments were:

- A. Need clearer and more information about classes, money due, etc. (3)
- B. More notice on when class scheduling is available.
- C. No 1-800 number.
- D. Fees were too high.
- E. Too complicated if not already enrolled.
- F. Staff was unfriendly and unsupportive to nontraditional student.
- G. Would like online price guide for books.
- H. Could not take exam on Blackboard because registration was put on late.
- I. Problems with full classes and late registration. (4)
- J. Payment of winter and spring semester at same time is problem.

6. What would encourage you or your peers to enroll or continue to enroll in winter classes?

- 48 said more evening classes.
- 133 said more online classes
- 195 said more variety in class offerings
- 147 said more classes in major.

Classes requested to have more of:

GENERAL ED (64), BUAD (16), ELED (13), BIO (9), COMM (9), ENGL (9), ITEC (7), PSYC (7), GOVT (5), CSCI (4), HIST (4), ART (3), EDUC (3), ENGL ED (3), ITEC /ED (3), MARKETING (3), OSEH/EHEM (3), SPED (3), GEOG (2), HIST/ED (2), MATH (2), MBA (2), SOCY (2), SPANISH (2).

The following each had one request:

CPSI, ECON, METEOROLOGY, MUSI, NURS, RRCS, SPEECH COMM.

In response to the other:

- A. Classes could be longer. (3)
- B. No classes between Christmas and New Years Eve.
- C. Classes at different times to create more of a class schedule. (3)
- D. Classes were too condensed compared to previous sessions.
- E. Have graduate education classes.

7. How did you hear about Winter Session at Millersville University?

Friend	20.3%	(89)
Instructor	13.0%	(57)
Postcard	5.9%	(26)
University News Ad	5.0%	(22)
Local Newspaper	0.40%	(2)
Website	41.1%	(180)

Other:

Course selection book	9.6%	(42)
Advisor	1.1%	(5)
Signs around campus	1.1%	(5)
Previous years	0.6%	(3)
Family	0.6%	(3)
Called	0.4%	(2)

8. Will the change in next years Winter Session prohibit you from taking a course next year?

Yes	12.3%	(45)
Not Sure	47.1%	(171)
No	40.4%	(147)

Additional Comments:

- A. More time for classes, shortening would not be a good idea. (14)
- B. Do not change schedule, students like the way it is now. (12)
- C. Students enjoyed the classes. (11)
- D. Classes are too expensive and financial aid does not cover them. (6)
- E. Offer more courses at campus and online. (6)
- F. Students liked the Christmas Break. (3)
- G. Just have classes during the week, not weekend, so it feels like a break.
- H. Simpler website.
- I. Need heat in the classrooms.
- J. One student was upset because campus was closed and could not access resources.

FACULTY SURVEY for WINTER SESSION SUMMARY

Number of Returned Surveys = 21
Number of Faculty Teaching Winter Session = 36

1. What is your faculty status?

Full Time	95.2%	(20)	
Part Time	0.0 %	(0)	
No Response	4.7 %	(1)	

2. Have you taught winter classes at MU before?

Yes	71.4%	(15)	
No	19.0%	(4)	
No Response	9.5%	(2)	

3. What type of course did you teach?

Mixed Media	9.5%	(2)	Faculty Taught = 4
Online Class	9.5%	(2)	Faculty Taught = 7
Eve/Weekend Class	14.2%	(3)	Faculty Taught = 3
Face-to-Face Class	66.7%	(14)	Faculty Taught = 22

- 3a. What did you like about this method?

Mixed Media:
Was enjoyable, students like longer period, which gave them more time for preparation for papers, exams, and presentations.

Online:
Enjoyed online students, but most students did not have Word or PowerPoint.

Evening/Weekend:
It was good, enjoyed class. (2)
Campus did not support the classes, the bookstore was not open, and the police were not available.

Face-to-Face:
Likes and prefers face-to-face classes. (4)
Enjoyed interaction, and the intensity is good. (4)
The class was too short and did not like the two-week break.

4. Why do you teach winter classes? (*note- multiple responses*)

To meet students needs	28.5%	(16)	
To meet department requests	14.2%	(8)	
Personal Gratification	26.7%	(15)	
Continuing Ed pay	30.3%	(17)	

Other:

- A. Course is popular
- B. Helps graduate students and undergraduate students complete their minor.
- C. Like to keep working between semesters.
- D. Different type of people in winter classes.

5. What challenges did you face in teaching in Winter Session this year?

- A. It was hectic with the holidays.
- B. Time was sparse, hard to prepare because it's so close to fall semester, hard to fit all information into shorter time, and hard for students to absorb all the information. (6)
- C. Did not like being able to add others, after students drop course.
- D. Did not like break between weeks.

6. Will the change in next year's Winter Session prohibit you from teaching?

- | | | |
|----------|-------|------|
| Yes | 4.7 % | (1) |
| No | 61.9% | (13) |
| Not Sure | 33.3% | (7) |

7. When looking at the challenges from above, what would a shortened time frame mean for you to deliver your courses next winter?

- A. Very difficult and intense, students would not be able to handle all the information, it is already too short. (9)
- B. No problem with shortening the classes. (6)
- C. Would have to teach the class mixed media to make it work. (2)

8. What would encourage you or your peers to teach Winter Session classes?

- A. Revenue sharing or continued education pay scale would be good because I make 20% less for winter session with much more work and more intense classes.
- B. Appeal to the small, intimate class size.

9. Do you plan to teach in the '05 Winter Session?

- | | | |
|----------|-------|------|
| Yes | 57.1% | (12) |
| No | 38.0% | (8) |
| Not Sure | 4.7% | (1) |

Additional Comments:

- A. Winter session helps students reach their goals, and often time they do better than regular classes.
- B. The number of courses that are offered has been drastically reduced and it was better the old way.
- C. Liked seven days on, break, five days off, it helped students to get a lot of work done over break.
- D. Liked the intense course with good student – teacher interaction. (2)
- E. Not sure would teach next year with only three-week break between semesters.
- F. It's foolish to permit large numbers of classes that are under enrolled to be offered.
- G. Do not stop winter session, it is a great asset.

Attachment #2

TO: Faculty Senate
FROM: Richard M. Kerper, Chairperson
Academic Policies Committee
DATE: April 6, 2004
RE: Policies Regarding Interdisciplinary Programs

The material contained within proposes that Faculty Senate take the following actions:

1. Dissolve the following standing committees of the Faculty Senate:
 - African American Studies Curriculum Committee.
 - International Studies Curriculum Committee.
 - Women's Studies Curriculum Committee.
2. Recommend, for administrative approval, revisions to the Governance Manual, which remove existing policies framing interdepartmental majors and minors.
3. Recommend, for administrative approval, policies framing interdisciplinary majors and minors and an organizational structure to guide and support them, including the creation of a Council of Interdisciplinary Directors (CID).
4. Create Faculty Senate representation for the interdisciplinary programs.

Governance Manual
Section 2: Undergraduate Academic Programs
Undergraduate Degree Programs
Interdisciplinary Programs

Objectives:

to define minimum university requirements for interdisciplinary programs focusing on an integrated discipline.

to ensure minimum standards of depth and breadth in proposed interdisciplinary programs.

to provide a framework within which the faculty members of various departments can develop interdisciplinary programs.

Rationale:

To provide students with an interdisciplinary perspective that cannot be provided by one department.

Definitions:

Interdisciplinary program is defined as a major or a minor focusing on integrated disciplines.

Interdisciplinary major and interdisciplinary minor are defined as a major and a minor which integrate the knowledge, perspectives, and methodologies of more than one discipline to form a specific academic focus in a recognized or innovative discipline not currently offered by existing academic departments (e.g. American studies, legal studies, comparative literature).

An interdisciplinary course is defined as a course that reflects the knowledge, perspectives, and methodologies represented in the program.

Policy and Implementation:

Interdisciplinary Major

Course requirements for an interdisciplinary major will follow any current university policies regarding requirements for a major.

An interdisciplinary major shall require a minimum of 30 credits of coursework.

- a. A minimum of 6 credits of interdisciplinary course work, focused on the integrated discipline represented in the major (e.g., introductory seminar, capstone experience/course), shall be required with 3 credits or more at the 300-400 level.

- b. A minimum of 18 additional credits shall be required in one discipline or clearly defined, themed-elective grouping, with at least 9 credits at the 300-400 level.
- c. A minimum of 6 additional credits shall be required from other disciplines or clearly defined, themed-elective grouping with at least 3 credits at the 300-400 level.

Interdisciplinary Minor

An interdisciplinary minor shall require a minimum of 18 credits of coursework.

- a. A minimum of 6 credits of interdisciplinary course work, focused on the integrated discipline represented in the minor, shall be required, with at least 3 credits at the 300-400 level (e.g., capstone experience/ course).
- b. A minimum of 12 additional credits shall be required from at least two disciplines, with at least 6 credits above the 100 level.

Organization

The curriculum committee of an interdisciplinary program shall select, with the approval of the school dean, where the program will be housed. Interdisciplinary programs, not in a department, shall be housed within a school under the auspices of the dean.

Interdisciplinary Curriculum Committee

A curriculum committee composed of the Director of the interdisciplinary program, faculty teaching within the program, and students, if desired, in the program shall be organized in a way that best serves the interests of the program. The Director will conduct an election within the program's teaching faculty for committee seats. The committee's leadership structure and membership shall be self-determined.

Director of Interdisciplinary Program

In compliance with existing CBA policy, the interdisciplinary curriculum committee shall determine the selection process for the Director, including approval by the Provost.

The Director of an interdisciplinary program shall have a three-year term, commencing with the terms of triennially elected department chairs, and report to the dean of the school in which the program is housed. The Director will have responsibilities equivalent to the Department Chair in administering the interdisciplinary program. The Director also will

- communicate the needs of the program during a meeting of all school deans.
- collaborate with the school deans on matters relating to staffing, scheduling of classes, budgeting, and faculty selection processes.
- serve as the primary advisor for students in the program.
- guide systematic program review on the required five-year cycle.
- maintain a list of courses offered in the program and faculty teaching those courses.

Council of Interdisciplinary Directors

The Council of Interdisciplinary Directors (CID), composed of the Directors of all interdisciplinary programs, shall be formed. This body will coordinate the efforts of the interdisciplinary programs and will elect a Faculty Senator(s) from faculty teaching within the program. One senator shall be elected for every 5 programs with a minimum of 1 elected senator at all times (i.e., 10-14 programs = 2 senators, 15-19 programs = 3 senators).

The Council of Interdisciplinary Directors (CID) reflects the professional judgment of the faculty teaching in the programs and recommends policy to the school curriculum committees in such areas as curriculum, admissions and standards practices, educational programs, University organization, advisement and counseling, student affairs and matters of similar import.

The Council of Interdisciplinary Directors (CID) shall

- review proposals for new interdisciplinary programs and the interdisciplinary courses within them.
- initiate recommendations for changes in academic regulations and policies or related matters affecting interdisciplinary programs and forward them to the Academic Policies Committee.

Section 1: University Structure & Governance

Faculty Participation in University Governance

Contract Committees, Judicial Committee and Amending Procedures

Faculty Senate/Curriculum Committee

Faculty Senate is the representative body of the faculty that recommends policies and programs in academic and student affairs and curriculum. Faculty Senate is a body established by the faculty and with the consent of APSCUF-MU fulfills the requirement for a Curriculum Committee as specified in the CBA.

Membership

The Faculty Senate is a representative body of the faculty. Each department elects one member to the Faculty Senate. **The Council of Interdisciplinary Directors elects a Faculty Senator(s) from faculty teaching within the programs. One senator shall be elected for every 5 programs, with a minimum of 1 elected senator representing the interdisciplinary programs at all times (e.g., 10-14 = 2 senators, 15-19 = 3 senators).**

The president, the University vice presidents, and the Dean of Graduate Studies and Extended Programs are ex officio members but are ineligible to vote or to hold Faculty Senate office. The president of APSCUF-MU is an ex officio member of Faculty Senate with all privileges except voting, making motions, and holding office unless also serving as an elected senator. All of the regular full-time faculty (as defined by the CBA) are eligible for election to the Faculty Senate.

The senatorial term of office begins at the beginning of the fall semester and ends in three years thereafter; the election takes place during the preceding period April 1 through May 31. Senatorial terms are staggered so that approximately one-third of the membership is elected each year.

A senator may be recalled by a two-thirds vote of the entire voting membership of his/her department **or the Council of Interdisciplinary Directors.**

At the time of election, each department **or the Council of Interdisciplinary Directors** elects an alternate(s) who may, in case of the absence of the senator, participate in the meeting and vote. Special elections to fill vacancies are held, as soon as practical, by the appropriate department **or the Council of Interdisciplinary Directors.**

The Student Senate is requested to designate five representatives from the student body to act as student consultants with all privileges except voting, making motions, and holding office.

The Graduate Student Association is requested to designate two students as student consultants with all privileges except voting, making motions, and holding office.

Functions

The Faculty Senate reflects the professional judgment of the faculty and recommends policy in writing to the University president in such areas as curriculum, admissions and standards practices, educational programs, University organization, advisement and counseling, student affairs and matters of similar import.

The Faculty Senate keeps the faculty informed of its deliberations and recommendations. The Senate may refer appropriate issues to the faculty for action through the president of APSCUF-MU.

A senator primarily represents a department **or the Council of Interdisciplinary Directors**, but acts on behalf of the entire faculty.

When a department **or the Council of Interdisciplinary Directors** instructs its senator to present an item to the Faculty Senate he/she shall do so; but the senator has the right to use independent judgment in voting.

Meetings

Meetings are held on a schedule to be determined by Faculty Senate.

Special meetings may be called by the president of the University, the chairperson of the Faculty Senate, or by a majority of Senators.

Meetings may be held at any time within the calendar year.

Organization

Officers

A chairperson is elected from the Faculty Senate membership at the first meeting of each spring semester. The chairperson shall assume office at the beginning of the fall semester.

A chairperson pro tempore is elected from the Faculty Senate membership at the first meeting of each spring semester. He/she presides in the absence of or at the request of the chairperson of the Faculty Senate.

A secretary is elected from the Faculty Senate membership at the first meeting of the spring semester. The secretary assumes office at the beginning of the fall semester. Duties other than those normally pertaining to the office of secretary shall be specified in the By-Laws.

A parliamentarian is appointed by the chairperson from the Faculty Senate membership.

Committees

The Faculty Senate may create ad hoc committees either from its own membership or from the University as a whole to consider or investigate matters of concern. All committees not elected at large shall have equal faculty representation from the four academic units, i.e., Education, Humanities, Science and Mathematics, Social Sciences and one from non-school faculty. The following are the standing committees of Faculty Senate:

Academic Outcomes Assessment Committee

Academic Policies Committee

Academic Standards Committee

~~African American Studies Curriculum Committee~~

Committee on Cooperative Education/Internship Program

Admissions, Advisement and Student Affairs Committee

Faculty Senate By-Laws

Faculty-Student Athletic Committee

General Education Review Committee

Graduate Course and Program Review Committee

International Selection Committee

~~International Studies Curriculum Committee~~

Joint Senate Conference Committee
Undergraduate Course and Program Review Committee
University Honors College Committee
University Theme Committee
~~Women's Studies Curriculum Committee~~

Governance Manual
Section 1: University Structure & Governance
Faculty Participation in University Governance
Contract Committees, Judicial Committee and Amending Procedures
Faculty Senate/Curriculum Committee
International Studies Curriculum Committee

Membership

Two members are elected by and from each academic unit for overlapping two-year terms. The dean of the appropriate unit conducts the election during the spring semester. In addition, a chairperson is elected from the faculty at the first Senate meeting of the spring semester for a three-year term.

One member is elected by and from the non-school faculty for a two-year term. The provost or designee conducts the election during the spring semester.

Two students serve overlapping two-year terms on the committee:

One member is elected by the Student Senate during the spring semester.

One member is elected by and from the students majoring in International Studies or Area Studies, this election being conducted by the International Studies Curriculum Coordinator during the spring semester.

No two members may be elected from the same department, which limitation does not apply to the chairperson of the committee.

All elected and appointed members' terms begin in September and end in August. No elected member may serve more than two consecutive terms.

An International Studies Curriculum Coordinator is appointed as follows:

The International Studies Curriculum Committee solicits and receives nominations for the position of Coordinator of the International Studies Curriculum Committee. They review the applications and recommend one or more candidates for the president's or designee's consideration for appointment. The coordinator serves at the pleasure of the president or designee.

The Coordinator of the International Studies Curriculum and the provost or designee are non-voting ex officio members of the committee.

Functions

The International Studies Curriculum Committee reviews all proposed changes in the International Studies Curriculum and may review or initiate recommendations in course and faculty selection and evaluation processes and other curricular concerns regarding the international studies major and area studies majors. The Committee reports its recommendations to the Faculty Senate.

The recruitment of faculty (from millersville University departments) for the majors and the selection of courses to be taught are responsibilities of the coordinator in consultation with the International Studies Curriculum Committee and the proper department chairpersons. The coordinator makes recommendations to and implements the decisions of the committee.

Courses to be made a permanent part of the international studies major or area studies majors must be approved by the International Studies Curriculum Committee, the curriculum committee(s) of the appropriate school(s), the University Course and Program Review Committee, and Faculty Senate.

Courses for the international or area studies majors may be offered as experimental on a one-time only basis with departmental or "international studies" or the appropriate "area studies" designation. Such courses: 1) be approved by the International Studies Curriculum Committee; 2) are in addition to the usual number of experimental courses allowed per department.

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Governance Manual
Section 1: University Structure & Governance
Faculty Participation in University Governance
Contract Committees, Judicial Committee and Amending Procedures
Faculty Senate/Curriculum Committee
Women's Studies Curriculum Committee

Membership

~~One member is elected by each academic unit from among the faculty. A second faculty member who has knowledge of women's studies scholarship as indicated by having taught a women's studies course is elected by each academic unit. Members serve overlapping two-year terms. The dean of the appropriate unit conducts the election during the spring semester. A non-school faculty member is elected by non-school faculty for a two-year term. During the spring semester, the election is conducted by the associate provost for academic programs and services.~~

~~During the spring semester Senate elects a chair of the Women's Studies Curriculum Committee for a two-year term from among the faculty who have knowledge of women's studies scholarship as indicated by having taught a women's studies course.~~

~~Chair and member terms begin in September and end in August.~~

~~The Director of Women's Studies is a member of the Women's Studies Curriculum Committee.~~

Functions

~~The Women's Studies Curriculum Committee reviews all proposed changes in the Women's Studies Minor and evaluates courses submitted for Women's Studies approval. Faculty may also submit specific course sections for Women's Studies designation by demonstrating Women's Studies content. Approved courses or sections will receive an acronym of WSTU and will be cross-listed under Women's Studies and their originating department.~~

~~The chair of the curriculum committee is responsible for reporting to Senate.~~

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~~Go Back to Section 1 Table of Contents~~

Section 2: Undergraduate Academic Programs
Undergraduate Degree Programs

Millersville offers 60 undergraduate degree programs leading to an associate or baccalaureate degree as well as minor programs. Many majors offer options for fulfilling requirements. These programs and options, subject to change, are as follows. Teaching certification grades are given in parentheses. The specific requirements for each program are given on the following pages under the department offering the program.

Baccalaureate Degrees	Options	Department
Anthropology B.A.	Archeology	Sociology-Anthropology
Art B.A.	Visual Communications-Graphic Design (Commercial Art)	Art
Art B.F.A.		Art
Art Education B.S.Ed.(K-12)		Art
Biology B.A.		Biology
Biology B.S.	Botany Environmental Biology Marine Biology Medical Technology Molecular Biology/Biotechnology Nuclear Medicine Technology Pre-Optometry Pre-Podiatry Respiratory Therapy	Biology
Biology B.S.Ed. (7-12)		Biology
Business Administration B.S.	Accounting Finance International Business Marketing Management	Business Administration
Chemistry B.A.	3/2 or 4/1 Cooperative Engineering	Chemistry
Chemistry B.S.	Biochemistry Environmental Chemistry Polymer Chemistry 4/1 Cooperative Engineering	Chemistry
Chemistry B.S.Ed. (7-12)		Chemistry
Computer Science B.S.		Computer Science
Earth Sciences B.A.	Environmental Geology	Earth Sciences
Earth Sciences B.S.Ed. (7-12)		Earth Sciences
Economics B.A.	Financial Political Quantitative	Economics
Elementary Education B.S.Ed. (K-6)	Early Childhood Education (N-3) Science Option	Elementary and Early Childhood Education

English B.A.	Comparative Literature English as a Second Language Linguistics Print Journalism	English
English B.S.Ed. (7-12)	Comparative Literature English as a Second Language Linguistics Print Journalism	English
French B.A.	International Business	Foreign Languages
French B.S.Ed. (7-12)	International Business	Foreign Languages
Geography B.A.	Applied Geography Environmental Studies Global Studies	Geography
Geology B.S.		Earth Sciences
German B.A.	International Business	Foreign Languages
German B.S.Ed. (7-12)	International Business	Foreign Languages
Government and Political Affairs B.A.		Government and Political Affairs
History B.A.		History
Industrial Technology B.S.	Computer Aided Drafting/Design Electronics Technology General Industrial Technology Graphic Communications Manufacturing Technology Mechanical Technology	Industry and Technology
International Studies B.A.		(Interdepartmental) (Interdisciplinary – administratively housed in Government and Political Affairs)
Mathematics B.A.	Actuarial Science Statistics	Mathematics
Mathematics B.S.	Actuarial Science Applied Math Statistics	Mathematics
Mathematics B.S.Ed. (7-12)	Actuarial Science Statistics	Mathematics
Meteorology B.S.		Earth Sciences
Music B.A.	Music Industry Studies	Music
Music Education B.S.Ed. (K-12)		Music
Nursing B.S.N.		Nursing
Occupational Safety and Environmental Health B.S.		Industry and Technology
Oceanography B.S.	Biological Oceanography Chemical Oceanography Geological Oceanography Physical Oceanography	Earth Sciences
Philosophy B.A.		Philosophy

Physics B.A.	3/2 or 4/1 Cooperative Engineering Computer Science Meteorology Philosophy Polymer Chemistry	Physics
Physics B.S.	4/1 Cooperative Engineering	Physics
Physics B.S.Ed. (7-12)		Physics
Psychology B.A.		Psychology
Social Studies B.S.Ed. (7-12)		(Interdepartmental) (Interdisciplinary – administratively housed in ?)
Social Work B.A.		Social Work
Sociology B.A.	Criminology	Sociology-Anthropology
Spanish B.A.	International Business	Foreign Languages
Spanish B.S.Ed. (7-12)	International Business	Foreign Languages
Special Education B.S.Ed. (K-12 Mentally/Physically Handicapped)		Special Education
Speech Communication B.S.	Broadcasting Communication Studies Public Relations Theatre	Communication and Theatre
Technology Education B.S.Ed.		Industry and Technology

Section 2: Undergraduate Academic Programs Interdepartmental Major Program

Objectives:

to define minimum university requirements for those departments wishing to offer jointly an interdepartmental major focusing on a non-traditional discipline.

to ensure minimum standards of depth and breadth in the proposed major.

to provide a framework within which the faculty members of various departments can develop interdepartmental majors.

Rationale:

To provide students with an interdepartmental perspective that cannot be provided by one department.

Definition:

An interdepartmental major is defined as a major which integrates the knowledge, perspectives, and methodologies of more than one department to form a specific academic focus in a recognized or innovative discipline not currently offered by existing academic departments, e.g. American studies, legal studies, comparative literature, etc.

Policy and Implementation:

Course requirements for an interdepartmental major will follow any current university policies regarding requirements for a major.

An interdepartmental major shall require a minimum of 36 credits of coursework.

A minimum of 15 credits shall be required in one department with 6 credits or more above the 100 level.

A minimum of 15 additional credits shall be required from other departments involved in the proposed major, with 6 credits or more above the 100 level.

A minimum of 6 additional credits of interdepartmental course work shall be required, with 3 credits or more at the 300-400 level. An interdepartmental course is defined as a course which integrates the knowledge, perspectives, and methodologies of more than one department to form a specific academic focus. Such courses may be either newly created or drawn from those currently in the catalog.

A committee composed of one representative elected by each of the participating departments shall develop and implement the major.

The committee making the proposal for the major shall follow current requirements and procedures for approval of a major.

If participating departments belong to different schools, a joint committee of the school curriculum committees shall review the proposal.

The committee shall carry out the administrative duties inherent in offering a major (i.e. developing new course proposals, scheduling, advisement, etc.).

The deans' council shall determine how liaison shall be established between committees for interdepartmental majors and the school administrative structure.

Section 2: Undergraduate Academic Programs
Undergraduate Studies - Academic Programs
Undergraduate Degree Programs
Academic Minors Program
Program Criteria
Interdepartmental Minor Policies
Academic Minors

Objectives:

~~to define minimum university requirements for those departments wishing to offer jointly an interdepartmental minor focusing on a non-traditional discipline.~~
~~to ensure minimum standards of depth and breadth in the proposed minor.~~
~~to provide a framework within which the faculty members of various departments can develop interdepartmental minors.~~

Rationale:

~~To provide students with an interdepartmental perspective that cannot be provided by one department.~~

Definition:

~~An interdepartmental minor is defined as a minor which integrates the knowledge, perspectives, and methodologies of more than one department to form a specific academic focus in a recognized or innovative discipline not currently offered by existing departments, e.g. American studies, comparative literature, women's studies, holocaust studies, etc.~~

Policy and Implementation:

~~Course requirements for an interdepartmental minor will follow any current university policies regarding requirements for a minor.~~

~~An interdepartmental minor shall require a minimum of 18 credits of coursework.~~

~~A minimum of 12 credits shall be required from at least two departments, with at least 6 credits above the 100-level.~~

~~A minimum of 6 credits of interdepartmental course work shall be required, with at least 3 credits at the 300-400 level. An interdepartmental course is defined as a course which integrates the knowledge, perspectives, and methodologies of more than one department to form a specific academic focus. Such courses may be either newly created or drawn from those currently in the catalog.~~

~~A committee composed of one representative elected by each of the participating departments shall develop and implement the minor.~~

~~The committee making the proposal for the minor shall follow current university requirements and procedures for approval of a minor.~~

~~If participating departments belong to different schools, a joint committee of the school curriculum committees shall review the proposal.~~

~~The committee shall carry out the administrative duties inherent in offering a minor (e.g. developing new course proposals, scheduling, advisement).~~

The deans' council shall determine how liaison shall be established between committees for interdepartmental minors and the school administrative structure.

Academic Minors

Minors	Options	Department
African-American Studies	--	Interdepartmental (Interdisciplinary – administratively housed in ?)
Anthropology	--	Sociology-Anthropology
Art	Art History Studio Art	Art
Athletic Coaching	--	Wellness & Sport Sciences
Biology	--	Biology
Business Administration	Accounting Finance General Business Management Marketing	Business Administration
Biochemistry	--	Chemistry
Chemistry	--	Chemistry
Computer Science	--	Computer Science
Criminology	--	Sociology-Anthropology
Earth Sciences	--	Earth Sciences
Economics	Technical	Economics
English	American Literature British Literature Film/Literature General English Linguistics Print Journalism Writing	English
Environmental Hazards and Emergency Management	--	Interdepartmental (Interdisciplinary – administratively housed in ?)
French	--	Foreign Languages
Geography	Environmental Studies General Studies Global Studies	Geography
Geology	--	Geology
German	--	Foreign Languages
Gerontology		Interdepartmental (Interdisciplinary – administratively housed in Social Work)
Government & Political Affairs	--	Government & Political Affairs

Greek	--	Foreign Languages
History	--	History
Industrial Technology	Computer Aided Drafting/Design Electronics/Control Systems General Industrial Technology Graphic Communication Technology Manufacturing Technology Mechanical Technology	Industrial Technology
International Studies	--	Government & Political Affairs (Interdisciplinary – administratively housed in Government & Political Affairs)
Latin	--	Foreign Languages
Latino/a Studies	--	Interdepartmental (Interdisciplinary – administratively housed in Foreign Languages)
Mathematics	--	Mathematics
Meteorology	--	Earth Sciences
Music	--	Music
Oceanography	--	Earth Sciences
Occupational Safety & Environmental Health	--	Industrial Technology
Philosophy	--	Philosophy
Physics	--	Physics
Psychology	--	Psychology
Russian	--	Foreign Languages
Sociology	--	Sociology-Anthropology
Spanish	--	Foreign Languages
Statistics	--	Mathematics
Theatre	--	Communication & Theatre
Women's Studies	--	Interdepartmental (Interdisciplinary – administratively housed in ?)

Attachment #3

The History Department's Nomination of Dr. Linda Clark-Newman to be Granted the Honorary Title of Professor of History Emerita

Whereas Linda Clark-Newman retired from Millersville University after thirty-three years of distinguished service, and

Whereas Linda Clark-Newman was a distinguished scholar whose books and other publications on French history and women's history were important contributions to her academic field of history while bringing favorable attention to the university, and

Whereas Linda Clark-Newman served the university as acting Dean of the School of Humanities and Social Sciences from 1994 to 1996, and as a member and chair of numerous university committees and task forces, and

Whereas Linda Clark-Newman was a demanding and successful classroom instructor who inspired the highest standards of intellectual curiosity and creative reasoning in her students, and

Whereas Linda Clark-Newman played an influential role in developing academic programs focusing on Women's Studies at Millersville, and

Whereas Linda Clark-Newman effectively mentored undergraduate and graduate students in pursuit of academic and professional achievement, and

Whereas Linda Clark Newman expanded the reputation of Millersville University through her service in various professional organizations, including holding national office in these associations and organizations, and

Whereas Linda Clark-Newman served the History Department at Millersville as acting department chair, and through chairing numerous departmental committees, and

Whereas Linda Clark-Newman consistently maintained the welfare of students as a prime responsibility of the faculty, and

Whereas Linda Clark-Newman unfailingly upheld the best features of intellectual inquiry and the professorate over three decades of university life,

Therefore be it resolved that Linda Clark-Newman be granted the honorary title of Professor of History Emerita.

Department of History, April 2004

Attachment #4

**Nominations for Emeritus Status of Dr. Cynthia Dilgard
Proposed by the Department of English**

WHEREAS Dr. Cynthia Dilgard had taught at Millersville University of Pennsylvania since before her retirement in December, at rank of Professor;

WHEREAS for more than a third of her tenure at Millersville University, Dr. Dilgard had also served effectively as chair of the English Department, one of the largest departments at the university;

WHEREAS Dr. Dilgard served with distinction as one of the few women department chairs in the university;

WHEREAS Dr. Dilgard helped to establish the Technical Writing course for the English Department and taught literature to a broad range of students from basic courses in writing to intermediate-level courses to upper-division and graduate courses in Shakespeare, English Romanticism, Victorian Literature, and Drama;

WHEREAS Dr. Dilgard served the community by teaching technical writing courses offered by three Lancaster industries as a service to their employees;

WHEREAS Dr. Dilgard actively promoted the long-needed implementation of positive changes for women's rights at Millersville University through long-standing membership on the Women's Commission and for the initiation of women's studies through membership on the Women's Studies Committee, serving on the Sub-committee on Perspective workshops;

WHEREAS Dr. Dilgard was vitally a part of the forward development of the university as a long-standing member on the Strategic Planning and Resource Committee a key committee having to do with long-range planning and the deployment of resources, and as a member of the Long-Range Planning Committee;

WHEREAS Dr. Dilgard assisted in the growth of curriculum and academic enrichment programs at Millersville University by her long-term membership on the International Studies Selection Committee and the Academic Forum Committee;

WHEREAS Dr. Dilgard served area schools in curriculum review and as a member of a Review Committee that oversaw the Women's History Month essay contests for secondary schools in the Lancaster Area;

THEREFORE, in recognition of Dr. Dilgard's outstanding work as a professor of writing and literature of her service as English Department Chair, of her service to the Millersville University's curriculum and its long-range planning for institutional growth, and of her service to the Lancaster Area, --its schools and its industries;

BE IT RESOLVED that the English Department of Millersville University of Pennsylvania requests that the honorary title of "Professor of English, *Emerita*" be granted to Dr. Cynthia C. Dilgard.

Attachment #5

TO: Millersville University Faculty Senate
FROM: Department of Industry & Technology Faculty
DATE: February 24, 2004
SUBJECT: Emeritus Recommendation for Dr. John C. Hibberd

RESOLUTION

WHEREAS: Dr. John C. Hibberd, Professor of Industry & Technology, retired January 9, 2004, after completing 19.5 years teaching at Millersville University, with a total of 30 years in the teaching profession; and

WHEREAS: Dr. Hibberd was co-advisor and primary research advisor for the Human Powered Submarine, an international competition held since 1989; and

WHEREAS: Dr. Hibberd served on numerous departmental, university and APSCUF committees including the Undergraduate Course and Program Review Committee and the Undecided Major Program; and

WHEREAS: Dr. Hibberd served as the National Scholarship Officer for the National Fraternity of the Alpha Chi Rho Fraternity, as vice president for the Susquehanna Engineering and Manufacturing Society, faculty athletic advisor and a member of the Cultural Diversity Committee; and

WHEREAS: Dr. Hibberd taught Motorcycle Safety for ten years through the Commonwealth of Pennsylvania at Millersville University (1987-1997); and

WHEREAS: Dr. Hibberd has taught about a wide range of manufacturing materials and processes and included many contemporary experiences in his classes for Industrial Technology, Occupational Safety and Environmental Health, and Technology Education program majors; and

WHEREAS: Dr. Hibberd advised an extensive list of undergraduate and graduate research studies centered upon industrial and technological applications and advances; and

WHEREAS: Dr. Hibberd was continually involved with community activities that included Toys-For-Tots, Adopt a Highway, Campus Club, and the Millersville Community Parade; and

WHEREAS: Dr. Hibberd served as a Millersville University technical consultant to MGS Trailers, Incorporated, Cart-Masters, Incorporated and the Keystone Cap Company; and

WHEREAS: Dr. Hibberd was supervisor and mentor to numerous student teachers during his tenure at Millersville University;

THEREFORE, BE IT RESOLVED: That Dr. John C. Hibberd be granted the honorary title of Professor of Industry & Technology Emeritus.

Attachment #6

*To: Millersville University Faculty Senate
From: Department of Mathematics
Subject: Resolution of Emeritus Status for Mr. S. Richard France
Date: March 17, 2004*

RESOLUTION

- Whereas Mr. S. Richard France retired in June 2003 after 34 years of service to Millersville University and*
- Whereas Mr. S. Richard France faithfully and diligently performed his duties as a classroom instructor and student adviser and*
- Whereas Mr. S. Richard France taught 30 different graduate and undergraduate courses in Mathematics and Computer Science and*
- Whereas Mr. S. Richard France co-created a course in Operations Research and created and taught several workshops in Math Education for in-service teachers and*
- Whereas Mr. S. Richard France served as acting chair of MU Academic Policies Committee for 3 years and*
- Whereas Mr. S. Richard France was the director for 5 years of the Adams House Tutoring Center for the School of Science and Mathematics and*
- Whereas Mr. S. Richard France served admirably on numerous departmental and university committees during his tenure*
- Therefore Be it resolved that the Mathematics Faculty of Millersville University thank and congratulate Professor France for his valuable contributions to the life of the university and the department and wishes him much continued success and happiness and further that the Mathematics Department recommends that Mr. S. Richard France be granted the title of Associate Professor of Mathematics Emeritus.*

FACULTY EMERITUS

Date: April 6, 2004
To: MU Faculty Senate
From: MU Department of Biology
RE: Faculty Emeritus Resolution Conferring Faculty Emeritus Status upon **Dr. Guy L. Steucek**

The Department of Biology unanimously approved the following resolution on March 25, 2004 and now recommends its passage by the Faculty Senate:

RESOLUTION CONFERRING FACULTY EMERITUS STATUS UPON DR. Guy L. Steucek

WHEREAS Dr. Guy L. Steucek served as a faculty member of the Biology Department of Millersville University since 1969, a total of 34 years; and

WHEREAS Professor Steucek was a dedicated and committed teacher, who was able to convey to his students his love of and enthusiasm for science in general and especially biology, who taught a wide range of courses covering Plant Physiology, General Biology, Biometry, Perspectives in Environmental Awareness, plant ecology and Educational Workshops for teachers; and

WHEREAS Dr. Steucek was a strong advocate of student research who wanted his students to experience the joy and challenge of scientific discovery and who served as an excellent role model for those students as the author of numerous scientific papers, articles and chapters in books and as an internationally respected plant physiologist; and

WHEREAS Dr. Steucek constantly challenged and encouraged his many students, from non-science majors to Biology majors, to take a creative approach to scientific investigation and to exercise critical thinking in all aspects of their lives and work; and

WHEREAS Professor Steucek was a highly valued and esteemed colleague, who was willing to take on many demanding responsibilities in the Biology Department, such as Department Chairperson and member or Chair of committees too numerous to remember, such as the Evaluation Committee, Campus Landscape Committee, Environmental Option; and

WHEREAS Dr. Steucek could always be counted on to make worthwhile contributions to discussions of weighty or controversial department and university issues, always punctuating said contributions with his wit, unwavering rational thought, and above all his passionate concern for the betterment of the University and his Department; and

WHEREAS Professor Steucek was strongly committed to improving the environment of our campus, county, state, country, and planet

and worked actively in riparian and forest restoration projects in Lancaster County and conserving Pennsylvania flora; and

WHEREAS Professor Steucek demonstrated his dedication to the greater community as a long time member of the Executive Committee of the Yale Alumni Association of Central Pennsylvania, a Board member of the Lancaster Chapter of AFS, a former member of the Steering Committee of the Native Plants in the Landscape Conference held annually at Millersville, and as a perennial science fair judge; and

WHEREAS Guy has been and continues to be a devoted father and husband; and

WHEREAS Dr. Steucek will be sorely missed by all of his colleagues at Millersville as he spends more time as gentleman farmer, conservationist, and family man in New England; and

THEREFORE BE IT RESOLVED: That in honor of his long service and contributions to his Department and the University, the Biology Department of Millersville University asks that Dr. Guy L. Steucek be granted the honorary title of Professor of Biology Emeritus.

Attachment #8

To: Dr. Joel Piperberg, President of the Faculty Senate
From: The Department of Sociology/Anthropology
Date: April 6, 2004
Re: **Faculty Emeritus Status for Dr. George F. Stine**

- Whereas Dr. George F. Stine taught Sociology at Millersville University for thirty-seven years and was one of the founding members of the Department of Sociology (which became the Sociology and Social Work Department and finally The Department of Sociology/Anthropology); and
- Whereas Dr. George F. Stine was responsible for teaching Introduction to Sociology, nearly single handedly, to all the students in the University including our majors during the past two decades; and
- Whereas Dr. George F. Stine played a significant role in the Gerontology program at Millersville by offering courses and supervising student internships at local Retirement Communities, at most of which Dr. Stine had conducted research; and
- Whereas Dr. George F. Stine furthered the goals of the Sociology major and the International Studies and Gerontology programs by offering a summer course at Oxford, England; and
- Whereas Dr. George F. Stine served as faculty advisor for the student Sociology Organization for numerous years; and
- Whereas Dr. George F. Stine gave new meaning to the phrase *in loco parentis* by his sincere concern for each and everyone of his students, taking a paternal interest in their academic work, their personal work ethic, and their overall development into mature and responsible adults; and
- Whereas Dr. George F. Stine served the Department as Faculty Senator and Alternate Faculty Senator for many years; and
- Whereas Dr. George F. Stine served the Department as its representative to APSCUF for more than a decade; and
- Whereas Dr. George F. Stine's commitment to Millersville University was expressed in numerous ways, to include his work on the MEDAL Fund Board, the Noonan Endowment Fund Honors, the Millersville University Foundation, and the Awards Committee for nearly thirty years; and
- Whereas Dr. George F. Stine was a valuable, honest, dedicated Departmental colleague who will be missed for his keen sense of wit and word play; and
- Whereas Dr. George F. Stine was deeply and unwaveringly committed to presenting Millersville University to our students and the public as one of the outstanding institutions of higher education in Pennsylvania.
- Therefore be it resolved that the faculty of the Department of Sociology/ Anthropology unhesitatingly recommend that Dr. George F. Stine be granted the rank of Professor of Sociology Emeritus.

Attachment #9

Faculty Senate
Millersville University

17 February 2004

RE: Emerita Status for Sally Woodward-Miller

In accordance with the Governance Manual, Section 5 and Local Option Agreements, I write to request the Senate confer emerita status for our late colleague, Sally Woodward-Miller. Professor Woodward-Miller taught at Millersville in the English Department from 1989 to December 2003. At the time of her death, she was scheduled to return to teach Journalism and Composition courses in the Spring 2004 semester.

Prof. Woodward-Miller made distinctive contributions to both the English Department and the campus at-large. In addition, she was a vital and active member of the arts community in Lancaster, where she represented Millersville University.

Prof. Woodward-Miller faithfully and expertly taught freshman writing for her entire thirteen years at Millersville. In the last two years, she also taught Journalism courses, filling for a full-time faculty member on medical leave. Since Prof. Woodward-Miller had written for all three Lancaster newspapers and owned her own communications company, she was a natural to bring to the MU students in "Fundamentals of Journalism" the knowledge and experience associated with a professional career as a journalist. In her composition courses, Prof. Woodward-Miller incorporated service-learning and community based writing projects, before they were adopted campus-wide, and her courses emphasized excellence in writing and in speaking. She was passionate about student learning and gave our students her full attention and the full breathe of her experiences as a writer. Within the English Department, Prof. Woodward-Miller served on the steering committee for the 1992 annual meeting of the East Central American Society for Eighteenth Century Studies conference and she was an active member of the department's composition committee. She was also supportive of Women's Studies, and attended their general meetings.

As a scholar, Prof. Woodward-Miller was known for her interest in women writers and in using writing for therapeutic purposes. She founded the Susannah Wright Society for the Study of Pennsylvania Women Writers and she sponsored and was a professional trained writing therapist.

Prof. Sally Woodward-Miller was a beloved and a respected colleague who brought warmth, humor and insight to all her tasks. She was a dedicated and wonderful teacher who loved language and literature. Therefore, I, on behalf of the MU English faculty, request she be honored with the title "Adjunct Professor, Emerita."

The English Department completed its three-fourths majority vote on March 16, 2004, and supports this request.

Yours sincerely,

Beverly Schneller, Chair
Department of English