

Millersville University
Faculty Senate Minutes
February 3, 2004

The meeting was called to order at 4:37 p.m. All departments were in attendance except English and Nursing

I. Minutes of the January 20, 2004 Meeting

The Minutes of the January 20, 2004 meeting were approved as distributed.

II. Report of the Faculty Senate Chairperson

The administrators will again forgo their reports to make up the time given up for the Provost Search. A written report from the administrators will be distributed, if necessary.

Due to the retirement of Dr. Stine, a seat has opened up on the Noonan Committee. Nominations will be accepted to fill this seat for the remainder of the academic year on an At-Large basis.

The Faculty Senate June meeting has been tentatively scheduled for Tuesday, June 8 at 3:00 p.m. in the Armstrong Auditorium of the Caputo Building.

Faculty Senate needs to vote on making the current Drop/Add policy permanent. When it was passed, we were supposed to revisit the issue in a year after its effectiveness had been assessed. It will be placed on the agenda for the February 17 meeting.

III. Report of the Student Senate President

The two guests of the Senate at the Faculty Senate meeting were Charles Garey and Matt Butch. The Student Senate selected Ryan Swoyer to be the newest member of the Student Trustee Selection Committee. We are currently working on our website to make it more colorful and user friendly. We have approved the Senate's allocations packet for our proposed budget for 2004-2005. We will be conducting a Freshmen Retention Survey to gather data for BSGP's issue of the year: Freshmen Year Experience.

IV. Report of the Graduate Student Organization - None

V. Report of the Administrative Officers - None

VI. Reports of the Faculty Senate Standing Committee

GCPRC

Senator Mowrey, Chair of the GCPRC presented the proposal for WSS S991 course an elective for the M Ed in Sport Management to be discussed at the next meeting.

VII. Reports of the Faculty Senate Special Committees

General Education Task Force

Senator Foster-Clark, Chair of the Task Force, stated that the material to be covered in the focus groups that will soon be meeting again has changed significantly. The focus will be to discuss curriculum changes and propose alternatives to some general education objectives. This will start in February.

VIII. Proposed Courses and Programs

New Undergraduate Courses

Biol 470 – Biology Colloquium, 2 credits – The biology department proposes offering their colloquia as a “for credit” course in a seminar format. The colloquia have always been offered and will continue to be open to anyone who wants to attend. Students who opt to take the colloquium for credit will read articles by the speaker, who is coming to campus, or papers on the topic being discussed before the talk. They will meet afterwards to participate in discussions with the speaker about his/her research. The course could fulfill a senior level seminar requirement in the biology department. Desired effective date - Spring 2005. The course was approved.

IX. Faculty Emeritus – None.

X. Elections (nominees for General Education Task Force and other vacancies)

Dr. John McLarnon was nominated to fill a seat on General Education Task Force. Dr. Debra Kepple-Mamros was nominated for an At-Large seat on the Outcomes Assessment Committee. Dr. Shawn Gallagher was nominated for the At-Large seat on the Noonan Committee to replace Dr. George Stine.

A Luek/Lynch motion to instruct the Secretary to cast a ballot in favor of the nominees passed.

XI. Discussion: Rounding vs. Truncation of Cumulative Grade Point Average

This discussion was postponed until the next meeting (February 17, 2004).

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

Kathy Schreiber, former chair of the Ad Hoc Honor Code Committee, led the discussion. The Honor Code System developed by the committee will be voluntary. The faculty may choose to follow the present policy. The proposed Honor Code took into consideration Vice President of Student Affairs Thomas's suggestions. Questions were raised about the voluntary nature of the proposed policy, whether the graduate program was considered, the existence of an Honor Code at other similar universities, how students would be informed and educated about the Code, the level of administrative support, and other topics.

It was determined that more discussion was needed at the departmental and administrative levels before a faculty senate vote. APSCUF has looked at the document already and some students participated in the process. Questions were also raised about a faculty-wide referendum on the Honor Code and the procedure that might be followed to conduct such a vote. Discussion of the Honor Code will continue at the February 17 Faculty Senate meeting.

XIII. Other/New Business

Senator Schaffer reintroduced back a discussion initiated at an October meeting. It dealt with protection of students in the event of a strike. He brought with him a proposal for Senate to consider. {see attachment} After a lengthy discussion, a Fenwick/Lynch motion for a Senate resolution recommending that all faculty members at the University will respect the students' decisions to cross the picket lines or not was passed. Chairperson Piperberg altered the wording of the resolution in preparation for its distribution. It now reads, "Faculty Senate recommends that all faculty members at the University respect any decisions that students may make about crossing picket lines or not doing so during a strike." The original wording was "Faculty Senate recommends that all faculty members at the University respect the decisions of students to cross the picket lines or not."

Respectfully Submitted by:

Elba I. Rohena
Faculty Senate Secretary

Action Summary

Proposed Courses and Programs

Biol 470 – Biology Colloquium, 2 credits – The biology department proposes offering their colloquia as a “for credit” course in a seminar format. The colloquia have always been offered and will continue to be open to anyone who wants to attend. Students who opt to take the colloquium for credit will read articles by the speaker, who is coming to campus, or papers on the topic being discussed before the talk. They will meet afterwards to participate in discussions with the speaker about his/her research. The course could fulfill a senior level seminar requirement in the biology department. Desired effective date - Spring 2005. Approved.

Elections

Dr. John McLarnon was nominated to fill a seat on General Education Task Force. Dr. Debra Kepple-Mamros was nominated for an At-Large seat on the Outcomes Assessment Committee. Dr. Shawn Gallagher was nominated for the At-Large seat on the Noonan Committee to replace Dr. George Stine. A Luek/Lynch motion to instruct the Secretary to cast a ballot in favor of the nominees passed

Senate Resolution

Senator Schaffer reintroduced back a discussion initiated at an October meeting. It dealt with protection of students in the event of a strike. He brought with him a proposal for Senate to consider. After a lengthy discussion, a Fenwick/Lynch motion for a Senate resolution recommending that all faculty members at the University will respect the students' decisions to cross the picket lines or not was passed.

Attachment #1

From: Scott Schaffer, Senator, Sociology/Anthropology

To: Members of Faculty Senate

Re: Policy Concerning Academic Penalties in Event of Labor Disruption

Date: Feb 3/2004

As we approach the increasing possibility of a disruption of the semester due to contract negotiations between APSCUF and the SSHE, I believe it important that we address at least one element of the campus community's anxieties about this situation – namely, the impact it would have on students.

One way to ensure that a labor disruption would have at least a minimized impact on our students, as well as a way of supporting our students' right and responsibility to express their freely-developed stance on the situation and the governance of the university (consonant with the mission of MU), is to immunize students from any kind of academic penalty relating to their presence or absence in classes held during a labor disruption.

To that end, I propose that Faculty Senate adopt with all due haste the following policy regarding the disruption of the academic term due to labor disputes:

Students are encouraged to express their freely developed ideas and opinions on matters pertaining to their university community. Therefore, students who do not participate in academic activities because a) they are *unable* to do so owing to a disruption of those activities, or b) they *choose not* to participate in academic activities owing to a strike or lock-out of any faculty or staff union on campus, are entitled to: 1) immunity from penalty, 2) to reasonable alternative access to materials covered in their absence, 3) to reasonable extensions of deadlines, and 4) to such other remedy as Faculty Senate deems necessary and consistent with the principle of academic integrity.

Such remedies shall not alter the academic standards associated with the missed activity, nor shall it relieve the student of the responsibility for mastering materials covered during normal academic activities. The availability of a remedy under this policy does not guarantee students the same learning experience that they would have received in the absence of such a disruption.

The proposed wording for this policy is derived from the York University Faculty Senate policy on disruptions of academic activities (available from me, or at <http://www.yorku.ca/univsec/legislation/senate/dsrptcls.htm>). (It might also be fruitful to examine the broader policy regarding all disruptions of academic activities, including due to weather or natural disaster.)

From: Faculty Senate, York University, Canada
(<http://www.yorku.ca/univsec/legislation/senate/dsrptcls.htm>)

University Policies, Procedures & Regulations Database

Senate Policy

Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes

: Sen 008

Description: Supercedes the Senate Policy on the Academic Implications of Labour Disputes Resulting in the Disruption or Cessation of University Business; Updates and generalizes the Senate Policy on Strikes of Short Duration

Notes: Approved by Senate Executive Committee; Approved by Senate: 1988/04/28; 1999/06/24
Date Effective: 1999/06/24

Approval Authority: Senate

Signature: "Harriet Lewis"

1. DEFINITIONS

1.1 For the purpose of this policy, a *Disruption* occurs when academic activities are substantially interrupted or impeded as a result of strikes, lockouts, demonstrations, natural disasters, or other like causes.

1.2 The term "*academic activity*" includes any work subject to evaluation or necessary for a student to meet the requirements of a course or programme of study.

1.3 In determining whether an interruption or an impediment is *substantial*, the following factors shall be considered:

1.3.1 the duration and point in the term or session in which the Disruption occurred;

1.3.2 the availability of physical and instructional resources;

1.3.3 the impact on the attendance of students, instructors, and other necessary participants;

1.3.4 the impact of timing and sequence of evaluations such as examinations, practica, assignments and presentations etc.

2. POLICY

The governing principles of this policy are: *Academic Integrity*, *Fairness to Students*, and *Timely Information*.

2.1 Academic Integrity

In the event of a Disruption, the primary obligation of Senate is to ensure the academic integrity of all programmes. No dilution of standards normally expected of students should be permitted and there should be as little diminution as possible in the instructional or supervisory support given to students.

2.2 Fairness to Students

2.2.1 Students who do not participate in academic activities because:

- a) they are *unable* to do so owing to a Disruption, or
- b) they *choose not* to participate in academic activities owing to a strike or lock-out on campus

are entitled to immunity from penalty, to reasonable alternative access to materials covered in their absence, to reasonable extensions of deadlines and to such other remedy as **Senate** deems necessary and consistent with the principle of academic integrity.

2.2.2 Such remedies shall not alter the academic standards associated with the missed activity, nor shall it relieve the student of the responsibility for mastering materials covered.

2.2.3 The availability of a remedy under this policy does not guarantee students the same learning experience that they would have received in the absence of a Disruption.

2.3 Timely Information

Students, staff and faculty have a right to be informed in a timely manner of changed requirements, rescheduled academic activities, and procedures to be in effect at the conclusion of the Disruption.

3. PROCEDURES

3.1 Communication and Dissemination of Information

3.1.1 When a Disruption appears imminent:

3.1.1.1) The **Senate Executive Committee** shall ensure that the normal informational channels, including Senate's webpage, are alerted so that Senate policies and decisions will be reported widely and accurately.

3.1.1.2) The **Senate Executive Committee** shall post an appropriate notice to remind or notify students, staff, faculty, Faculty Councils, Unit Chairs, Graduate

Directors, and Deans of their respective roles in giving effect to Senate policy and shall ensure that this information is disseminated speedily.

3.1.1.3) A notice shall be posted by the **Senate Executive Committee** regarding the possibility of rescheduling following a Disruption and of term extension following the conclusion of a Disruption.

3.1.1.4) A précis of this policy shall be prepared which can be circulated widely and posted on the University's website in the event of a Disruption.

3.1.2 When a Disruption occurs, the **Senate Executive Committee** shall declare so and request that:

3.1.2.1) The Registrar use best efforts to inform and update relevant external bodies about the Disruption.

3.1.2.2) University officers use best efforts to have externally imposed deadlines extended, especially where the lack of transcripts or the unavailability of letters of recommendation would impose a hardship on current students.

3.1.2.3) The University Librarian disseminate information about the impact of a Disruption on access to collections and services as early and as frequently as possible via print notices, messages on websites, and other means;

3.1.2.4) Any adjustment of deadlines be announced widely, including on Senate's webpage;

3.1.2.5) The University provide a telephone information service to make known relevant information about academic activities.

3.1.3 When a Disruption ends, the **Senate Executive Committee** shall declare so and shall give notice to students and course directors of the procedures then in effect under this policy.

3.2 Short Disruptions

3.2.1 Disruptions of academic activities of six or fewer days will be governed by normal academic regulations.

3.2.2 In the case of such brief Disruptions, *individual faculty* are in the best situation to determine, in the first instance, the extent to which their courses, seminars, graduate supervision, labs, practica, etc., have been affected by a Disruption and what remedial action is required.

3.2.3 If, in the opinion of a course director, remedial action ought to include rescheduling in order to preserve course integrity, in consultation with the Office of the Registrar he/she shall take actions consistent with the principles of academic integrity, fairness to students, and timely information as stated above.

3.3 Long Disruptions

3.3.1 Whereas the **Senate Executive Committee** has been monitoring the situation at the outset of a Disruption, on the seventh day of a Disruption it shall receive reports from Faculty Councils and the Vice-President (Academic Affairs) on the impact of the Disruption.

3.3.2 In the event a Disruption continues for seven or more days, the **Chairs of CCAS and SAC** shall be added to the membership of the **Senate Executive Committee** as voting members for Disruption related issues and shall remain members for the duration of the Disruption.

3.3.3 If two or more weeks of instructional time are lost in full-year courses or equivalent (or one week or more in half-year courses or equivalent, or in one term full courses or equivalent), the **Senate Executive Committee** shall presume the need for a modification of the teaching term with any concomitant changes in examination scheduling.

3.3.4 The **Senate Executive Committee** shall oversee the process of directing and implementing the necessary remedial action. In cases where substantial amounts of instructional time have been lost due to a Disruption, the **Senate Executive Committee** shall:

3.3.4.1) On the seventh day of a Disruption, the **Senate Executive Committee** shall announce that all quarter and half courses will require substantial remedial action and shall notify Unit Chairs and administrative staff, Deans, Graduate Directors and Faculty Councils. On the 14th day of a Disruption, a similar notification regarding full year courses shall be issued.

3.3.4.2) call a meeting of Senate no later than the 14th day of a Disruption. Thereafter, the **Senate Executive Committee** shall consult with Senate as it continues to discharge its mandate under this policy, and as soon as possible after the end of the Disruption.

3.3.4.3) have the power to implement and disseminate any existing Senate policies and regulations necessary to fulfill its mandate under this policy.

3.3.4.4) have authority to extend a term and to authorize the rescheduling of examinations which have been disrupted, in order to preserve academic integrity. The **Senate Executive Committee** may also reduce the length of term by not more than 7 days in the case of half courses and by not more than 14 days in the case of full-year courses. Implementation of changes to the academic term will be organized centrally. Appropriate central offices, such as the Office of the Registrar, will be consulted prior to the decision and asked to assist in any rescheduling.

3.3.4.5) resolve conflicts between the principles of academic integrity and fairness to students. In particular and without limiting the generality of the foregoing, the **Senate Executive Committee** may anticipate and apply remedies which would otherwise be available by petition and shall do so in light of University precedent and practice.

3.3.4.6) If a Disruption continues to a point where no feasible remedy consistent with the principle of academic integrity is available, then, **Senate Executive**

Committee shall after consultation recommend to Senate that credit not be given for the course(s).

3.4. Petitions and Appeals

Normal petition and appeal procedures shall apply to deal with academic issues arising from a Disruption which lasts less than seven days. Where a Disruption occurred for seven days or longer, **SAC** shall monitor petitions and appeals to ensure fairness and reasonable consistency of outcomes.