

Faculty Senate Minutes
May 2, 2006

The meeting was called to order at 4:12 p.m. All departments were in attendance except Academic Student Development, Library, and Social Work.

I. Minutes of previous meeting

The minutes of the April 18, 2006 meeting of the Faculty Senate were approved as corrected.

II. Report of the Faculty Senate Chairperson

Dr. Börger-Greco thanked Fayth Balsam for her representation of Student Senate over the last year. Dr. Börger-Greco urged Senators to attend graduation on May 13. She also reminded committee chairs that they should submit their annual reports. Dr. Börger-Greco presented information related to the vision statement, noting that the committee will visit Senate in the fall. She reminded senators that the summer meeting of Senate will be held June 20 at 3 pm in Osburn 201.

III. Report of the Student Senate President

Student Senate President Fayth Balsam introduced the new Student Senate President, Andrew Moyer. Ms. Balsam reported that about 300 letters were signed on Advocacy Day in support of the recommended 4.5% appropriations. These will be distributed to students' home areas. She also noted that Student Senate has submitted its appropriations plan to Dr. McNairy for final approval.

IV. Report of the Graduate Student Association

None

V. Report of the Administrative Officers

Provost Prabhu

Provost Prabhu invited Senators to be involved in the upcoming commencement activities. He also reiterated that the vision statement is a work-in-progress. He noted that the committee will be seeking feedback from Senate in the fall before sharing the final draft with the entire faculty as well as external bodies. Dr. Prabhu also indicated that currently 96% of the Millersville Faculty have their terminal degrees. However, he commented that in a random review of personnel files, a few were found to be missing original transcripts. He requested faculty cooperation in locating official documentation as a complete review proceeds.

A question was raised about whether the planned purchase of access to Turnitin would include instruction on its use for combating plagiarism on campus. The response was that implementation of this resource will be handled by the Library and the Center for Academic Excellence.

Another question was asked about why information from Millersville has not been included recently in the Annual Report on the Economic Status of the Profession published in *Academe* by the American Association of University Professors (AAUP).

Discussion was then held regarding the academic calendar for upcoming years. The current schedule will remain in place for next year, but changes will be made in the near future.

VI. Faculty Emerita

A Castellucci/Blazer motion that Dr. Barbara F. Haus be granted the honorary title of Faculty Emerita was approved without dissent [see Attachment #1].

VII. Reports of the Faculty Senate Standing Committees

UCPRC

Senator Dan Anna reported that a number of proposals will be coming to Senate from Industry & Technology. He indicated that they intend to request a waiver of the two-meeting rule and that these proposals will be available for review online prior to the June meeting. Senator André Moine indicated that FORL will also be requesting a waiver of the two-meeting rule for a proposal regarding pre-requisites.

First Reading

(1) CHANGE IN UNDERGRADUATE COURSE

ITEC 241: Drafting Communications. Proposal to update curriculum to meet recommendations for accreditation.

(2) NEW UNDERGRADUATE COURSE

ITEC 245: Descriptive Geometry, 3 credits. Proposal to create course dedicated to the fundamentals of graphical mathematics and projection theory.

(3) CHANGE IN UNDERGRADUATE COURSE

ITEC 342(242): Computer-Aided Engineering Drawing. Proposal to redesign course to concentrate on computer-aided engineering drafting and solids modeling.

(4) NEW UNDERGRADUATE COURSE

ITEC 345: Statics, 3 credits. Proposal to create course covering elementary, analytical and practical approaches to the principles and physical concepts of statics.

(5) NEW UNDERGRADUATE COURSE

ITEC 445: Design for Manufacture and Assembly, 3 credits. Proposal to create course that deals with methodologies and tools to define product development phases.

(6) CHANGE IN UNDERGRADUATE CURRICULUM

BS ITEC, CADD Technology option. Proposal to include 2 specialization areas, 3 new courses and 2 modified courses.

(7) CHANGE IN UNDERGRADUATE CURRICULUM

AT ITEC, CADD Technology option. Proposal to include 3 new courses and 2 modified courses.

(8) CHANGE IN UNDERGRADUATE CURRICULUM

BS ITEC, Mechanical option. Proposal to renumber course and add student selection of ITEC 448/445.

(9) CHANGE IN UNDERGRADUATE CURRICULUM

AT ITEC, Mechanical option. Proposal to renumber course and add elective of ITEC 445.

(10) CHANGE IN UNDERGRADUATE CURRICULUM

BS ITEC, Manufacturing option. Proposal to add ITEC 445 as technical elective.

(11) CHANGE IN UNDERGRADUATE CURRICULUM

BS ITEC, General Tech option. Proposal to add ITEC 342, 345 as technical options electives and ITEC 445 as acceptable R&D elective course.

(12) CHANGE IN UNDERGRADUATE CURRICULUM

AT ITEC, Manufacturing option. Proposal to add ITEC 445 as technical elective.

(13) CHANGE IN UNDERGRADUATE CURRICULUM

ITEC minor, CADD Technology option. Proposal to include 2 new courses (ITEC 345, 445) as electives and modify 2 existing courses.

(14) CHANGE IN UNDERGRADUATE CURRICULUM

ITEC minor, Mechanical Technology option. Proposal to add ITEC 445 as elective.

(15) CHANGE IN UNDERGRADUATE CURRICULUM

ESCI, Meteorology minor. Proposal to be more aligned with BS in Meteorology and provide flexibility.

(16) NEW UNDERGRADUATE COURSE

ESCI 443: Climate Dynamics, 3 credits. Proposal to create course that gives a comprehensive treatment of the components of the climate system. Required course for Meteorology majors.

(17) CHANGE IN UNDERGRADUATE CURRICULUM

ESCI, BS Oceanography. Proposal to rename to BS Ocean Sciences and Coastal Studies and revise options.

(18) NEW UNDERGRADUATE COURSE

ESCI 467: Engineering Applications in the Coastal Zone, 3 credits. Proposal to create course covering application of coastal processes and engineering practices. Required course for BS Ocean Sciences and Coastal Studies majors.

(19) CHANGE IN UNDERGRADUATE CURRICULUM

BSE PHYS. Proposal to waive Perspectives requirement in General Education to meet 126-credit limitation.

(20) NEW UNDERGRADUATE COURSE

CSCI 426: Adaptive Technologies, 4 credits. Proposal to create course covering adaptive technologies for the disabled.

(21) NEW UNDERGRADUATE COURSE

SPED 312: Serving Individuals with Disabilities in Inclusive Settings, 3 credits. Proposal to create course covering special education for ELED majors.

(22) CHANGE IN UNDERGRADUATE CURRICULUM

BSE French, German, Spanish. Proposal to require oral proficiency interview.

GCPRC

First Reading

(1) CHANGE IN GRADUATE CURRICULUM

Post-Baccalaureate certification in French, German, Spanish. Proposal to require oral proficiency interview.

Academic Policies

Senator West distributed a revision of the changes proposed at the last meeting [see Attachment #2]. She noted that department chairs had just received this document and suggested that Senate might wish to delay action until getting their feedback. She reported that it was impractical to put the Repeat Policy language in two separate places in the handbook. However, the revised proposal recommended reordering sections so that the Repeat Policy statement would be on the same page as related language. A

Blazer/Schaffer motion to reorganize the Repeat Policy location in the undergraduate catalog was approved without dissent.

Dr. West also indicated addition of a time frame for notifying students about their removal from a course by a faculty member due to unfulfilled prerequisites. A DeCaria/Saunders motion to approve the proposed language for Course Prerequisites was made. Discussion continued about how this policy would be implemented. Concern was expressed about the labor involved for faculty to review course lists to manually remove students. It was noted that some departments and professors are already doing this by forwarding names of students not meeting prerequisites to the department secretary. Another concern raised was whether the review process could be completed before the end of the drop period as recommended. A suggestion was made to change the wording to “notify the Registrar *and the student*” to ensure that students would be aware that they needed to adjust their scheduling. It was further stated that students themselves should be responsible for checking that they have met course prerequisites. An Igyor/Luek motion to postpone the motion regarding prerequisites was approved without dissent.

It was decided that any action on the policy regarding retaking less-advanced courses would also be postponed. A question was raised about how the term “less-advanced course” related to numbering systems. However, it was noted that this would be different for individual departments. A concern noted was that having advanced students repeating a course might disrupt classroom morale. A comment made was that students should be repeating these courses immediately upon doing poorly rather than waiting. Good advising is needed to help students see the benefit in this. Another suggestion was made for departments to implement more minimum-grade prerequisites to circumvent the accumulation of low grades in early courses. Another concern raised was that these senior students would fill seats in high-demand classes, blocking out early-career students. It was clarified that there is a built-in control by requiring that the department chair would have to give approval. Senators were charged with speaking to their departments before the next meeting. Any comments can be directed to Dr. West electronically.

GERC

Senator Ward indicated that GERC would like to request that Senate consider setting aside two meetings in the fall to be dedicated to General Education.

VIII. Reports of the Faculty Senate Special Committees

None

IX. Proposed Courses and Programs

Second Readings

(1) NEW UNDERGRADUATE COURSE

HIST 360: The Second World War, 3 credits, G3. The proposal was approved without dissent.

(2) CHANGE IN GRADUATE COURSE

ART 526: Current Trends in Art Education. Proposal to replace ART 524: Administration and Supervision of Art Programs with ART 526 was approved without dissent.

X. Task Force on Future Directions for Major Campus Lectures and Events

Dr. Carol Phillips distributed a report from the Task Force on Future Directions for Major Campus Lectures and Events [see Attachment #3]. She reminded Senate that Dr. McNairy had commissioned this task force to revitalize the Academic Theme concept and increase student and faculty attendance at campus events. The intention is that the theme should help to enrich the academic and cultural life on campus for the Millersville community and, secondarily, bridge the campus with the broader community. It was noted that Citizenship emerged independently as a theme across campus events and could be extended over the next year. The recommendation included the idea of using a challenge question as a theme for a two-year period. Sharing of involvement and resources was encouraged as well as an emphasis on co-curricular events. Annual opening and closing theme days were also recommended. The recommendation also included a proposal for a revised committee composition that includes representation from Cultural Affairs. An idea raised was whether the challenge question could be linked to a concrete historical event. A question was posed regarding the timing of the theme approval. The response was that the Committee would choose the theme in the fall and help implement it and oversee events. It was noted that school deans are not in the proposed membership even though they play an integral role in supporting campus programming. Another issue raised was what role Faculty Senate would have in the revised committee. A suggestion was for the four faculty members on the committee to be elected by Senate rather than appointed by the Provost. A Schaffer/Kevorkian motion to seek formal endorsement of the recommendations of the Task Force on Future Directions for Major Campus Lectures and Events at the June meeting was approved without dissent.

XI. Other/New Business

None

XII. Adjournment

The meeting was adjourned at 5:45 p.m.

Respectfully Submitted,

Aimee L. Miller

Faculty Senate Secretary

Action Summary:

A Castellucci/Blazer motion that Dr. Barbara F. Haus be granted the honorary title of Faculty Emerita was approved without dissent.

A Blazer/Schaffer motion to reorganize the Repeat Policy location in the undergraduate catalog was approved without dissent.

A DeCaria/Saunders motion to approve the proposed language for Course Prerequisites was made. An Igyor/Luek motion to postpone the motion regarding prerequisites was approved without dissent.

A Schaffer/Kevorkian motion to seek formal endorsement of the recommendations of the Task Force on Future Directions for Major Campus Lectures and Events at the June meeting was approved without dissent.

Attachment #1

FACULTY EMERITUS

DATE: April 27, 2006
TO: MU Faculty Senate
FROM: Dr. Ginny Palmer
MU Department of Nursing
RE: Faculty Emeritus Resolution Conferring Faculty Emeritus Status upon
Dr. Barbara F. Haus

The Department of Nursing unanimously approved the following resolution and now recommends its passage by the Faculty Senate:

***RESOLUTION CONFERRING FACULTY EMERITUS STATUS UPON
DR. BARBARA F. HAUS***

- WHEREAS Dr. Barbara F. Haus served as a faculty member of the Millersville University Department of Nursing since 1996, a total of 10 years; and
- WHEREAS Dr. Haus is a distinguished educator and practitioner, who personifies professionalism in everything she does; and
- WHEREAS Dr. Haus willingly served on the Department of Nursing's Curriculum, Evaluation, Admissions and Scholarship committees; and
- WHEREAS She faithfully served as the Department's library liaison and delegate to the Science Lectureship Committee; and
- WHEREAS She tirelessly provided excellent leadership as the Department's Graduate Program Coordinator; and
- WHEREAS Dr. Haus mentored and advised the officers of the MU Nursing Network, the Department's student organization; and
- WHEREAS She was elected faculty counselor for the Xi Chi Chapter of Sigma Theta Tau International and served in this position for four years; and
- WHEREAS Dr. Haus was and continues to be a strong advocate for childhood immunization and obesity programs; and
- WHEREAS She was recognized for her excellence in research by the Xi Chi Chapter of Sigma Theta Tau International and the Pennsylvania Nurses Association; and

WHEREAS She was a member of 14 professional organizations, including Sigma Theta Tau International, the honor society for nursing; and

WHEREAS Dr. Haus has maintained an active certification and practice as a pediatric nurse practitioner; and

WHEREAS She served as a board member of the American Cancer Society in Berks County for five years; and

WHEREAS She chaired the Commission on Nursing Education for the Pennsylvania State Nurses Association; and

WHEREAS Dr. Haus has unfailingly been a dynamic member of the Department of Nursing who was committed to students, colleagues, the Department, School, and University, and the community at large; and

WHEREAS Dr. Haus will be greatly missed for her attention to detail, leadership skills, dedication and professionalism as she retires to a wonderful life where she will be in charge of her own schedule and will spend many hours doing what she wants to do when she wants to do it; and

THEREFORE BE IT RESOLVED: That in honor of her service and contributions to her Department, School and the University, the Department of Nursing of Millersville University asks that Dr. Barbara F. Haus be granted the honorary title of Faculty Emeritus.

Memorandum

To: Faculty Senate

CC: Department Chairs

From: Lillie S. West, Chair of Academic Policies

Date:

Re: Course Prerequisite Proposal

May 2 Senate Meeting

Academic Policies Committee recommends the following addition and changes to both the undergraduate catalog and Governance Manual. As requested the committee has considered your requests.

1. Add language that courses taken at Millersville University must be retaken at Millersville:

This language is clearly stated in the Undergraduate Catalog under the heading Repeat Policy. The committee recommends that the categories under the heading, Grading Policies, be changed. As shown on the attached sheet, the Repeat Policy would be moved to follow Z-Grade (Z). This will place the language, "Courses failed at Millersville must be repeated at Millersville in order to earn course credit and credit toward graduation. Students may not transfer credit for any course taken at another institution that is the equivalent of a course previously taken at Millersville: this policy applies whether the course was passed or failed at Millersville University," on the same page as the Course Prerequisite policy.

2. Add language for timeframe for removing students from a class:

"The professor will notify the Registrar and student by the end of the drop period" has been added to the policy.

3. Implementation procedures.

**The committee recommends that each department determine the procedure that will work best.
Rationale:**

Each department has different needs.

Some departments have existing procedures.

No one procedure seemed to work for every department.

CURRENT

GRADES AND POLICIES

- Schedule Adjustment: Drop/Add
- Withdrew (W)
- Repeat Policy
- Incomplete Policy
- Pass/Fail Courses (P, F)
- Satisfactory and Unsatisfactory
- Audit (AU)
- Proficiency in Progress (X)
- Z-Grade (Z)

GRADE CHANGES

TAKING A LESS ADVANCED COURSE

Students do not receive credit for a less advanced course if they have already demonstrated competency by passing a more advanced course. For example, MATH 100 and 101 may not be taken for credit after MATH 161, and FREN 201 may not be taken for credit after FREN 202. Students who wish to review less advanced material may do so on an audit basis.

REVISED

GRADES AND POLICIES

- Schedule Adjustment: Drop/Add
- Withdrew (W)
- Incomplete Policy
- Pass/Fail Courses (P, F)
- Satisfactory and Unsatisfactory
- Audit (AU)
- Proficiency in Progress (X)
- Z-Grade (Z)
- Repeat Policy

GRADE CHANGES

COURSE PREREQUISITES

Courses may have a series of prerequisites (satisfactory completion of a prior course, minimum GPA or earned credits, placement test scores, etc.). Students who do not meet the stated prerequisite(s) may be removed from a course at the discretion of the professor. The professor will notify the Registrar and student by the end of the drop period.

TAKING A LESS ADVANCED COURSE

Students do not receive credit for a less advanced course if they have already demonstrated competency by passing a more advanced course. For example, MATH 100 and 101 may not be taken for credit after MATH 161, and FREN 201 may not be taken for credit after FREN 202. *Exceptions may only be granted by the chair of the department offering the course.* Students who wish to review less advanced material may do so on an audit basis. *However, a less advanced course may be retaken to improve the GPA, to meet minimum competency requirements, or to satisfy graduation requirements.*

Attachment #3

Report to Faculty Senate
Task Force on Future Directions for Major Campus Lectures and Events

In Spring 2005, President McNairy shared her thoughts with Faculty Senate regarding what future directions might be indicated for our major campus lectures and events. She asked the group if they felt the Academic Theme was continuing to fulfill its purpose and received an interesting array of responses. She commissioned a presidential task force to explore this matter, which commenced meeting in July 2005 and has continued its work throughout the fall semester. It was anticipated that the task force would develop recommendations to be shared with the Faculty Senate for review and input in January 2006. In the course of its work, the Task Force determined that it was important to wait for the final report of the institutional identity initiative, which will delay the report to Faculty Senate until early April.

The charge of the task force is:

To investigate new models for revitalizing our major lecture series to increase faculty and student participation, answering the following questions:

- ❖ How has our academic theme fulfilled its purpose?
- ❖ How do we enrich our social and cultural programming so that our students and faculty will participate?
- ❖ How do we foster a cross-disciplinary approach to programming?
- ❖ Are there ways, without stifling lecture purposes, to facilitate a more coherent approach to programming and subsequent marketing of major events ("Tradition and Innovation" has served us well in this fashion.)?
- ❖ Are there ways to integrate further the academic purposes of a new model (e.g., freshman reading program around the theme)?
- ❖ How do we utilize our resources, both human and material, effectively to promote what is best for MU?

In investigating responses to the questions identified in the charge, the task force first reviewed the history of the academic theme at the University. The theme commenced in 1990 with the inaugural Arthur Miller Festival, and it has continued with the conclusion of the 150th anniversary celebration in Spring 2006. In its review of past themes, the task force determined that some themes were more successful than others in providing an integrating, coherent perspective to programming that fostered interdisciplinary conversations and exploration.

1990-91	The Arthur Miller Festival
1991-92	Encounter of Two Worlds [Columbian Quincentenary]
1992-93	Encounter of Two Worlds [Columbian Quincentenary]
1993-94	Earth: The Next Generation
1994-95	Technology and Human Evolution
1995-96	In Search of Justice: Balancing Rights and Responsibilities in a Pluralistic Society

1996-97	Preparing for Life in the 21 st Century
1997-98	Culture and Communication in the Electronic Village
1998-99	MU, a Community of Learners
1999-2000	Achievements throughout the 20 th Century
2000-01	Building a Community of Partnerships: The Role of Arts in Society
2001-02	World of Cultures in Our Own Back Yard
2002-03	Crossing Boundaries: Decolonializing the Curriculum
2003-04	Unity, Excellence and Strength through Diversity
2004-05	150 th Anniversary: Tradition and Innovation
2005-06	150 th Anniversary: Tradition and Innovation

A brief review of the major lectureships on campus, including their mission/charge and basic funding information also was undertaken. This yielded the following information, noted below. Generally, these lectures have not considered the current theme selected by the Academic Theme Committee in selection of lecture speakers and/or focus of the lecture itself.

Brossman Science Lectureship: The mission of the Brossman Science Lectureship and Competition is to stimulate interest in science among middle/high school students and the general public. The Lectureship advances the commitment of the University to the community and public higher education. The lecture series advances the image and awareness of the University by bringing on campus a nationally known speaker to address about 600 middle school students, 80 high school students and teachers, several hundred members of the general public, and several hundred members of the University community. In addition to the two lectures presented by the speaker there is a science knowledge competition for high school students and a series of demonstrations and displays presented for the high school students and teachers by the Millersville faculty. Funding Source: Mr. & Mrs. William F. Brossman Charitable Foundation. Total budget is approximately \$10,000.

Christie Lecture: An annual lecture by an up and coming economist (sometimes a business/economics journalist) with name recognition. Speaking fees are a real issue. Most economists of any distinction are commanding \$15K and up. The lecture is funded by corporate sponsorship obtained by the Advancement Office. Past speakers have included Nobel Prize winners.

Kenderdine Lecture: Endowed annual lecture on a current issue in international political affairs. Usual cost is \$6,000-8,000 per speaker but can vary given the speaker if additional funds available.

Lockey Lecture: Endowed lecture in the field of education. Currently do an all-call to the education faculty for nominations in the spring for the following year. Amount that can usually be spent is \$2,500, although supplemental funds have been received to support special speakers (Jonathan Kozol was about \$10,000).

Carter Woodson and Hazel Jackson Lectures: Woodson lecture is sponsored and has a budget of approximately \$8,000. The Commission on Cultural Diversity pays for the Hazel Jackson Lecture (\$5,000). Black Culture Celebration has a \$10,000 budget.

Millersville University International Holocaust Conference: Founded in 1980, the conference brings world-class scholars to the University as part of the ongoing struggle to understand this horrific event in human history. During the last several conferences, a close working relationship has formed with various departments of the U.S. Holocaust Memorial Museum in Washington, D.C. Beginning with the 25th conference in 2005, the

focus of the conference emphasizes various genocides in world history. The conference has a \$10,000 budget.

University funds of about \$35,000 provide additional support for the lectures. This allocation has not changed in recent years and has not kept pace with costs today.

Recommendations of the Task Force:

Purpose of University Theme:

The primary purpose of the academic theme is to provide a co-curricular experience in the Liberal Arts, designed to build intellectual community, engaging students and faculty in discussions of broad questions of importance across a two academic year span. The theme will be informed by the goals and purposes of general education, serving to make the University's liberal arts curriculum more explicit. The selected thematic question must also foster interdisciplinary and inclusive conversations.

As a secondary purpose, the university theme will serve as a bridge to the regional community.

An important consideration is that it will support and address the University identity.

Planning and Organization

The academic theme (or question) will cycle for two years to facilitate intentional planning for course development (topics or seminar courses) and related events, and available monies may be allocated differently. Where possible, major lectures will "take turns" at getting a larger portion of available funds so that special, big name speakers may be brought in one time per cycle. Also, while we want to maintain a rich array of offerings, LESS is BETTER, and we must look for natural synergies across existing or newly planned programs in both Academic and Student Affairs to see where they might be combined. This reduces competition among many offerings and should facilitate attendance and active participation.

The theme committee will be reconfigured to be a combined Joint Faculty-Student Theme Committee, so that we will foster programming across the major lectures, an array of other programs, courses, co-curricular and extracurricular activities. It will permeate the entire campus experience as best as is possible, without force-fitting (some years, some major events may not lend themselves well to tying into the theme but should be held). Faculty involvement is central to the success of the theme and the Theme Committee will be restructured to include faculty leaders for all major lectures, the director of the Center for Academic Excellence, as well as staff, student and community members. The Committee's work will be expanded to include major responsibility for planning theme implementation throughout the year. The Committee needs a new mission, objectives, tasks and broader membership.

Integration of the theme across campus:

- All invited speakers will be asked to respond to several theme-related questions (2 or 3), determined by the Committee, even if it isn't a major focus of their address. These could be combined into a book of interviews or a video presentation, providing additional learning opportunities for students.
- The Exchange/Snapper could keep emphasis on the theme evident throughout the year.
- Faculty will be asked to share their expertise on the issue. Faculty will be invited and encouraged to provide talks, inviting other colleagues into classes to share insights, etc. On-campus expertise will be stimulated and acknowledged. We might consider maintaining a history of profiles of faculty through student interviews, etc.
- Special connections will be sought. For example, this year the American Democracy Project, Constitution Day, the Robin Wright address (Kenderdine lecture), the Katrina symposium, the Rwanda lecture, service-learning, civic engagement, Japanese American Internment Symposium, extracurricular community service, all tie into citizenship. This unofficially has emerged as a "theme" addressing, from very different perspectives, what it means to be a citizen.

The task force recommends continuing the citizenship theme for at least another year. This will foster the conversations on general education. We further recommend that **citizenship needs to be viewed broadly as, "from family, to neighborhood, to community, to the world."**

The first new approach to the academic theme should begin in Fall 2007 with the change in student orientation from summer to immediately prior to the fall semester. It will be coordinated with a reading program for all new students, which will be expanded to include upperclassmen (and graduate students where appropriate) as well so that dialogue on the reading may occur across all student groups.

Theme Days and Events

Early in the fall semester and late in the spring semester, theme days should be held. These days will serve as a focused beginning (a "kick-off") and ending (a closing) to the academic year. An evening and following all day venue appear to be the best way to schedule these theme days. A major lecture/event will be held on the opening evening and the following mid-day. Numerous other activities will occur throughout this day as well so that faculty, students and staff will be afforded many different approaches to discussing the theme question.

In addition to theme day activities, there will be multiple conversations, opportunities to engage in significant dialogue and discussion on issues related to the theme throughout the entire academic year. The campus will be alive with events, and integration of these

co-curricular events into course syllabi and included as course requirements with expectations of participation should be fostered to the fullest extent possible. The inherent benefit to all on campus will be explicated and all students and faculty will be strongly encouraged to participate in the programs that are provided.

Suggested Questions for Theme Consideration

Who am I? Who are we?

How do we define sustainability?

What does it mean to be human?

What defines a liberal arts education?

What does it mean to be a citizen (American/global)? Do we have a civic responsibility?

What does it mean to be an educated person?

How do we discover truth?

What does it mean to be thoughtful?

Can there be peace? What is peace?

How can I (each individual) make a difference?

What (is) about privacy in the 21st century?

University Theme Committee

Purpose: The primary purpose of the University Theme Committee is to provide leadership and direction for the selection of the university theme and the implementation of theme programs and activities throughout each academic year.

Objectives:

1. On a biennial basis, (beginning in Spring 2006 for a Fall 2007 implementation), select the question that will guide University programming and cultural affairs events for the subsequent two years.
2. In collaboration with lectureship chairs/committees, provide recommendations for the selection and implementation of speakers, performers, and specific special events, including the venue and the budget decisions.
3. Provide direction and coordination for all other co-curricular and extracurricular-related programming, including such items as selection of books for academic reading programs, determination of questions to be posed to each speaker, and synchronization with related performing arts events.
4. Submit an annual report to the President by June 1 of the work of the committee; this should include an annual review as well as a biennial evaluation of the success of each selected theme.

Membership:

- Faculty chairs/representatives of all lectureships (Brossman, Christie, Kenderdine, Lockey, Carter-Woodson, Jackson, and Holocaust Conference)
- Four additional faculty, one representing each school plus the library, elected by the Faculty Senate
- School Deans
- Director, Center for Academic Excellence
- Representative from Cultural Affairs Committee
- Coordinator, General Education
- Representative from University Advancement
- Chairperson, Women's Commission
- Chairperson, Commission on Cultural Diversity
- Provost or designee
- Vice President of Student Affairs or designee
- Three students, two appointed by Student Senate and one selected by the Vice President of Student Affairs
- Representative from the Alumni Association
- Two members representing the community

Task Force Committee Members

Dr. Kirsten Bookmiller, Kenderdine Lecture
Dr. Robert Buchanan, Chairperson, Academic Theme Committee
Mr. Tony Elliot, Chairperson, Cultural Affairs Committee
Dr. Michael Gumper, Christie Lecture
Mr. Dwight Horsey, Advisor to the Cultural Affairs Committee
Dr. Linda McDowell, Lockey Lecture
Dr. Carol Phillips, Task Force Chairperson
Ms. Carol Reichler, Director, Special Events
Dr. Lyman Rickard, Brossman Lecture
Dr. Rita Smith Wade-EI, Commission on Cultural Diversity
Dr. Diane Umble, Representative, Deans' Council
Dr. Marjorie Warmkessel, Director, Center for Academic Excellence
Dr. Tracey Weis, Women's Studies
Dr. Sepi Yalda, Women's Commission