

**Faculty Senate Minutes
September 20, 2005**

The meeting was called to order at 4:15 p.m. All departments were in attendance except Business Administration.

I. Minutes of the September 6, 2005 meeting

The correction noted for the previously approved minutes of the April 19, 2005 meeting should indicate that “Faculty of the Year Award” rather than “Student of the Year Award” should read “Person of the Year Award.” The minutes of the September 6, 2005 meeting of the Faculty Senate were approved as amended.

II. Report of the Faculty Senate Chairperson

Dr. Börger-Greco reminded Senators that nominees for the University Planning Council should be submitted by September 21. She also mentioned the upcoming forum regarding the Scholarship of Teaching and Learning on September 29. Dr. Kevorkian noted that the interdisciplinary forum Beyond the Relief Effort: The Impact of Katrina planned for the same day has been moved to 6:00 pm.

III. Report of the Student Senate President

Student Senate Vice-President Rob Kuhn indicated that the Student Senate has 13 freshmen running for election. As there are still 23 open seats on Student Senate, he requested that Senators encourage any students with leadership skills to consider participating in Student Senate. He also noted that Committee Elections will be held soon, and names of those elected will be reported. He also mentioned that Senate is still identifying how to support ongoing Katrina relief efforts.

IV. Report of the Graduate Student Organization

No Report.

V. Report of the Administrative Officers

Provost Prabhu

Provost Prabhu commented on behalf of President McNairy regarding the importance of qualified candidates being nominated to serve on the University Planning Council (UPC). The UPC will be charged with developing outcomes and performance indicators related to Millersville’s vision. He also indicated that a survey will be forthcoming to garner wider faculty responses regarding the vision process and encouraged faculty to participate in the process.

Vice-President for Student Affairs Thomas

Vice-President for Student Affairs Thomas reported that the Orientation process for new students is being reviewed. The current proposal is to hold an expanded orientation time during the week directly preceding the fall semester. Dr. McNairy is endorsing this proposal and a group is charged with developing the revised program. Dr. Thomas responded to a question regarding timing of placement testing by noting that placement will have to be handled separately or with some new mechanisms to allow for students to be properly placed into courses. Dr. Phillips commented that work regarding coordination of placement and registration at a point in the spring semester is underway and has the support of chairs of affected departments. Dr. Phillips noted that this will likely be suitable for the majority of incoming students, but accommodations may also need to be arranged.

Interim Assistant Provost Redmond

Interim Assistant Provost Redmond from the Division of Academic Support Programs and Learning Services reported that persistence of students is at an historic low for Millersville and that efforts are needed to improve the academic experience for many students. He noted some potential avenues of increasing student outlooks by providing dual advisement for AIM students with a declared major, customizing schedules for African-American students, and implementing early warning systems to enable better intervention for struggling students. Dr. Prabhu reiterated Mr. Redmond's reference to sophomores as neglected students who are not having their needs considered sufficiently and recommended investigation of methods currently in use at Clarion to address similar issues. In particular, Mr. Redmond noted that extended seats may need to be held open for sophomores since they are the last to be able to register for classes and many integral courses are already filled.

VI. Reports of the Faculty Senate Standing Committees

GCPRC

A Mowrey/West motion was made to charge the Academic Policies Committee to review the academic portions of the Governance Manual and make necessary changes to accommodate Academic Centers in the course and degree proposal process as well as other relevant sections of the Manual. The motion passed without dissent.

General Education Task Force

Dr. Foster-Clark presented changes made to Principles A-F regarding the process of General Education reform at Millersville. He presented a document outlining the original ballot statements, the changes discussed in Senate in April, and the current revised principles [see Attachment #1). Discussion addressed concern that the language in Principle D would accommodate departmental needs in meeting standards of their major programs when interfacing with General Education. A DeCaria motion to approve the

revised principles guiding the process of General Education reform was passed without dissent.

Discussion was held regarding Principles 1-6 regarding the reform of General Education. It was noted that there is some confusion in separating the concepts of the principles for the process of reform and the principles of the reform itself. Dr. Foster-Clark will return to Senate with revised language to address this differentiation.

Discussion was held regarding the Purpose Statement for General Education. Dr. Foster-Clark shared the suggested alterations made by the English department. Concerns were expressed regarding wording of the statement, appropriate breadth of the phrases listed in the statement and that strong emphasis of General Education reduces the importance of majors. Dr. Foster-Clark will also distribute other options for the Purpose Statement but emphasized the need for Senators to address these issues with their departments for discussion at future Senate meetings. Dr. Wismer suggested that by first considering the Objectives of General Education, Senate may find it easier to appropriately shape the Purpose Statement. Dr. Phillips noted that Middle States standards are directing some of the language in the proposed documents. Future discussions of the General Education components will be added to upcoming Senate meeting agendas.

VII. Reports of the Faculty Senate Special Committees

None

VIII. Proposed Courses and Programs

UCPRC

First Readings

None

Second Readings

(1) CHANGE IN COURSES/CURRICULA

Changes to the Music minor. The proposal passed without dissent.

(2) NEW UNDERGRADUATE COURSE

PHIL 345 – Humanity and Environment, 3 credits, Perspectives (P) course
The proposal passed without dissent.

(3) NEW UNDERGRADUATE COURSE

EDFN 398 – Urban Immersion Seminar, 3 credits, Perspectives (P) course
The proposal passed without dissent.

(4) CHANGE IN COURSES/CURRICULA

Requirements for the BSE in Chemistry dropped from 128 credits to 126 credits.

Discussion was held regarding whether a mechanism for waiving Perspectives requirements needs to be coordinated so that all proposals can be handled in a more orderly fashion. Concerns addressed how to adequately meet administrative requirements for curriculum while also maintaining a commitment to the Perspectives aspect of General Education. It is likely that these issues will come under consideration as General Education is reformed. No action was taken.

IX. Faculty Emeritus

Postponed to accommodate elections.

X. Other/New Business

Postponed to accommodate elections.

XI. Committee Elections

Nominations were accepted for open Senate committee positions.

A Ward/Luek motion to waive the term limit restriction for one year to allow Alan Kelly to serve on Academic Standards since no alternate nominees were available was passed.

A White/Wallace motion to elect all unopposed candidates was passed.

A DeCaria/Mollah motion to close nominations was passed.

A West/Mowrey motion to fill Member seats with the top candidate and Alternate seats with remaining candidates was passed.

Meeting was adjourned after voting was completed.

Action Summary:

A Mowrey/West motion was made to charge the Academic Policies Committee to review the academic portions of the Governance Manual and make necessary changes to accommodate Academic Centers in the course and degree proposal process as well as other relevant sections of the Manual. The motion passed without dissent.

A DeCaria motion to approve the revised principles guiding the process of General Education reform was passed without dissent.

A Ward/Luek motion to waive the term limit restriction for one year to allow Alan Kelly to serve on Academic Standards since no alternate nominees were available was passed.

A White/Wallace motion to elect all unopposed candidates was passed.

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A West/Mowrey motion to fill Member seats with the top candidate and Alternate seats with remaining candidates was passed.

Respectfully Submitted,

Aimee L. Miller
Secretary of the Senate

Attachment #1

Ballot for Gen Ed Task Force Recommendations (3/29/05)

Faculty are being asked to vote on four aspects of the Recommendations made by the Gen Ed Task Force in January, as modified through discussions held around campus this spring: two sets of Principles for Reform, a revised Purpose, and revised Objectives. While curricular issues have been discussed this spring, separate proposals for curricular change will continue to be developed and discussed in the coming year with votes on curricular changes proposed to begin in April 2006. The Principles, Purpose, and Objectives will help to set the framework for these continuing curricular discussions. At the same time, it is expected that further refinements in the Principles, Purpose, and Objectives may occur in response to the development of curricular changes. This month's vote does NOT lock us into any particular curricular model.

- **Principles that guide the process of reform:**

Principle A: Reform must reflect what the faculty believe in and can teach with passion, commitment, and intentionality.

Principle B: Change should be incremental and based on campus-wide dialogue.

Principle C: We should maintain and build on current MU strengths.

Principle D: Reform must be well understood by as many members of the University community as possible.

Principle E: Increased emphasis on Gen Ed must be accompanied by increased administrative and resource support.

Principle F: Reform should be informed by meaningful evaluation.

VOTE → I accept Principles A-F: <input type="checkbox"/> Yes <input type="checkbox"/> No

- **Reform of Gen Ed at MU should be characterized by:**

Principle 1: Clear Purpose, that is well understood by all members of the university community and that is consistent with the MU mission and the specific learning needs of MU students.

Principle 2: Intentional Alignment of the objectives, curricular structure, and assessment with the purpose of Gen Ed, the mission of this University, and the learning needs of our students.

Principle 3: Coherence and connections between Gen Ed and majors.

Principle 4: Intellectual Richness, setting appropriately high expectations for students' engagement that develop as students progress through their academic programs.

Principle 5: Academic Community Reaching beyond the Classroom, fostering interactions between and among students, faculty, and the larger University community.

Principle 6: Simplicity and flexibility, promoting ease of understanding and greater choice in meeting the Gen Ed requirements.

VOTE → I accept Principles 1-6: <input type="checkbox"/> Yes <input type="checkbox"/> No

- **New Purpose statement for Gen Ed:**

Consistent with Millersville University's mission to "promote intellectual development through an exemplary liberal arts based education," the purpose of General Education is to provide breadth of knowledge as a balance and complement to the depth provided by the major. General Education is designed to provide a coherent, well-rounded educational experience that assures the acquisition of lifelong values and competencies, including critical thinking, information literacy,

personal wellness, ways of knowing across a variety of disciplines, and an appreciation for cultural and academic diversity. These are necessary for the holistic development of our graduates so that they may become responsible citizens in a democracy that exists within an increasingly complex global society.

VOTE → I accept the Purpose statement for Gen Ed: <input type="checkbox"/> Yes <input type="checkbox"/> No

- **New Objectives for Gen Ed:**

The General Education Program prepares graduates who meet all of the following objectives.

Foundations for Critical Thinking and Life-Long Learning

1. Students will:

- a) generate, express, and revise ideas for personal, career, and civic communication.
- b) present ideas formally in spoken, written, and media forms.
- c) find appropriate sources of information, evaluate the information, and integrate it into a final product.
- d) demonstrate general knowledge and an appreciation for physical and psychological well-being, as well as an appreciation for the environment, life-long learning, and community participation.

Critical Thinking And Its Application To Personal, Academic, Career, and Civic Purposes

2. Students will:

- a) use statistical methods to analyze and interpret data or use techniques of calculus to solve problems.
- b) evaluate and solve problems from the real world using the symbolic language of mathematics with appropriate technology.

3. Students will:

- a) use social science evidence and theories to become participating and informed citizens in a democracy that exists within an increasingly complex global society.
- b) evaluate relationships among human behavior, social institutions, culture, and/or environment using appropriate technology and the quantitative and qualitative methods of inquiry of the social sciences. .

4. Students will:

- a) use scientific reasoning, laboratory methods, appropriate technology, and mathematics to investigate scientific concepts.
- b) evaluate and apply scientific evidence and theories.

5. Students will:

- a) use critical analysis to respond thoughtfully to works of literature.
- b) apply critical and creative methods of the arts and humanities.

Connecting Critical Thinking In The Disciplines To Life Beyond The Classroom

6. Students will be able to:

- a) demonstrate knowledge, attitudes, and skills essential for communicating with, working with, and making decisions with people of diverse backgrounds.

- b) articulate and rationally support personal, moral, and civic values and manifest a commitment to these values through personal, academic, career, and civic endeavors.
- c) connect big ideas and methods of inquiry from different disciplines including both historical and contemporary perspectives in ways that lead to effective problem solving and support life-long learning.

VOTE → I accept the revised Objectives for Gen Ed: **Yes** **No**

Regardless of your votes, but especially if there were parts of the above Principles, Purpose, and Objectives that you find problematic, **please communicate your concerns to your Senator or directly to Fred Foster-Clark, Chair of the Gen Ed Task Force, or to any other Task Force member.** It is vital that we continue to work toward widespread consensus about these and any other changes to Gen Ed in order to promote the most effective student learning possible.

Thank you for your input.

**Proposed changes for Principles A-F: Principles that guide the process of Gen Ed reform
(GERC 5/20/05)**

Original Wording (on ballot)	Suggested Wording Changes (from Senate 4/19/05)¹	Revised Wording Changes (from GERC 4/26/05)²
Principle A: Reform must reflect what the faculty believe in and can teach with passion, commitment, and intentionality.	Principle A: Reform must reflect what the faculty believe in and can teach with passion, commitment, and <u>purpose</u> .	Principle A: Reform <u>will</u> reflect what the faculty believe in and can teach with passion, commitment, and <u>purpose</u> .
Principle B: Change should be incremental and based on campus-wide dialogue.	Principle B: Change should be incremental, based on campus-wide dialogue, <u>and well understood by the University community</u> .	Principle B: Change <u>will</u> be incremental, based on campus-wide dialogue, <u>and well understood by the University community</u> .
Principle C: We should maintain and build on current MU strengths.		Principle C: <u>The reform will build on and maintain</u> current MU strengths.
Principle D: Reform must be well understood by as many members of the University community as possible.	Omit—incorporated into B	Omit—incorporated into B
Principle E: Increased emphasis on Gen Ed must be accompanied by increased administrative and resource support.	Principle E: <u>Reform of Gen Ed must be accompanied by appropriate and appropriately directed faculty, administrative, and resource support</u> .	Principle E: <u>Reform will be accompanied by sufficient</u> faculty, administrative, and resource support.
Principle F: Reform should be informed by meaningful evaluation.	[Principle F: <u>Evaluation of changes should drive future reform</u> .]	Principle F: <u>The reform process will be guided by meaningful evaluation</u> .
	[Principle G: <u>Reform of Gen Ed must be balanced by the curricular needs of major programs of study, especially as they are impacted by State mandates and/or disciplinary accreditation</u> .]	Principle D (new): Reform of Gen Ed <u>will</u> be balanced by the curricular needs of major programs of study, especially as they are impacted by State mandates and/or disciplinary accreditation.

Note: Changes in the wording from one version to the next are underlined.

¹ Suggested wording is based on Senate discussions on 4/19/05. The exact language in brackets was not proposed at Senate, but was based upon points discussed there.

² As requested by Senate, the Gen Ed Review Committee debated and refined the wording of the Principles at its meeting on April 26, 2005.

