

**Faculty Senate Minutes
September 18, 2007**

The meeting was called to order at 4:08 p.m. All departments were in attendance except Library.

I. Minutes of previous meeting

The minutes of the September 4, 2007 meeting of the Faculty Senate were approved as written.

II. Report of the Faculty Senate Chairperson

Chairperson Börger-Greco urged senators to consider filling vacant seats on Senate committees to provide a faculty voice on university issues. She also noted that any courses to be taught as DL in the spring semester must have been through all the required approvals as clarified last fall. It was highlighted that the new contract will bring revisions to DL specifications, including an increase of the online component 80%. Dr. Börger-Greco also requested that departments splitting senator responsibilities should be sure to maintain continuity at meetings and also designate one person to be eligible for committee seats specifying a senator.

III. Report of the Student Senate President

Student Senate President Terezoni reported that two student forums are planned. The first is to provide student input on the allocations process, and the second is to allow students to voice general concerns about issues on campus. She also indicated that elections will be held this week for student seats on university committees. It was noted that the Student Senate Secretary will inform the appropriate committee chairs of elected students.

IV. Report of the Graduate Student Association

None

V. Report of the Administrative Officers

President

President McNairy shared that the new fall orientation was a fantastic experience, and she heard positive feedback from both students and alums who would have liked to have something similar when they started. She thanked faculty for their efforts supporting the schedule and expressed great appreciation for the strong input of Orientation Leaders. Dr. McNairy also noted that the first Open House is coming up soon. A question about First Friday was raised, and Dr. McNairy responded that one will be held in October. She further encouraged faculty to consider attending arts events the same evening in downtown Lancaster, including an exhibit sponsored by the MU Art Department. Senator

Mata specified that the exhibit is at the Candy Factory Gallery in the Keppel Building at 323 N. Queen St.

Executive Assistant to the President

Executive Assistant McCollum prefaced comments about two issues involving student athletes by sharing insights into different standards used for evaluating conduct at various levels. He noted that the standards of proof, evidentiary rules and due process for the accused decrease as you move down from criminal charges to Student Code of Conduct charges to team rules. He reported that the investigation into the lacrosse player hazing incident was completed. It was concluded that the Millersville Student Code of Conduct was violated while NCAA regulations were not. Dr. McCollum further commented that information on the alleged sexual assault incident involving several football players is so far limited to reports from individuals. It will likely be 2-3 weeks before any hearings would be scheduled if deemed appropriate. Students have the right to appeal the judicial officer's decision and sanctions. He also noted that primary concerns are to provide victim support for the complainants, to cooperate with police investigations and to protect the due process for a fair hearing for the accused. However, he also pointed out that the university has a responsibility to ensure stakeholders that appropriate steps are being taken. President McNairy highlighted that the repercussions of these situations will likely affect Millersville for a while, overshadowing positive events like announcement of the Respiratory Therapy program partnership with Lancaster Regional Medical Center. She noted that we must not lose sight of Millersville's overwhelmingly well-behaved and responsible student body, strong academics and positive community connections.

Associate Provost for Academic Administration

Associate Provost Burns noted that an emergency section of UNIV179 brought forward to cover a medical leave was approved by the Humanities Curriculum Committee and GERC. He also stated that progress is being made on the Transfer Articulation courses.

VI. Reports of the Faculty Senate Standing Committees

UCPRC

Senator White shared that an early deadline for course proposals would be necessary to allow approvals during the regularly scheduled meetings of UCPRC and Senate this spring. However, if Faculty Senate would schedule a meeting for the 5th Tuesday of April, the timeline would more closely match other years. A UCPRC proposal that a Faculty Senate meeting be scheduled for April 29, 2008 was approved without dissent.

GERC

Dr. Foster-Clark distributed a draft of the W course self-evaluation form for expedited review [see Attachment #1], proposed revisions to the Freshman Year Inquiry (FYI) guidelines [see Attachment #2], clarified guidelines for Wellness, stronger guidelines for

W courses and Cultural Diversity and Community guidelines [see Attached #3]. He also distributed a side-by-side comparison of major points of the Current and Revised curricula [see Attachment #4]. He noted some minor changes to emphasis and reference to civic engagement and service learning in FYI guidelines. He indicated that GERC would like to refer these documents to APC for policy development. Senator White also stressed a desire to do as much as possible of the expedited review process electronically. She also noted that the self-evaluation form allows for faculty to cut and paste information into the appropriate sections. The completed form and course syllabus should be sent to Dr. White to be forwarded to a UCPRC sub-committee for review. A Mowrey/White motion to refer the updated General Education guidelines and self-evaluation draft to APC was approved without dissent.

Academic Policies

Discussion was held regarding the 2-year plan for the expedited review process. It was noted that continued review of Gen Ed courses matches the regular 5-year review cycle for departments. Concerns were expressed from departments about meeting the proposed deadlines. It was noted that the timeline component of the proposal is more procedural rather than policy and could be extended if needed based on how the process progresses. In particular, consideration of the new D designation may require more time to ensure that overall goals are met. It was pointed out that adding a D designation to more courses creates flexibility for students in deciding how to meet the requirement for one D course.

A comment was made that GERC is charged with implementing Gen Ed and that APC should not be responsible for general implementation procedures. Senator White responded that the Implementation Sub-committee of GERC put forward recommendations to facilitate the process of review. Dr. West commented that clearer guidelines are needed for faculty, particularly in the differentiation between D and P courses. Another question raised was what would happen if insufficient numbers of courses are recertified. Discussion again focused on the meaning of the 25-student cap in writing courses. Dr. Prabhu commented on the situation and how enrollment issues influence the fiscal feasibility of meeting the recommended cap. The roles of the Registrar and faculty members in enrolling students above course limits were mentioned. It was noted that it will take time to shift to the new guidelines. A question was raised about whether the Registrar adds students above course limits during the add/drop period when faculty are also adding students. Dr. Burns responded that this should not be the case but that the Registrar only raises course limits during brief intervals to add transfer students or late enrollees prior to the start of the term, reducing the limits again after that process is complete. Another comment addressed the importance of quality in W courses. Faculty were also encouraged again to consider the variations possible for meeting the guideline of “revised prose” in W courses.

Discussion was held regarding whether to wait for departmental review of the Gen Ed documents distributed today or move forward with the understanding that the process can be amended if necessary during implementation. Dr. Foster-Clark pointed out that the current proposal from APC includes review of FYI courses at the school level although

GERC and the Implementation Sub-committee did not include this due to overlapping discipline areas in these courses. A Igyor/Scott motion to approve the Initial and Re-certification Process for “W,” “D,” “P” and “FYI” Courses was approved with one abstention.

VII. Reports of the Faculty Senate Special Committees

None

VIII. Proposed Courses and Programs

None

IX. Faculty Emeritus

A Wallace/Palmer motion that Dr. David R. Dobbins be granted the honorary title of Professor of Biology Emeritus was approved without dissent. [see Attachment #5]

X. Committee Elections

Nominations were accepted for remaining open positions to be elected by Senate. A Miller/Edeh Herr motion to close nominations was approved without dissent. A Miller/West motion to unanimously elect all unopposed candidates was approved without dissent.

XI. Other/New Business

None

Meeting was adjourned after voting was completed.

Respectfully Submitted,

Aimee L. Miller
Secretary of the Senate

Action Summary:

The minutes of the September 4, 2007 meeting of the Faculty Senate were approved as written.

A UCPRC proposal that a Faculty Senate meeting be scheduled for April 29, 2008 was approved without dissent.

A Mowrey/White motion to refer the updated General Education guidelines and self-evaluation draft to APC was approved without dissent.

A Edeh Herr/Scott motion to approve the timeline of the expedited review as implementation procedure was approved without dissent.

A Igyor/Scott motion to approve the Initial and Re-certification Process for “W,” “D,” “P” and “FYI” Courses was approved with one abstention.

A Wallace/Palmer motion that Dr. David R. Dobbins be granted the honorary title of Professor of Biology Emeritus was approved without dissent.

Nominations were accepted for remaining open positions to be elected by Senate. A Miller/Edeh Herr motion to close nominations was approved without dissent. A Miller/West motion to unanimously elect all unopposed candidates was approved without dissent.

Attachment #1

In April 2007, the Millersville University Faculty approved a new General Education (GenEd) curriculum to be implemented for the fall 2008 semester. Within the new GenEd curriculum the definition of writing courses has been modified requiring all existing courses with the “W” GenEd label to undergo an expedited initial certification process. If a department wishes a course to retain the “W” GenEd label, the department must submit each existing “W” course to the below review process.

1. For an existing course that is to retain the “W” label, the department offering the course must demonstrate how it will meet each of the specific criteria (word/page limit, revised prose, etc.). The department will submit to the chair of UCPRC (electronically) the following certification documents for each course:
 - a. A brief self-evaluation form
 - b. A course syllabus
 - c. Any supporting documentation the instructor/department feels is needed to support the self-evaluation.
2. The chair of UCPRC distributes the submitted certification documentations to the Writing Sub-committee of UCPRC for review.
3. The Writing Sub-committee of UCPRC reviews the certification documentations and makes one of three recommendations to UCPRC:
 - a. Approval of the “W” label for the course as presented.
 - b. Approval of the “W” label subject to certain amendments agreed to by the department spokesperson. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
 - c. Disapproval. Reasons for disapproval must be clearly stated in writing to the proposal spokesperson. Revised certification documents must undergo the complete expedited initial certification process.
4. The chair of UCPRC communicates final decisions regarding each course to the departmental spokesperson. In addition, the chair of UCPRC advises the Faculty Senate at each full Faculty Senate meeting of courses that have been approved to meet the new “W” requirements

The above process is used only for courses which carry the “W” GenEd label as of fall 2007. Course that wish to add the “W” label starting with the fall 2007 semester will need to follow the process for adding a General Education label found at <http://www.millersville.edu/~fsenate/Committees/UCPRC/guidelines.html>.

Courses labeled with a “W” as of the fall 2007 semester which are not taken through this initial certification process will NOT retain the “W” label. Such courses will need to follow the process for adding a General Education label to an existing course should they desire to add the “W” label after the initial certification process.

Course Evaluation for “W” Label

Pre-fix – Number	Course Title

Proposing Department	Proposal Representative’s Name	Contact Email	Campus Phone Extension

Approval/Submission Record:

	Name	Signature	Date
Proposal Representative			
Department Chair			
Subcommittee Chair			
UCPRC Chair			

Please feel free to copy and paste information directly from the course syllabus (syllabi) for any of the items below.

- 1) Students practice forms of writing typical of the field. Writing assignments are designed to develop their content knowledge and enhance their communication skills.
 - Please indicate the types of writing assignments that each student will complete (research papers, analytical essays, position papers, microthemes, etc.).
 - Students are required to submit at least 2500 words of graded analytical/persuasive writing (about 10 standard double-spaced pages). Please indicate the expected amount of writing to be submitted.

- 2) Because W courses are committed to developing writing as a process, students will be given opportunities to develop and revise papers through more than one draft. Assignments will be structured and sequenced in ways that help students improve their writing through practice and revision. Instructors’ feedback on students’ writing will contribute to effective revision and encourage students to develop effective self-assessment.
 - Please provide a description, or descriptions, of the revision process(es) students will follow.

- 3) Writing intensive courses work best when they include a combination of informal and formal writing experiences for students. In addition to the 2500 words of revised graded analytical/persuasive writing, instructors are encouraged to assign expressive, reflective and/or observational writing tasks.

The purpose of these assignments is to bring out the student's perceptions informally, and to increase writing practice.

- If you will be including additional writing tasks, please indicate those below.

Attachment #2

Proposed Revision to FYI Guidelines (Revised 7/25/07; Reviewed and approved by the FYE Steering Committee 9/7/07 and GERC 9/13/07)

1. Encourage incoming students to take a First Year Inquiry (FYI) course which will count as part of a Connections and Exploration block.

FYI is a component of General Education specifically designed for first semester freshmen and offered in a seminar format, typically linked to a foundations course (either ENGL 110 or COMM 100) as part of a living/learning community. Students will choose from several varieties of FYI courses offered each semester. A major function of these FYI courses is to introduce a process of critical inquiry applied to important social, cultural, scientific, technological, and/or aesthetic problems. Each FYI course will introduce multiple perspectives related to the understanding and resolution of these problems. A second function of these FYI courses is to support students' transition into the college experience academically, socially, and personally. Each FYI course topic will be approved according to guidelines specified in University Governance and Policies and will meet the general requirements specified in the generic UNIV 103 Course Shell.

Specifically, each FYI course involves 3 credit hours at the 100 level and:

- a) encourages students to consider multiple perspectives in advancing their understanding of the importance of social, cultural, scientific, technological, and/or aesthetic problems.
- b) introduces and supports (i) the development of critical inquiry skills and (ii) the exchange of ideas in a seminar format.
- c) supports the students' successful transition into college life by fostering connections between and among students, teachers, and the college community.
- d) provides intellectual richness through its assignments and assessments.
- e) strengthens students' information literacy.
- f) has a meaningful written and oral component, but may not carry a W label.
- g) fosters an appreciation of the importance of civic engagement and promotes participation in service learning activities.
- h) promotes an understanding and appreciation of the liberal arts tradition and the General Education program at Millersville.

Additional Guidelines for Gen Ed Courses (Effective Fall 2008)

2. Institute clarified guidelines for a required Wellness course.

The Wellness requirement (WELL) is designed to assist students in making positive lifestyle changes that reduce their health risks, modify their consumer behavior, and enhance their personal well-being and productivity.

Criteria for the General Education Wellness requirement are as follows:

- a) must be a 3 credit course.
- b) requires students to participate in a weekly physical or experiential component.
- c) must be a comprehensive approach to wellness employing a variety of cognitive, behavioral, and social learning strategies to encourage and assist students in accepting responsibility for their own wellness.
- d) engages students in critical thinking about wellness.
- e) emphasizes the development of life-long holistic learning.

5. Institute stronger guidelines for Writing Intensive (W) courses including a “revised prose” component. Class size limits for W courses should be reset to 25.

This recommendation re-affirms the faculty’s commitment to writing-across-the-curriculum which has been eroded from its original design with increases to class size and the resulting lowering of expectations for writing and revising. The original 1988 guidelines have been updated and made slightly more flexible while maintaining the original spirit of revised prose and the centrality of the writing process to teaching and learning.

Proposed Revised Guidelines:

- 1) Students practice forms of writing typical of the field. Writing assignments are designed to develop their content knowledge and enhance their communication skills.
- 2) Students are required to submit at least 2500 words of graded analytical/persuasive writing (about 10 standard double-spaced pages). Some examples of how this requirement might be met include:
 - (A) a research paper in which the student is required to define a problem, select, organize, and synthesize information around a stated thesis.
 - (B) short analytical essays that explore a topic with reasoned evidence and informed opinion.
 - (C) position papers prepared by students that address pros and cons of controversial topics.

- (D) microthemes that ask the student to find academic sources, organize ideas, develop a thesis and show evidence, but condense the final paper to a single page or two.
- 3) Because W courses assume that writing is a process, students will be given opportunities to develop and revise papers through more than one draft. Assignments will be structured and sequenced in ways that help students improve their writing through practice and revision. Instructors' feedback on students' writing will contribute to effective revision and encourage students to develop effective self-assessment.
 - 4) Writing intensive courses work best when they include a combination of informal and formal writing experiences for students. In addition to the 2500 words of revised graded analytical/persuasive writing, instructors are encouraged to assign expressive, reflective and/or observational writing tasks. The purpose of these assignments is to bring out the student's perceptions informally, and to increase writing practice.

6. Add a Cultural Diversity and Community (D) requirement such that students will be required to take one approved D course as part of their major, minor, or General Education requirements.

To satisfy the Gen Ed Cultural Diversity and Community (D) requirement, all students must successfully complete one approved 3-credit course meeting the D criteria. This course may also count for credit in a student's major or minor program or may satisfy another Gen Ed requirement.

Cultural diversity refers to the differences among people in terms of beliefs, customs, values, politics, and experiences. In essence, culture is a worldview; it is both learned and evolved. The following factors are seen as underlying these differences: Race and ethnicity, gender, geography, language, sexual orientation, education, economics, age, nationality, religious affiliation, occupation and/or physical ability among others.

Specifically, a D course:

- a) involves 3 semester hours at the 100-level or above.
- b) is intercultural and/or cross-cultural, with culture being a worldview that reflects beliefs, customs, values, politics, and experiences as shaped by race and ethnicity, gender, geography, language, sexual orientation, education, economics, age, nationality, religious affiliation, occupation, and/or physical ability among other factors.
- c) examines historical and environmental factors that underlie cultural differences.
- d) examines the potential global, regional, or local socio-economic factors that underlie cultural differences.
- e) helps students to identify, critically analyze, and apply scholarship and experience related to cultural diversity.
- f) provides academic structure in support of students' positive engagement with peoples of diverse histories and communities.
- g) challenges students to evaluate their own personal worldview.

- h) has a meaningful written and oral component.
- i) may also count as part of any additional requirement (major, minor, or Gen Ed) of the Baccalaureate degree.

Attachment #4

General Education: Comparison of Current & Revised (Fall 2008) Curricula

	Current Curriculum	Fall 2008 Revised Curriculum
Fundamentals/ Foundations		
	ENGL 110 Composition	ENGL 110 Composition
	COMM 100 Fundamentals of Speech	COMM 100 Fundamentals of Speech
	(see below)	MATH 1xx Approved Gen Ed Math course
	(see below)	ENGL 311/312/313/316 Advanced Writing (AW)
Distribution		
	Four courses (≥ 12 credits) in ...	Three courses (≥ 9 credits) in ...
	Humanities & Fine Arts (G1)	Humanities & Fine Arts (G1)
	Science & Mathematics (G2)	Science & Mathematics (G2)
	- MATH 1xx Approved Gen Ed Math course	(see above)
	- Laboratory course (L)	- Laboratory course (L)
	Social Sciences (G3)	Social Sciences (G3)
Add'l Reqs/ Connections & Exploration		
	Perspectives (P) course*	Perspectives (P) course*
	ENGL 311/312/313/316 Advanced Writing (AW)	(see above)
	WELL 175/352 Wellness/Health Ed in Elem Schls	WELL 175/352 Wellness/Health Ed in Elem Schls
	Four Writing Intensive (W) courses	Four Writing Intensive (W) courses (with revised guidelines*)
		Cultural Diversity & Community (D) course*
		First-Year Inquiry (FYI) seminar*
		Open Elective(s)
Total Credits	51	51

Note: * These items are further defined on subsequent pages.

Revised General Education Purpose & Objectives (Adopted April 2007)

Purpose

Consistent with Millersville University's mission to provide a 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. This is necessary for the holistic development of Millersville graduates as responsible citizens in a diverse and technologically complex, global community.

General Education Objectives

Students, working with advisors, and taking into consideration prior knowledge and experience, purposefully select courses in the General Education curriculum that meld with required courses, co-curricular and extra-curricular activities, and courses in the major to achieve the following objectives:

Foundations for Life-Long Learning

1. Students will think, speak, and write clearly. This is evidenced by:
 - a) the clear presentation of ideas in formal spoken, written, and media forms.
 - b) the use of effective communication for ongoing dialogue.
 - c) the ability to find appropriate sources of information, evaluate that information, and integrate that information into a final product.
 - d) the use of statistical methods and other techniques of mathematics to analyze and solve problems.

Critical Thinking across the Liberal Arts

2. Students will demonstrate foundational knowledge of the important ideas and methods of different ways of knowing as follows:
 - a) in the humanities students will analyze and interpret existing works of literature and the arts.
 - b) in the sciences students will engage in the scientific method, laboratory study, appropriate technology, and mathematics to investigate, evaluate, and apply scientific concepts and theories.
 - c) in social sciences students will develop the necessary tools of critical thinking, inquiry, and diplomacy to participate effectively in our democracy and the increasingly complex global society.

Connections and Exploration

3. Students will connect important ideas and methods of inquiry from different disciplines as a means of becoming holistic and responsible citizens in a diverse and technologically complex, global community. Students will:
 - a) demonstrate civic and social responsibility.
 - b) grow in their engagement with peoples of diverse histories and communities, both inside and outside the United States.

- c) build the foundation for a lifelong process of understanding, developing, and monitoring healthy lifestyle behaviors in all dimensions of wellness, including physical, social, emotional, intellectual, spiritual, and environmental wellness.
- d) gain personal enrichment by developing new interests that can be enjoyed throughout a lifetime.

C. Perspectives (N.B. From MU Governance Manual)

Perspectives is an advanced studies component of GENERAL EDUCATION. A major function of these courses is to apply analytical and critical thinking abilities in resolving major social, cultural, scientific/technological, and/or aesthetic problems. They are interdisciplinary and/or multi-cultural in content and require a high level of educational maturity, knowledge, and thinking.

Perspectives courses nurture and extend the basic communications skills developed in the Fundamentals component. These courses integrate the knowledge acquired throughout the baccalaureate experience, and demonstrate how different areas of knowledge in the Liberal Arts core relate and might be used in complementary ways. At the same time, Perspectives courses encourage undergraduate students to make independent and responsible value judgements and decisions.

Perspectives Course Criteria

Each Perspectives course:

- A. Must be 3 s.h. at the 300 level or above.
- B. Must have meaningful writing and oral communication components but may not carry a "W" label.
- C. Must be interdisciplinary and/or multicultural in content.
- D. Requires the students to identify, critically analyze, and resolve complex problems (social, cultural, scientific/technological, and/or aesthetic) that require the application of knowledge from two or more academic disciplines and/or cultures.
- E. May not have a narrow technical, professional, or career orientation.
- F. Must enable quality interaction.
- G. As indicated above, all perspectives courses must demonstrate that they are either interdisciplinary or multi-cultural in content.
- H. If a course is proposed as interdisciplinary, the course proposal must demonstrate that the course integrates knowledge from two or more different academic disciplines.
- I. If a course is proposed as multi-cultural, the course proposal must demonstrate that a major objective of the course is to provide students with an understanding of two or more different cultures.

(N.B. Items J & K refer to course approval processes and are omitted here.)

- L. No Perspectives course may have more than two prerequisites from a single department.
- M. No Perspectives course may be counted in the Liberal Arts Core.
- N. Additionally, no Perspectives course may be required by the major and also count as a GENERAL EDUCATION Perspectives course.

- O. Perspectives courses must be designed so as to be accessible to non-majors as well as majors. Appropriately prepared students from outside the major must be capable of benefiting from the course on an equal basis with students from within the major.

(N.B. From March 6, 2007 *Proposal for Revised General Education Curriculum*)

5. Institute stronger guidelines for Writing Intensive (W) courses including a “revised prose” component. Class size limits for W courses should be reset to 25.

This recommendation re-affirms the faculty’s commitment to writing-across-the-curriculum which has been eroded from its original design with increases to class size and the resulting lowering of expectations for writing and revising. The original 1988 guidelines have been updated and made slightly more flexible while maintaining the original spirit of revised prose and the centrality of the writing process to teaching and learning.

Proposed Revised Guidelines:

- 1) Students practice forms of writing typical of the field. Writing assignments are designed to develop their content knowledge and enhance their communication skills.
- 2) Students are required to submit at least 2500 words of graded analytical/persuasive writing (about 10 standard double-spaced pages). Some examples of how this requirement might be met include:
 - (A) a research paper in which the student is required to define a problem, select, organize, and synthesize information around a stated thesis.
 - (B) short analytical essays that explore a topic with reasoned evidence and informed opinion.
 - (C) position papers prepared by students that address pros and cons of controversial topics.
 - (D) microthemes that ask the student to find academic sources, organize ideas, develop a thesis and show evidence, but condense the final paper to a single page or two.
- 3) Because W courses assume that writing is a process, students will be given opportunities to develop and revise papers through more than one draft. Assignments will be structured and sequenced in ways that help students improve their writing through practice and revision. Instructors’ feedback on students’ writing will contribute to effective revision and encourage students to develop effective self-assessment.
- 4) Writing intensive courses work best when they include a combination of informal and formal writing experiences for students. In addition to the 2500 words of revised graded analytical/persuasive writing, instructors are encouraged to assign expressive, reflective and/or observational writing tasks. The purpose of these assignments is to bring out the student’s perceptions informally, and to increase writing practice.

Rationale:

- Provides clear purpose, intentional alignment and coherence to the General Education program.
- Restored rigor of writing and revision will add to students’ intellectual experience.

(N.B. From March 6, 2007 Proposal for Revised General Education Curriculum)

6. Add a Cultural Diversity and Community (D) requirement such that students will be required to take one approved D course as part of their major, minor, or General Education requirements.

To satisfy the Gen Ed Cultural Diversity and Community (D) requirement, all students must successfully complete one approved 3-credit course meeting the D criteria. This course may also count for credit in a student's major or minor program or may satisfy another Gen Ed requirement.

Cultural diversity refers to the differences among people in terms of beliefs, customs, values, politics, and experiences. In essence, culture is a worldview; it is both learned and evolved. The following factors are seen as underlying these differences: Race and ethnicity, gender, geography, language, sexual orientation, education, economics, age, nationality, religious affiliation, occupation and/or physical ability among others.

Specifically, a D course:

- a) involves 3 semester hours at the 100-level or above.
- b) is intercultural and/or cross-cultural, with culture being a worldview that reflects beliefs, customs, values, politics, and experiences as shaped by race and ethnicity, gender, geography, language, sexual orientation, education, economics, age, nationality, religious affiliation, occupation, and/or physical ability among other factors.
- c) examines historical and environmental factors that underlie cultural differences.
- d) examines the potential global, regional, or local socio-economic factors that underlie cultural differences.
- e) helps students to identify, critically analyze, and apply scholarship and experience related to cultural diversity.
- f) provides academic structure in support of students' positive engagement with peoples of diverse histories and communities.
- g) challenges students to evaluate their own personal worldview.
- h) has a meaningful written and oral component.
- i) may also count as part of any additional requirement (major, minor, or Gen Ed) of the Baccalaureate degree.

Rationale:

- Aligns general education curriculum with University mission to foster in students an appreciation for cultural diversity.
- Professional scientific literature supports the value of a structured educational approach rather than simply an experiential approach to exposing students to cultural diversity.
- Students with improved abilities to understand and engage different cultures are more likely to succeed as positive citizens in the increasingly complex local and regional multicultural environment beyond Millersville University.
- Association of American Colleges and Universities in 2000 reported that 62% of all colleges and universities either already had some form of a diversity course requirement or were in the process of developing one.

FACULTY EMERITUS

Date: September 6, 2007
To: MU Faculty Senate
From: MU Department of Biology
RE: Faculty Emeritus Resolution Conferring Faculty Emeritus Status upon **Dr. David R. Dobbins**

The Department of Biology unanimously approved the following resolution on September 6, 2007 and now recommends its passage by the Faculty Senate:

RESOLUTION CONFERRING FACULTY EMERITUS STATUS UPON DR. DAVID R. DOBBINS

WHEREAS Dr. David R. Dobbins served as a faculty member of the Biology Department of Millersville University since 1977, a total of 30 years; and

WHEREAS Professor Dobbins was a devoted and committed teacher, who was able to convey to his students his enthusiasm for biology in general and botany, in particular, who taught a wide range of courses covering General Biology, Concepts of Botany, Horticultural Science, Problem Solving in Botany, Developmental Plant Anatomy, Plant Morphogenesis, Educational Workshops for teachers and the UNIV 101 seminar; and

WHEREAS Professor Dobbins served as the advisor to the Botany Club and its descendant the Biology Club since 1980, and

WHEREAS Dr. Dobbins encouraged his students to participate in research so that they could experience the thrill and challenge of scientific pursuits and served as the thesis advisor to 15 Biology Honors students and 2 Masters Degree students and was awarded 26 grants for research and the support of his independent study students; and

WHEREAS Dr. Dobbins has authored numerous scientific papers, articles and book chapters and is considered an internationally respected expert in lianas; and

WHEREAS Dr. Dobbins is currently an Associate Editor of the Journal of the Torrey Botanical Society, a botanical journal that has been published since the late 1880s, and has been a member of several professional organizations, including the Botanical Society of America, the American Society of Plant Biologists, the Society for Developmental Biology, Sigma Xi, the International Association of Wood Anatomists, the International Parasitic Weed Society, the Pennsylvania

- Academy of Sciences, and the Commonwealth of Pennsylvania University Biologists (CPUB), and
- WHEREAS Professor Dobbins enthusiastically supported his many students, from non-science majors to Biology majors, and taught them to employ an inventive approach to scientific inquiry and to apply critical thinking in all areas of their lives and work; and
- WHEREAS Dr. Dobbins obtained and lovingly and meticulously maintained two electron microscopes for the Science Departments as part of his direction of the Electron Microscope and Histology suite; and
- WHEREAS Professor Dobbins was a highly respected and venerated colleague, who was willing to take on many demanding responsibilities in his department, such as Department Assistant Chairor and member or Chairor of committees, such as the Evaluation Committee, the director of the Glass Laboratories and the photography darkroom facilities, the APSCUF representative for Biology, the CPUB Director for 19 years and past President of CPUB, and, along with Professor James Parks, the design of the Botany Option and its shepherding through the approval process, and
- WHEREAS Professor Dobbins has served on many University-wide committees, such as the Tenure and Promotion Committee, five University-level search committees, the Grievance Committee, Faculty Senate, the University Development Committee for the Sciences and Mathematics, the Campus Landscape Committee, the Sabbatical Leave Committee, the Exploratory Committee for Undecided Students (and advisor to undeclared students), the Faculty/Athletic Liaison Committee and now plans to be a Volunteer-in-Service to continue his contributions to the University community; and
- WHEREAS Dr. Dobbins could always be counted on to make important contributions to discussions of serious or contentious department and university issues, always sprinkling his opinions with humor, rationality, and above all his ardent concern for betterment of the University and his department; and
- WHEREAS Professor Dobbins, along with Doug Herr, designed and planted the Roddy Courtyard which contains three distinct habitats, including the Katherine Albright wetlands, rock garden, and native plants grass area, along with a bog and a pond with a waterfall that hosts species of plants and animals native to Pennsylvania, thus demonstrating his strong commitment to improving the beauty of our campus; and
- WHEREAS Professor Dobbins demonstrated his dedication to the greater community and environment as a member of the Organizing Committee and a 17-year member of the Steering Committee for the Native Plants in the Landscape Conference held annually at Millersville, a conference which not only has greatly enhanced the reputation of the University and his department, but has contributed significantly

to the conservation and preservation of native species and biological communities in our region; and

WHEREAS Dr. Dobbins, along with his wife Linda, served as a gracious and amiable host for department job candidates, biology department picnics and other events, and

WHEREAS Professor Dobbins was a frequent participant in numerous activities that enhanced our cultural community, including his leadership and performances in productions of the Lancaster Opera Workshop, which often led him to alter his appearance dramatically by such methods as shaving his mustache to portray a choirboy and bleaching his hair, and

WHEREAS Dave will be sorely missed by all of his colleagues at Millersville as he spends more time in various leisure and professional pursuits; 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. David R. Dobbins be granted the honorary title of Professor of Biology Emeritus.