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MINUTES

FACULTY SENATE MEETING

7 FEBRUARY 1995

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Chairperson D. Eidam called the meeting to order at 4:05 p.m. in Chryst Hall, Room 210. All departmental senators attended except Educational Foundations and Industry and Technology. C. Coveleski, J. Haugh and E. Kobeski attended for the Student Senate while J. Hoffman attended for the Snapper.

Minutes

Senate approved the 6 December 1994 meeting minutes with the following changes: on page 3689, Faculty Emeritus, change "...Professor Hazel Jackson for Professor of English..." to "...Assistant Professor..." On the same page under International Selection Committee, change "...Strathclyde University exchange program and selected professor..." to "...exchange program and made recommendations. The administration selected..."

Reports

Chairperson's Report

Chairperson D. Eidam said that he could not explain the fewer refreshments for the senate meeting today. He will check with food services. R. Frerichs is no longer a senator; presently noone belongs to the Administrative Faculty department. Eidam said that Senate could arrange the chairs in the room since there are no classes before or after senate meetings this semester. He asked for seating arrangements from senators.

Eidam reminded senators of his previously distributed report for today's meeting (See Attachment A). Today's agenda omitted announcing two committee chairperson elections--the University Honors Program and International Studies Curriculum Committees--called for in the 11/15/94 minutes. He asked for unanimous consent to hold those elections today; senate consented.

Student Senate

Student senate president, J. Haugh, greeted senators and said student senate would be busy this semester. It is considering sponsoring an advisor appreciation breakfast sometime this semester. It

is also considering compensation for student leaders. Student senators will leave today's senate meeting early to attend the student senate's student leadership program, a new program that Dr. E. Thomson is helping to develop. Student senate is also wroking on a community service program. Student senator C. Coveleski will be in charge of student organization allocations this semester. Haugh stressed that MU needs more perspective courses; he said some students may not graduate on time because of not meeting the perspective requirement.

Administrative Officers

President

President J. Caputo said MU began the new year with a new Adults in Continuing Education (ACE) program. MU has approximately 200 students in the program, about 80% of whom are new. Caputo is optimistic that the new program will be a success. The program's purpose is to provide d3egree programs to students who can not attend during regular hours. Caputo said MU is enrolling about 7400 students this semester off more than 500 students from our peak highs just a few years ago. He said some of the enrollment drop was intentional and some was not.

Caputo said MU was at peak levels for faculty complement. There are more teaching faculty and fewer students. Some departments have a disproportionate number of students and others do not. MU has "unfrozen" some faculty positions and made a budgetary commitment to bring the faculty up to full complement. The number of applicants to MU is high but the "yield" of students who attend MU is softening. There are fewer out of state students coming to Pennsylvania and there is more competition for in-state students.

Caputo mentioned some changes in Harrisburg Area Community College. He said that HACC and MU have a better working relationship than they have ever had in the past. An effort to create a Lancaster Area Community College is dissipating. We will not likely have a permanent community college in Lancaster. The will and financial structure are not there. HACC will retain a branch in lancaster. The branch is changing sites to specialize in technology; it will offer fewer of the kinds of courses that MU does. There will be less duplication and more complementation of MU's course offerings. Caputo said that MU would cooperate with HACC as much as possible. He said that Lancaster would be better off because of the greater diversity of course offerings.

Caputo said the Capital Campaign has raised $9 million. He would like to raise $1.5 million additionally in the next four to five months to meet campaign timelines.

Vice-President for Academic Affairs

Provost F. McNairy shared an organizational chart of the division of academic affairs with senate (see Attachment B). She reported on what she has tried to do in the division of academic affairs since 1 August 1994. She said that upon arriving at MU she had asked for a briefing paper from each administrator reporting to the provost. She asked the administrators to identify what the critical issues were. What issues should they be addressing that have implications for the University? the first priority was to return frozen faculty slots to departments. MU was successful in getting three slots unfrozen.

The second area that was a major concern was noninstructional support for departments. when the provost arrived she was surprised to learn that some academic departments were sharing secretarial services. If the provost's office demands more of the faculty, then the faculty needs more support services to address that demand. After examining the budget, the provost noted there has been a surplus in the student wage budget. She was also concerned that some work now done by student helpers should best be done by professional clerical services. MU converted surplus student wage dollars to provide more professional clerical services to departments. Out of 34 departments today all but three have full time clerical support services. MU is trying to get the faculty an infrastructure in the departments.

MU has had an acting assistant provost for three years who has been responsible for many support programs. The organizational chart (see Attachment B) describes the duties of the associate provosts. It does not add new complement to the provost's office. The current position of associate vice-president for academic affairs is retitled to be the associate provost for academic administration. J. Stager holds the position. His responsibility will include supervision of institutional research, academic computing, the registrar's office, and a direct relationship to outcomes assessment. His duties are described in detail in Attachment B. MU needs to have institutional data and analysis and an enrollment management plan.

The other position is currently entitled the assistant provost. The position will be retitled as Associate Provost for Academic Programs and Services. The responsibilities include honors, advisement, PACE, Lancaster Partnership, etc. The associate provost will supervise and coordinate those areas. His/Her main responsibility will be development and coordination of a holistic enrollment management program. A holistic enrollment management program looks not only at who to bring in but how to enhance their retention. When students graduate, MU would like them to have had a more positive experience. MU will conduct a search for a permanent individual for this position. MU wants to make more sense out of what it does in the academic affairs division.

Vice-President for Student Affairs

Vice President for Student Affairs G. Reighard also is reorganizing the student affairs division and distributed an organization chart (see Attachment C). Reighard said this is his 25th year of attending senate meetings. Some staff changes and a recent retirement have encouraged the student affairs office to consider where the future will take MU. The student affairs office has not had

much turnover over the years. In the next four to five years there will be over 60 percent turnover. Reighard said he intends to retire in about two years.

To build closer bridges between academic and student affairs, student affairs has restructured. Student affairs is making a major thrust in a student development. One goal is to get faculty to help students in the students' out of classroom experiences. There are no new complement positions in the new organizational chart. The President's PAC approved the organizational chart last Tuesday.

The Associate V.P.S.A. for Student Development position will require a hands on student development manager. That person will work directly with MU's students. A consultant will help train the staff on diversity and inclusion. The goal is to get students to accept other studnets from other backgrounds who are different than themselves. MU will conduct a national search for a suitable person.

Reighard said that E. Thomson is currently heading the area of student development. thomson will move over and take charge of the Student Support Services areas. His areas of responsibilities provide direct services to MU's students. Career Planning and Placement is moving from academic to student affairs. In addition to the two Associate VPs, the Women's Center, Men's Athletics, Women's Athletics, and the Campus Police will report to the Vice President for Student Affairs.

Committee Reports

University Course and Program Review Committee

In the absence of committee chairperson C. McLeod, G. Burkhardt substituted for McLeod and introduced four courses under the three meeting rule:

NURS360: Transcultural Nursing Care, a new three credit hour course to be first offered in the Fall of 1995 if approved.

BIOL446: Ecosystems, a new three credit hour Writing course to be first offered in the Spring of 1996 if approved.

JAPN201: Intermediate Japanese I, a new three credit hour General Education and CQ course to be first offered in the Fall of 1995 if approved.

JAPN202: Intermediate Japanese II, a new three credit hour General Education and CQ course to be first offered in the Fall of 1995 if approved.

Under the one meeting rule, Burkhardt introduced the following courses:

ELED371: Teaching Gifted and Able Students, an existing three credit hour non-General Education Course adding a Writing (W) label in the Spring of 1995 if approved.

EDUC430: Teaching Reading Through Writing, an existing three credit hour non-General Education Course adding a Writing (W) label in the Spring of 1995 if approved.

PSCI231:"Classics in Political Theory," an existing three credit hour Liberal Arts Core Course requesting General Education designation retroactive to the Fall of 1994 if approved.

BUAD455: Strategic Management, an existing three credit hour non General Education course adding a Writing (W) label retroactive to the Fall of 1994 if approved.

In the absence of Graduate Course and Program Review Committee chairman F. Erickson, Burkhardt asked that senate place one item on the agenda for the 21 February, 1995 meeting: an M.Ed. Program: Principals' Certificate, a 39 credit hour program to be first offered in the Summer of 1996 if approved.

Academic Policies Committee

Academic Policies committee chairperson B. Nakhai said the committee is discussing two items. First it is reconsidering the academic honesty and dishonesty brochure that the committee developed last year. the brochure was returned to the committee for some clarifications and inconsistency problems. The committee has appointed a subcommittee of four people to propose changes not only to the brochure but also possibly to the policy itself as stated in the governance manual.

Secondly, credit for life experience is now back on the committee's agenda. The committee discussed the issue last year but decided not to recommend any policy to senate at that time. the committee did not develop a new process to grant credit for life experiences. Students can take proficiency exams and skip certain required courses if they pass the exams. In view of the ACE program, the committee feels MU needs a systematic method of granting credit for life experiences.

Outcomes Assessment Committee

Outcomes Assessment Committee chairperson E. Ottinger said meetings have been scheduled for the semester.

Academic Standards Committee

Academic Standards Committee chairman J. Piperberg submitted a report of recent committee meetings (see Attachment D). The committee met on January 18 and 19, 1995, to consider appeals

for dismissals. The committee sent a letter with committee recommendations to faculty advisors of students who appealed their dismissal.

General Education Review Committee

General Education Review committee chairman R. Wismer said he was sick and did not attend the last meeting. No other person could report on the meeting.

Academic Computing Advisory Committee

Senate representative to the Academic Computing Advisory Committee, R. Clark, submitted a report (see Attachment E). Clark said that the "virus" that he announced at the 6 December 1994 senate meeting was a hoax; he apologized to senate for any inconvenience. Clark asked for the input of all the faculty on computer issues; phone or email him.

University Honors Program Committee

Chairperson S. Luek reported on the committee's most recent meeting. In 1986 after it was established as a senate committee, the committee made a policy decision that the students in the university honors program would be required to write a senior thesis. The committee decided honors committee members would serve on the individual student senior thesis committees. At that time there were relatively few students who completed the program. Today the situation is considerably different. Many more students are completing the program. the committee members are "spread thinly."

At its last meeting, the committee passed a motion to allow past committee members to serve on student thesis committees. the honors committee is compiling a list of current faculty members who are eligible to serve on the student committees. The motion needs to go no further than the honors committee.

Also at the last meeting, the committee approved three courses as permanent honors offerings: History 279, Honors Women in American History, an experimental course whose number will change when it becomes a permanent course, English 429, Seminar in Selected American Authors, and Political Science 355, American Foreign Policy.

The committee is currently in the process of selecting two students from MU for the 1995 SSHE summer honors program. Last year the committee received many applications because the program was held at Oxford University in Great Britain. This year the program is in Moscow. The

committee will select the two students soon.

University Theme Committee

University Theme Committee chairperson J. Piperberg said that the committee had received two proposed themes for the 1997-1998 academic year. More are certainly welcome. the committee would like proposals by the deadline of Wednesday, 15 February, 1995.

Piperberg said the theme for this semester is underway. There were three events last week. Last Friday evening there was a demonstration of virtual reality in the SMAC. Many students had the opportunity to experience it although many had to wait in long lines. Future events include tonight's on the future of nuclear energy including nuclear fusion in Myers Auditorium at 8 pm. It is the first part of a three part series. On the evening of the 21st of February the second of that series will cover another area of technology, superconductivity. On March 14 at 8 pm in Myers Auditorium there will be a talk on low level nuclear wastes. On Thursday February 16 at 8 pm in the SMAC, the next big speaker, Timothy Ferris from Berkeley, the winner of a Pulitzer prize and author of many books, will speak on "Virtual Reality: the New Computer Revolution."

Proposed Courses

Under the three meeting rule, senate approved one course:

ENGL337: Women Writers in the Middle Ages, a new three credit hour perspectives course to be first offered in the summer of 1995.

Business

Elections

Chairperson D. Eidam yielded the chair to the vice-chairperson, S. Luek. Luek called for nominations for senate chairperson for the 1995-1996 academic year. Senator J. Lynch nominated D. Eidam. With no other nominations, senate elected Eidam by acclamation. Eidam then resumed the chairmanship.

Eidam called for nominations for senate vice-chairperson for the 1995-1996 academic year. Acting senator G. Burkhardt nominated J. Piperberg. With no other nominations, senate elected Piperberg by acclamation.

Eidam called for nominations for secretary of senate for the 1995-1996 academic year. Acting senator G. Burkhardt nominated J. Piperberg. With no other nominations, senate elected Piperberg by acclamation.

Eidam called for nominations for secretary of senate for the 1995-1996 academic year. Senator J. Piperberg nominated M. Margolis. With no other nominations, senate elected Margolis by acclamation.

Eidam called for nominations for a School of Social Science replacement representative to the Academic Policies Committee to fill a term than ends August 1995. The nominee can not come from the Sociology/Anthropology department since S. Casselberry serves on the committee. Hearing no nominations, Eidam returned the election to the agenda of the next senate meeting.

Eidam called for nominations for the chairperson of the University Honors Program Committee. The three year term begins in the Fall of 1995 and the chairperson must be a senator. Senator R. Clark nominated M. Warmkessel. With no other nominations, senate elected Warmkessel by acclamation.

Eidam called for nominations for the chairperson of International Studies Curriculum Committee. The three year term begins in the Fall of 1995. Acting senator G. Burkhardt nominated A. Borger-Reese. With no other nominations, senate elected Borger-Reese by acclamation.

Motion Concerning Completion of the Major

Senate resumed debate on the Admission to-, Retention-in, and Completion of the Major policy proposal (see pages 3697-98 of the 6 December 1994 minutes for the restatements of the amended versions of the Retention in- and Completion of the Major proposals and Attachment A, page 3, of the 21 April 1994 Agenda for the Admission to the Major proposal). A B. Nakhai/R. Fulmer motion to limit discussion on the first motion (Admission to the Major) to ten minutes passed. Since senate vice-chairperson S. Luek and chairperson D. Eidam wished to speak to the motions, sentor B. Nakhai volunteered to preside remporarily.

Senator D. Eidam spoke to the Admission to the Major motion and noted that senate twice postponed action on it during senate meetings in 1994 (see page 3664 of the 1 November 1994 minutes). Senate had not acted upon a D. Eidam/R. Clark motion to amend the first paragraph of the motion so that it reads "...multiple *objective* selection criteria..." After considering the amendment over the past three months, Eidam urged that senators defeat the Eidam/Clark amendment. Senator S. Luek also urged defeat of the amendment. The amendment failed.

Senate returned to the original Admission to the Major motion. D. Hutchens/R. Wismer moved to amend it by removing the sentence "Admission to the major must be based on multiple selection criteria" from the first motion (see page 3 of the 21 April 1994 Agenda). After considerable discussion of the motion to amend, senate reached the 10 minute limit for discussion of the first motion. Senate automatically postponed action on the amendment and returned the first motion to the agenda for the next senate meeting.

Senate began debate on the second motion, the Retention in the Major motion as amended and as stated on page 3697 of the 6 December 1994 minutes. Chairman D. Eidam replaced acting chairman B. Nakhai. A B. Nakhai/R. Clark motion to limit discussion to ten minutes passed. D. Hutchens/M. Margolis moved to remove the fifth paragraph from the motion (the paragraph beginning "Departments should review..."). After considerable discussion, senate passed the amendment to the motion.

Senate returned to the main motion as amended. However, it reached the end of the ten minute time limit for discussion of the motion. A S. Luek/J. Piperberg motion to extend discussion for another five minutes passed. B. Nakhai/R. Wismer moved to amend by changing the second paragraph of the motion as follows: In the first sentence change the word "...new..." to "...additional..." and delete the last two sentences of the paragraph. After considerable discussion, the motion to amend failed.

Senate returned to the main motion as amended. D. Hutchens/B. Nakhai moved to amend by removing the sixth paragraph (beginning "A student who has met...") from the motion. After considerable discussion, time expired. Senate returned the amendment to the agenda for the next meeting.

General Education Review Committee Proposal

Senate returned this item to the next meeting's agenda. The General Education Review Committee is proposing that CQ courses be separated into C and Q courses (see Attachment D of the 1 November 1994 minutes).

Proposal for an International Business Certificate Program and Revisions to the BS Secondary Education Social Studies Major

Senate returned this item to the next meeting's agenda. Senate will consider a proposal for an International Business Certificate Program to be first offered in Fall 1994 if approved and revisions to the B.S. Secondary Education Social Studies major to be first offered Fall 1995 if approved. See Dr. B. Nakhai for the business proposal and Drs. C. Geiger/H. Fischer for the social studies

proposal.

Senate adjourned at 5:45 p.m. The next meeting will be Tuesday, 21 February, 1995, from 4:05-5:45 p.m. in Chryst 210.

Respectfully submitted,

Marvin Margolis, Secretary
Faculty Senate

Action Summary

7 February 1995

1. Course Approvals

   Senate approved one course:

   ENGL337: Women Writers in the Middle Ages, a new three credit hour perspectives course to be first offered in the summer of 1995.

2. Elections

   Senate elected D. Eidam as chairperson for the 1995-1996 year, J. Piperberg as vice-chairperson for the 1995-1996 year, and M. Margolis as Secretary for the 1995-1996 year. It also elected M. Warmkessel for a three year term beginning in the Fall of 1995 as chairperson of University Honors Program Committee. Finally, it elected A. Borger-Reese for a three year term beginning in the Fall of 1995 as chairperson of the International Studies Selection Committee

3. Motion Concerning Retention in the Major Policy

   Senate amended the Retention-in-the-Major Policy motion by removing the fifth paragraph from the motion (the paragraph beginning "Departments should review..."

Faculty Senate Minutes

7 February 1995

DATE: 1/18/95

TO: Faculty Senate

FROM: Don Eidam

RE: **Report for 2/7/95 meeting**

(1) ADMISSION-TO-THE-MAJOR

On 11/1/94 you directed me by motion to provide a written report answering certain questions regarding "Admiision to the Major" administrative policies by 2/795, on which date this matter was to be returned to our agenda. This item constitutes that report.

The background for this information was obtained in conversations with the President, the Provost (particularly), and others, as well as from a Deans' Council meeting and as a byproduct of a now-dissolved ad hoc task force on which I served. Although some of the information is second-hand, I take sole responsibility for its accuracy.

How and by what official(s) are caps determined?

Until now caps for different majors and programs have been established by a variety of means, with no uniform algorithm for obtaining approval for capping. There is a consensus that the University needs to have a clear and consistent procedure for gaining approval for and removing capped status, one which will enable the Offices of Admissions and Academic Advisement as well as the rest of the academic community to be informed.

Effective immediately, only the Provost will authorize the Admissions Office regarding capping or removing caps for any programs. An administrative policy will be initiated during the Spring 1995 semester, the need to distinguish between "admission" to MU and "acceptance" into programs will be clarified in this procedure.

What programs are currently capped?

According to the Provost, as of this date the following are capped: Elementary Education major, Biology major, Psychology major and minor, and Criminal Justice option in Sociology major.

Are admissions into majors for new students currently limited, and, if so, how?
In general there is no target number for the desirable number of majors. That is, there exist neither capacity maxima nor ranges for enrollments in a major. Hence if a major is not capped, all students who meet regular admission requirements are admitted into that major, if they so desire, without limit. Thus it is possible that M new students could be admitted to a major previously at N which has a desirable upper limit less than M + N. As a part of the Academic Master Plan and in preparation for the 21st century, the University will determine 'desirable numbers of majors' for given departmental resources.

With respect to capped majors, in cooperation with Departments and School Deans the Office of Admissions has limited the number of new admits by either an absolute numerical maximum or by minimal GPA/SAT numbers recommended by the department.

May internal admissions (admissions from UND and from other majors) into uncapped majors be limited in any way other than the approved criteria?
No.

Enrollment in entry courses in some majors are precisely constrained by physical resources (e.g., by the number of lab stations or computer stations). Admission to many majors impacts on resources outside the major department (e.g., Sec Ed admissions impact on EDFN courses, BIOL admissions impact on MATH courses, graduate/certification admissions impact on certain undergraduate courses). There is no process which addresses these impacts, but there is a consensus of those to whom I spoke that these impacts need to be analyzed. As a result of meetings between the Provost and the Faculty Senate chairperson, the Deans' Council has initiated discussion on how to administratively resolve this issue as well.

What does "Permission of department chair" mean? Based on what criteria? May a student be denied admission on the basis of, say, a "low" QPA?
Since there are currently neither University policies nor guidelines for the implementation of this requirement, each deparmtent chairperson or her/his designee interprets the "Permission" statement on an individual basis, with no uniformity. Hence there are multiple definitions of this phrase. If space is available in a program, the chair's approval signifies official acceptance into the program.

Some examples of current interpretations follow. In Psychology, if space is not available, the chair uses established written qualitative criteria to determine which students to accept when requests exceed available space. In Elementary Education, the chair may interview students to determine the extent of the student's potential for success in the major based upon academic preparation, and inform the student that

should she/he be admitted into the capped program, the student is obligated to strive for success. While in practice the "Permission..." phrase has taken on multiple definitions, ultimately the administration expects chairs to base their decisions on approved criteria.

Although this phrase appears on every blue sheet, I can find no reference to it in Senate minutes or in the *Governance Manual*. It was evidently added to the Admission-to-the-Major criteria at the time of administrative implementation of the general policy, most probably for informational/departmental accounting reasons, and presumably could be altered or deleted administratively. An alternative that was suggested is "*Signature* of department chair."

If there is additional info you think I might be able to provide before our next meeting, please get in touch: email=deidam@mu3, home=293-9888, office=3004; as always, please feel free to call me at home evenings and weekends--we do*not* have call-waiting!

(2) MIDDLE STATES PERIODIC REVIEW REPORT ("PRR")
At its 1/17/95 meeting, SPARC discussed and edited the current draft of this report, primarily written by Mrs. Suskie with input from a number of ad hoc subgroups. Its purpose is to update Middle States "on what has happened at Millersville during the past five years since the Self-Study, what our current situation is, and what our plans are for the coming five years".

APSCUF-MU President Sheridan and I recommended that, rather than distributing a copy of the (ca.) 150-page draft to each member of Rep. Council and Senate and each department chair, two copies be sent to each department, one for the chair and one for circulation. In addition, copies will be on reserve in Ganser by 2/10/95. "Hearings" will be held to solicit recommendations for changes, one will be scheduled immediately before a Senate meeting.

(3) COMMITTEE CHAIRPERSONSHIP ELECTIONS
As our minutes indicate, on 11/15/95 I announced that elections needed to be conducted on 2/7/95 for chairpersonships of the Unviersity Honors Program and International Studies Curriculum Committees. Both are three-year terms beginning fall '95; only the first position must be filled by a Senator.

The published agenda for 2/7/95 omitted this announcement. We will decide at the beginning of our meeting whether to conduct these elections as scheduled or defer until 2/21/95.

(4) ARTICULATION
I now have the second (and more nearly complete) draft of the Course Articulation

Matrix for the eastern half of the state. Senators who want submatrices for particular disciplines may contact me.

cc: President
Provost
Deans' Council

Faculty Senate Minutes

7 February 1995

Organizational Chart

ASSOCIATE PROVOST FOR ACADEMIC PROGRAMS AND SERVICES
Job Description
February 1995

1. Supervise directly and provide direction and leadership for academic programs--specifically Act 101, Honors, Lancaster Partnership, PACE, Upward Bound, and Cooperative Education. Oversee and coordinate planning, budget, and program operation of each as well as evaluate the directors of each program.

2. Maintain communication with the Dean of Education with regard to the relationships that have been established and must be enhanced among the School of Education, the Lancaster School District, and the Lancaster Partnership Program.

3. Provide direction and leadership for academic support services, specifically Academic Advising and Tutoring.

4. Develop and coordinate a holistic enrollment management plan that focuses on recruitment, retention, and graduation, which includes all student groups (including freshmen, transfer students, graduate students, traditional and non-traditional populations), and is particularly sensitive to ethnicity, race and gender.

5. Enhance the coordination of academic programmatic and administrative services that impact retention.

6. Manage the fiscal resources of the areas/functions reporting to the position and ensure that all units are fiscally responsible.

7. Serve as the Provost's representative on two key Faculty Senate Committees (Undergraduate Course and Program Review Committee and the General Education Committee).

8. Supervise completion of five-year program reviews.

9. Mediate disputes between faculty, staff, and/or students in areas/functions reporting to the position when such disputes cannot be resolved at lower levels.

10. Perform as a member of the Academic Affairs administrative team through serving on the Deans' Council, rendering counsel to the Provost, and providing support for academic initiatives.

11. Review graduation waiver requests and render decision.

12. Promote the university's commitment to building an inclusive University and monitor affirmative action guidelines within the areas/functions reporting to the position.

13. Assume other duties and responsibilities as directed by the President and/or the Provost and Vice President for Academic Affairs.

14. Serve as Acting Provost in his or her absence, for example, at Faculty Senate, Council of Trustees meetings, and SSHE functions.

ASSOCIATE PROVST FOR ACADEMIC ADMINISTRATION
Job Description
February 1995

1. Direct the Office of Institutional Research

   --Collect data and complete external (federal, state, and local) and internal reports (Council of Trustees, PAC, Deans' Council, etc.).

--Collect data for and report student information (Admissions histories, SAT and high school rank, etc.; Enrollment histories, QPA, graduation, majors, student credit hour data for Common Cost Accounting, etc.).
--Provide program review information.
--Complete surveys (includes all external surveys, Peterson Guides, US News, Money magazine, NSF, etc.).
--Conduct statistical analysis (student evaluations; retentionl placement techniques in mathematics, chemistry, and English; etc.).

2. Coordinate a system of Management Information Services

--Oversee Degree Audit Reporting System (initial implementation, maintenance of existing code, creation of new code for new programs and requirements, training, etc.).
--Develop and coordinate a Faculty Load System (design faculty load system, produce Snyder Report, FTE data for Common Cost Accounting, overload, Independent Study, Individualized Instruction, etc.).
--Enhance the coordination of a Faculty Database (maintenance of faculty data on the University personnel system, SSHE release0time reports, temporary part-time faculty usage reports, etc.).
--Participate in activities related to Information Technology (MUNIC--network, Campus-Wide Information Systems, Office Automation Systems, etc.).

3. Oversee Academic Affairs' budgets (Adjunct/Overload, Contracted Maintenance and Repair, Individualized Study/Independent Study, Matching Grants, Student Hours, University Lectureship, and prepares materials for all Academic Affairs budgets for annual budget reviews).

4. Supervise directly and provide driection and leadership for the Registrar's Office and Academic Computing. Oversee and coordinate planning, budget, and program operation of each as well as evaluate the directors of each.

5. Provide administrative leadership and support for the University's outcomes assessment program and technology initiatives (including computing).

6. Serve as a member of the Administrative team for Meet and Discuss.

7. Perform as a member of the Academic Affairs administrative team through serving on the Deans' Council, rendering counsel to the Provost, and providing support for academic initiatives.

8. Handle student complaints.

9. Serve as the Provost's representative on two key Faculty Senate Committees (Outcomes Assessment and Academic Policies).

10. Coordinate Unviersity Undergraduate Catalog and Governance Document revisions.

11. Oversee student evaluation of faculty.

12. Assume other duties and responsibilities as directed by the President and/or the Provost and Vice President for Academic Affairs.

13. Serve as Acting Provost in his or her absence, for example, at Faculty Senate, Council of Trustees meetings, and SSHE functions.

Faculty Senate Minutes

7 February 1995

TO: Faculty Senate

FROM: Joel B. Piperberg
        Chairperson, Academic Standards Committee

Geraldine Benson (1996), Library
Darrell Davis (ex-officio), Director of Admissions
Cheryl Desmond (1995), Educational Foundations
Stuart Foreman (1995), English
Mariano Gonzalez (ex-officio), Registrar
Delray Schultz (1997), Mathematics
Irene Sigler (1997), Mathematics
Judith Wenrich (1997), Elementary & Early Childhood Education
Rachel Wywadis (ex-officio), Associate Registrar
Carolyn Yoder (1996), Chemistry

Student Senate Representatives to the ASC
Brenda Cook
Mike DiTommaso
Nicole Edwards
Brenda Stoker

Date: February 7, 1995

1. The Academic Standards Committee met on january 18 and January 19, 1995 to hear the appeals of those students dismissed at the end of the Fall 1994 semester. The following table summarizes the results for this semester:

Categories	Number (%)
1. Total number of dismissals	118
2. Total number of appeals	53 (45%)
3. Number of appeals granted	35 (66% of the total appeals)
4. Number of dismissals upheld	18 (34% of the total appeals)

Every student received verbal notification of the Committee's decision immediately following the hearing and a formal (written) notification approximately one week later from the Committee Chairperson. Students whose appeals were granted received recommendations appropriate to their needs (e.g., counseling, academic advisement, career planning, repetition of courses) in order to assist them in quickly reestablishing satisfactory academic standing. The number of appeals upheld this semester is comparable

to those granted during these meetings for the past five years.

Hearings for students appealing their dismissals for the Spring 1995 semester will be held in June, 1995. The specific dates will be determined at a later date.

Report of the
Academic Computing Advisory Committee
February 7, 1995

The Academic Computing Advisory Committee (ACAC) met twice during the Fall 1994 semester with Dr. James Stager as Chair. The following is a summary of topics discussed during the two meetings. The Committee plans to meet two to three times during the spring 1995 semester.

Computing Budget: A total of $159,000 was allocated for upgrades to the Ganser and Stayer Labs. This represents 75 percent of the budget request for those labs.

Networking Needs Assessment Survey: A survey of networking needs was conducted by Academic Computing Services. Of the 126 respondents, only 18% of faculty report having adequate microcomputers. Greater than 70% have home computers and desire access to the network. Survey results should be available through department chairs.

Networking Connectivity and related Issues: *Marauder,* a SUN Sparc 20 account server, is operational, and accouns are readily being generated for faculty and students. Traffic has been increasing steadily on the sixteen high-speed modems currently in operation. Text-based access to the Internet is available via Gopher and Lynx (a text-based WWW browser). Censorship issues were discussed. Usenet news can be obtained from East Stroudsburg University. An electronic mail freeware program *PINE,* has been tested and is easy to use. MUNIC (MU Network Implementation Committee; Dr. Russel DeSouza, Chair) hopes to have a campus-wide email solution proposed by January 1995. A major concern is how to accomplish uniformity across different platforms. Access points to the Internet on campus were discussed. Some exist and others proposed include the SMC, Gordinier, and possibly Ganser Library.

Development of MU Gopher and WWW Server: Information is already being posted to the campus network but there is a question as to who should be making decisions regarding this information. MUNIC is considering a broad-based committee to organize this information. The Computing Policy Council met in December in part to consider the coordination of campus information and quality control of this information.

Academic Computing - Administrative Structure: The structure of Academic Computing Services has been realigned to provide a range of support for microcomputers, local area networks (LANs) and multimedia by four members of the ACS staff, and support for wide area networks (WANs), UNIX, VMS, CMS, and associated software by two staff members. The Director of ACS will conduct a year-end evaluation of the realignment.

Connectivity of PA School Districts to SSHEnet: The Chancellor's Office is proceeding with plans to procide connectivity for K-12 schools to SSHEnet. Working with Bell Atlantic, the connectivity could be provided at a very reasonable cost. School representatives should contact the Chancellor's Office to request connectivity. The nearest SSHE university would provide assistance to the local school.

Development of a Vision for the 21st Century: Dean's Council has discussed the need for an evaluation of campus information technology and development of a vision for the 21st century. Some factors that will need to be considered are: the issues of upgrades to computers, campus-wide information systems, the fate of the mainframes, and policies and guidelines for information on the network. A task force is being recommended to develop plans for the future, and would consist of representatives from various committees currently charged with these decisions.

Respectfully submitted,

Richard D. Clark
Faculty Senate Representative to ACAC

Faculty Senate Minutes

1 November 1994

General Education Review--Proposal
Passed unanimously by GER on Tuesday 25 October 1994
Presented to Faculty Senate on 1 November 1994

Original wording: "At least four of the courses in the Liberal Arts Core must contain either a significant communications, mathematics or quantitative problem solving component in order to help develop critical and analytical thinking abilities." [Governance Manual, page 66, XI.F.3]

The designation "CQ" is used several times on page 65 [Governance Manual] in section XI. "Distinction between CQ and QARC Courses". The closest to a definition is "...CQ courses need only have a significant component of communication, mathematics, or quantitative problem solving."

"3. To develop critical and analytical thinking ability, communication skills, and mathematical and quantitative skills, at least four courses must have a significant communications or mathematics/quantitative problem solving component." [1994-96 Undergraduate Catalog, page 25, right-hand column]

Rationale:

1. To abide by the current definitions of courses in the Governance Manual [sections given in square brackets]. All types of courses currently are defined: [VI.] Perspectives; [IX.] Quantitative Analytical Reasoning Component (QARC); [XII.A] Significant Writing Component ("W" Courses); [XIL.B] Significant Mathematics/Quantitative Problem Solving Component; [XII.C] Significant Communication Component. But the category of "CQ" is not defined in the Governance Manual.

2. To make the General Education more understandable to present students, to prosepctive students and their parents, to faculty advisors, and to those outside the University. The two separate categories are easier to understand individually than combined. The current CQ "designation" also can be said to misrepresent the content of courses: there are few CQ courses that *combine* a communications component and a quantitative reasoning component.

3. To make future evaluation of the General Education Curriculum more logical. Evaluating whether a given course satisfies the "C" or "Q" requirement will be more straightforward than evaluating the hybrid. At present there also is no easy method of determining how many "C" or "Q" courses have been taken. If the curriculum cannot be evaluated it will be almost impossible to make rational suggestions for change.

4. To respond to the spring 1993 faculty survey, in which 69% of the respondents requested this division. This was the only survey question in which a substantial majority recommended a change from the status quo.

5. To respond to the recommendation of General Education consultant Dr. Michael Knight, "modify the current designations of types of courses to provide a more easily understood structure".

6. To make the task of this committee and others more straightforward. In attempting to suggest modifications, the committee members have repeatedly encountered aspects of the curriculum that are ambiguously defined.

7. To clarify the General Education curriculum. As it exists, the curriculum is the result of many compromises. It was not created to be easy to evaluate and has turned out to not be easy to understand. there is dissatisfaction with both the curriculum itself and what people perceive it to be. The committee feels that a better understanding of the curriculum will enable both faculty and studnets to use it to maximum advantage.

History: Those who were present during the development of the General Education Curriculum recall that four courses were proposed in each of three categories: "W", "C", and "Q". It was thought that such a twelve-course requirement would be too strenuous and was proposed that a student take four C or Q courses.

Implementation: The designations of newly-taken courses would be changed as soon as feasible, possibly when DARS is implemented. The General Education Curriculum sheet would be revised at its next printing by changing the current column heading from **"4CQ"** to **"4C or Q"**. The course designations in the Millersville University catalog would be changed at the catalog's next printing.

Course List: The following list, grouped by block then by department, is the Committee's best effort to determine whether each presently-approved CQ course is "C" or "Q". Senators are urged to check with their departments to ensure that these designations are correct and complete. Course title abbreviations are primarily from the "General Education

Curriculum Approved Course List", Office of Academic Advisement, March 1, 1994.

BLOCK G1

G1 C ART 100   Art in Culture

G1 C ART 133   Drawing

G1 C ART 141   Fundamentals of Studio Art

G1 C ART 142   Design I

G1 C ART 201   Hist & Aesthetics of Photo

G1 C ART 240   Calligraphy

G1 C ART 266   Fine Art Photo

G1 C ART 282   Sculpture I

G1 C ART 296   Clay I

G1 C ART 312   Survey of Art History

G1 C ART 313   Art in America

G1 C COMM 201 Theories in Communication

G1 C COMM 202 Listening

G1 C COMM 203 Oral Interpretation

G1 C COMM 220 Impact of Amer. Mass Media

G1 C COMM 251 Public Relations I

G1 C COMM 302 Composition & Delivery

G1 C ENGL 220   Intro to Language

G1 C ENGL 321   Transformational Grammar

G1 C FREN 201 Inter French I

G1 C FREN 202 Inter French II

G1 C FREN 351 Comp & Oral Expression I

G1 C FREN 352 Comp & Oral Expression II

G1 C GERM 201 Inter German I

G1 C GERM 202 Inter German II

G1 C Germ 351 Comp & Oral Expression I

G1 C Germ 352 Comp & Oral Expression II

G1 C LATN 202 Inter Latin II

G1 C MUSI 100 Music & Culture

G1 C MUSI 203 Language of Music II

G1 C MUSI 204 Intro to Electronic Music

G1 C MUSI 263 Popular Music

G1 Q PHIL 211 Intro to Logic

G1 Q PHIL 311 Computer Logic

G1 Q PHIL 312 Mathematical Logic

G1 C RUSS 201 Inter Russian I

G1 C RUSS 202 Inter Russian II

G1 C RUSS 351 Comp & Oral Expression I

G1 C RUSS 352 Comp & Oral Expression II

G1 C SPAN 201 Inter Spanish I

G1 C SPAN 202 Inter Spanish II

G1 C SPAN 351 Comp & Oral Expression I

G1 C SPAN 352 Comp & Oral Expression II

G1 C THEA 110 Intro Theatre Techniques

G1 C THEA 211 Acting

G1 C THEA 340 History of Theatre I

G1 C THEA 341 History of Theatre II

BLOCK G2

G2 Q BIOL 205 Heredity in Human Affairs

G2 Q BIOL 211 Concepts of Zoology

G2 Q BIOL 264 Frontiers Biomolecular Sci I

G2 Q BIOL 265 Frontiers Biomolecular Sci II

G2 Q CHEM 102 Science of Chemistry

G2 Q CHEM 103 Gen, Org, & Biochemistry I

G2 Q CHEM 104 Gen, Org, & Biochemistry II

G2 Q CHEM 105 Chemistry in Art

G2 Q CHEM 111 Introductory Chemistry I

G2 Q CHEM 112 Introductory Chemistry II

G2 Q CHEM 265 Quantitative Analysis

G2 Q CSCI 101 Intro Probl Solv w/Comp

G2 Q CSCI 160 Intro to Computing for Sciences

G2 Q CSCI 161 Intro to Computing I

G2 Q CSCI 162 Intro to Computing II

G2 Q CSCI 201   BASIC Programming

G2 Q CSCI 242   Adv Prob Solv/Appl Software

G2 Q ESCI 202   The Earth in Space (Honors)

G2 Q ESCI 241   Meteorology

G2 Q ESCI 241   Meteorology (w/Honors)

G2 Q ESCI 245   Environmental Meteorology

G2 Q ESCI 261   Introduction to Oceanography

G2 Q HNRS 111   Intro Chem I (CHEM)

G2 Q HNRS 112   Intro Chem II (CHEM)

G2 Q HNRS163   Calculus I (MATH)

G2 Q HNRS 165   Applied Calculus I (MATH)

G2 Q HNRS 166   Applied Calculus II (MATH)

G2 Q HNRS 231   General Physics I (PHYS)

G2 Q MATH 100 Survey of Mathematical Ideas

G2 Q MATH 104 Fundamentals of Math I

G2 Q MATH 105 Fundamentals of Math II

G2 Q MATH 130 Elements of Statistics

G2 Q MATH 151 Calc for Mgmt, Life & Soc Sci

G2 Q MATH 160 Elementary Functions

G2 Q MATH 161 Calculus I

G2 Q MATH 162 Calculus II

G2 Q MATH 163 Honors Calculus

G2 Q MATH165 Applied Calculus I

G2 Q MATH 166 Applied Calculus II

G2 Q MATH 235 Survey of Statistics

G2 Q MATH 236 Elements of Statistics II

G2 Q MATH 242 Linear Algebra I

G2 Q MATH 261 Calculus III

G2 Q PHYS 101   Contemporary Physics

G2 Q PHYS 103   Intro to Physics

G2 Q PHYS 131   Physics I

G2 Q PHYS 132   Physics II

G2 Q PHYS 205   Musical Acoustics

G2 Q PHYS 231   General Physics I

G2 Q PHYS 232   General Physics II

BLOCK G3

G3 Q ECON 100 Intro to Economics

G3 Q ECON 101 Principles of Economics I

G3 Q ECON 102 Principles of Economics II

G3 Q ECON 215 Money, Credit & Banking

G3 Q ECON 318 Intermed Microeconomics

G3 Q ECON 319 Intermed Macroeconomics

G3 Q GEOG 230 Physical Geography

G3 Q GEOG 281 Map Interpretation and Analysis

G3 Q GEOG 336 Climate and Society

G3 C PSYC 334 Human Relations

G3 C PSYC 336 Psychology Human Adjustment

G3 C PSYC 401 Adult Years

G3 Q SOCY 250 Social Statistics