

# Minutes

## Faculty Senate Meeting

18 November 1997

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Chairperson D. Eidam called the meeting to order at 4:05 p.m. in Chryst Hall, Room 210. All departments were represented except Developmental Studies, Earth Sciences, and Social Work. Shelby Linton, Tanya Murphy, and Melissa Dinofia represented Student Senate.

### MINUTES

The minutes of 4 November 1997 were approved with the following correction on p. 4311: EDFN 587 should be EDFN 590.

### REPORTS

#### Chairperson

D. Eidam distributed a proposed revision of the Academic Proposal form (see Attachment 1). He announced that C. Counihan (term expires 1999) and B. O'Hanrahan (term expires 1998) have been added as administrative appointments to the International Selection Committee. The November 3 administrative approvals are available on the Faculty Senate website at: [http://muweb.millersville.edu/~fsenate/Senate\\_Docs/Admin/1997/11\\_03\\_97.html](http://muweb.millersville.edu/~fsenate/Senate_Docs/Admin/1997/11_03_97.html) He asked senators if there was need to schedule an extra meeting of Faculty Senate on January 27, 1998. Since there was no special request, there will be no January meeting.

#### Student Senate

M. Dinofia reported that she attended a dinner at the Union League in Philadelphia with President McNairy and other MU representatives. She and other MU students attended the Student Leadership Conference in Harrisburg. Student Senate recently held a meeting in Burrowes Hall at which time they elected six new senators. There are currently two vacancies to be filled.

Student Senate is still debating whether or not to make emergency allocations to athletic teams. The relationship between Student Senate and The Snapper is improving. A meeting will be held this week to discuss off-campus housing. M. Dinofia is considering applying for the open student position on the SSHE Governing Board.

#### Administrative Officers

##### Provost

Provost Stager announced that there will be an Open House on Saturday, November 21.

##### Associate Provost

Associate Provost Casselberry reported that three departments have selected courses which require a minimum grade of C rather than C-. Those departments are Communication and Theatre, Nursing, and Special Education.

## **Committees**

### **Undergraduate Course and Program Review Committee**

Chairperson R. Wismer presented one program under the one-meeting rule:

#### **Minor in Anthropology**

### **Admission, Advisement, and Student Affairs Committee**

Chairperson J. Lynch reported that the committee has met with Associate Provost Roller to discuss enrollment management. A memo from Associate Provost Roller was distributed (see Attachment 2) and will be placed on the agenda for discussion at the 2 December meeting of Senate.

### **General Education Review Committee**

Chairperson C. Stameshkin explained that the committee is in the process of redefining the goals and objectives of general education. Nine working groups are addressing various topics (see Attachment 3). Each group is composed of two members of the Committee and is soliciting help from interested faculty. Any faculty member interested in being a member of a working group should contact C. Stameshkin. There is an interactive webstie for the GERC Assessment Working Papers at <http://marauder.millersville.edu/~resound/frames/gerc/gerc.html>

### **University Honors Program Committee**

Chairperson M. Warmkessel provided information on the Honors College concept document (see Attachment 4). The Director and Assistant Director of the Univeristy Honors Program drafted the document which will be used by University Advancement to attract potential donors. At its meeting on 3 November the committee voted to support the concept of an honors college.

### **Academic Outcomes Assessment Committee**

Chairperson C. Desmond reminded senators that resources for departmental outcomes assessment activities are available from a special grant as well as from the Associate Provost's office. Further information will be posted to the Senate website.

### **Academic Standards**

Chairperson J. Piperberg reported that several issues have come up recently regarding the letters sent to students on academic probation. The committee has met to discuss the possibility of toughening the language of these letters. The committee considered the possibility of limiting students on probation to registering for fewer credits, a suggestion which will be forwarded to the Academic Policies Committee. Other specific issues discussed include limiting the number of times a student can repeat the same course and increasing the penalties for students who are dismissed after having earlier appeals upheld. The committee determined that there must be better coordination between the Academic Standards Committee, the Admissions Office, and the Financial Aid Office.

### **Cooperative Education Committee**

Chairperson B. Dorman mentioned that the committee is working on two projects: revising the student handbook and revising the faculty handbook.

### **Faculty Emeritus**

A Sykes/Yelagotes motion to recommend Professor Gordon Wise for faculty emeritus status passed unanimously (see Attachment 5).

A Dorman/Piperberg motion to recommend Professor Paul Talley for faculty emeritus status passed unanimously (see Attachment 6).

## **Business**

### **Proposed Course**

ENGL 416: The Woman Writer and Her World

ENGL 418: The Literature of Scotland and Ireland

SPED 433: Current Issues and Trends in Special Education

R. Kerper brought up concerns of the Department of Elementary and Early Childhood Education regarding SPED 433 in terms of course sequencing and requirements for Elementary Education majors. It was explained that this course replaces another course with different content.

After further discussion the three courses were approved under the one-meeting rule.

### **Honors Program +/- Grading Document**

M. Warmkessel presented a motion from the University Honors Program Committee recommending changes to the *Governance Manual* indicating that a grade of B- or better must be earned for courses to receive honors credit. After a brief discussion, the motion carried.

### **Proposals from Academic Policies Committee**

K. Bookmiller presented a motion from the committee recommending changes in the *Governance Manual* indicating that a grade of B- or higher must be earned on departmental honors projects. Individual departments could ask for a higher grade minimum by making a request directly to the provost's office. A general discussion followed on the philosophy of accepting the minus version of a grade as a minimum. The motion carried.

K. Bookmiller explained that the Academic Policies Committee has been discussing those sections of the *Governance Manual* relating to the process for making major and minor changes to the curriculum. They have identified the need to clarify certain sections, especially in regard to the role of the deans in the process of deciding if changes are major or minor. They also want to be sure that it is clear that Faculty Senate must be notified of all curricular changes.

S. Casselberry outlined the process for making major and minor changes. Further discussion followed on various aspects of the process. Questions arose regarding the process for consulting with affected departments. A suggestion was made that a line be added to the approval log of the Academic Proposal form indicating what other departments might be affected by the change.

K. Bookmiller presented a motion from the committee recommending the approval of the section of the *Governance Manual* dealing with Course and Program Change Procedures (see Attachment 4 of 4 November 1997 minutes) with two amendments (see Attachment 7) in order to clarify the role of the deans and the need to notify Faculty Senate. After a brief discussion regarding dual-administered programs, the motion carried.

The meeting adjourned at 5:25 p.m. The next meeting of the Faculty Senate is 2 December at 4:05 p.m. in Chryst Hall, Room 210.

Respectfully submitted,

Marjorie M. Warmkessel  
Acting Secretary

## Action Summary 18 November 1997

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1. Course Approvals:

ENGL 416: The Woman Writer and Her World

ENGL 418: The Literature of Scotland and Ireland

SPED 433: Current Issues and Trends in Special Education

2. Faculty Emeritus

Approved resolution recommending Professor Gordon Wise for faculty emeritus status.

Approved resolution recommending Professor Paul Talley for faculty emeritus status.

3. Honors Program +/- Grading

Senate approved a motion to change the language of the *Governance Manual* to indicate that a grade of B- or better must be earned for courses to receive honors credit.

4. Grading for Departmental Honors Projects

Senate approved a motion to change the language of the *Governance Manual* to indicate that a grade of B- or higher must be earned on departmental honors projects.

5. Clarification of Process for Making Major and Minor Changes

Senate approved a motion clarifying the language of the section of the *Governance Manual* relating to Course and Program Change Procedures in order to clarify the role of the deans in the process and the need to notify Faculty Senate.

**Attachment 2**  
**Faculty Senate Minutes**  
**18 November 1997**

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DATE: November 17, 1997  
TO: Faculty Senate  
FROM: Dr. Judi M. Roller, Associate Provost  
Academic Programs and Services  
SUBJECT: FUTURE AGENDA ITEM - REQUEST FOR INFORMATION

This summer an enrollment management initiative began at the university with the appointment of an Enrollment Management Steering Committee. In her charge to the committee, Provost McNairy indicated that the committee was to:

1. Develop a long-term enrollment management plan and provide recommendations for university action.
2. Develop subcommittee charges and appoint subcommittees
  - Identify issues to be addressed which could include, but are not limited to:
    - African-American and Latino Student Retention
    - Majors with capacity and over capacity
    - Annually fluctuating enrollments
    - Mix of student body
    - Admissions policies and practices
    - Institutional image
    - Graduate education
  - Develop recommendations for optimizing student retention
  - Identify a preferred student profile and develop strategies for recruiting this student body
  - Identify institutional vulnerabilities and develop recommendations for addressing these issues
  - Recommend a cumulative and longitudinal student tracking model
  - Assess institutional policies and procedures as they affect enrollment management
3. Develop timeline

The Committee members are: Dr. Bennett F. Berhow, Mr. Darrell C. Davis, Dr. Michael A. Dianna, Ms. Amy H. Dmizak, Ms. Patricia Hopson-Shelton, Dr. Gary R. Hovinen, Mr. David L. Myer, Mr. Joseph E. Revelt, Dr. Larry N. Reinking, Dr. Judi M. Roller (Chair), Dr. Beverly E. Schneller, Ms. Linda A. Suskie, and Dr. Robert O. Thomas.

At this point, the Committee is actively seeking faculty input on its charge, both through the schools and the Faculty Senate. The Senate subcommittee on Admissions, Advisement and Student Affairs has recommended the distribution of this brief update and discussion at Senate as the best procedure to seek your assistance. Specifically, we are asking for your ideas, observations, suggestions, concerns, and experiences regarding the following issues, as well as those delineated earlier; particularly as they affect the classroom:

- Student retention and graduation rates, particularly for students of color
- Over-subscribed and under-subscribed majors
- Admissions policies and practices
- Preferred student profile

Attached is a list of questions the Committee initially used to guide its charge that may be helpful information and we would appreciate your comments on these questions as well. The Committee has thus far heard presentations on student demographics from Institutional Research, an Admissions presentation on its policies and activities, and a report on student retention and persistence. The Steering Committee has also established three sub-committees on student focus groups, over-subscribed and under-subscribed majors, and student retention. The committee members and I look forward to your input and discussion.

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## QUESTIONS

### Marketing, Pre-Admissions and Admission

1. What are our marketing and recruitment strategies and are they effective?
2. Are current admissions criteria appropriate? Should criteria vary based on students intended majors?
3. What are the policies governing admission as an undeclared major and are they appropriate?

### Student Assessment Services

1. Are current methods of placement testing effective?
2. Which support services, including, but not limited to, financial aid, ACE, Act 101/PACE, Resident Life, Academic Advisement, and Orientation, are effective in enhancing student success and retention and why?
3. How effective are we at academic advising and how does it affect student enrollment?
4. Why are students taking longer and/or taking more than the required amount of credit to earn a degree?
5. How should outcomes-based assessment integrate with enrollment management?

### Retention

1. What are job placement rates by major?
2. What are our interventions and outreach efforts?

### Strategic Planning

1. What are the university's goals for student enrollment?
2. How has our student body changed over the last five years and how has the institution effected and/or responded to these changes?
3. Which factors affecting the university's student enrollment are most likely to change over the

next five years and how?

4. What is the present procedure for projecting enrollments and how might it be improved?
  5. What is the present and future role of the enrollment projection group?
  6. How do Enrollment Bands, Out-of-State Restrictions, and other artificial constraints affect our mix of students?
  7. What is the optimum size for our freshman and transfer population?
  8. What are our various sub-populations of students; what are appropriate mixes of these populations; and what are their needs? How effectively are these needs being met?
  9. What are the university's over-enrolled and under-enrolled majors, given current human, physical, and fiscal resources and how should these enrollments be managed?
  10. What is the university's "niche"?
  11. How will distance learning initiatives affect enrollment?
  12. How will enrollment management be integrated with the university's mission and strategic goals and themes?
- Recommendations
1. What recommendations should be made based on the findings and how should they be implemented.
  13. This document is heavily indebted to Peter T. Ewell, Recruitment, Retention, and Student Flow: A Comprehensive Approach to Enrollment Management Research, MCHEMS Monograph #7, 1985 as well as to enrollment management initiatives at Wright State University (Dayton, Ohio) and the University of Hawaii.



**Attachment 3**  
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**List of Gen Ed Objectives -- Clusters**

**General Education Review Committee**

**Tier I: Fundamental Skills**

1. Communications Cluster (C)--esp. writing, speaking, etc.
2. Math Cluster (Q)--esp. mathematics, quantitative methods
3. (Other) Critical and Creative Reasoning Cluster (R)--including logic and argument, reserch, creativity.

**Tier II: Discipline-Centered**

4. Acience, Math, Technology Cluster
5. Social and Behavioral Sciences, History Cluster
6. Arts and Humanities Cluster

**Tier III: Connections**

7. Historical Consciousness Cluster
8. Diversity, Multicultural, Global Awareness Cluster
9. Personal, Social, and Civil Values and Decision-making Cluster

Visit Bonnie's web site

at <http://marauder.millersville.edu/~resound/frames/gerc/gerc.html>

**Attachment 4  
Faculty Senate Minutes  
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***THE HONORS COLLEGE OF MILLERSVILLE UNIVERSITY  
A CENTER FOR THE LIBERAL ARTS, PRE-GRADUATE AND  
PRE-PROFESSIONAL TRAINING***

The Millersville University Honors Program has grown and prospered since its conception in 1980 to become the most successful Honors Program within the State System of Higher Education. The Honors Program has assisted the University to gain a reputation for excellence that extends beyond the state to the region and has attracted many outstanding students to the institution. Presently, the Millersville University Honors Program has more students, larger numbers of Honors course offerings and a more comprehensive and demanding curriculum than any other State System Honors Program. As early as 1988 the program was listed in Martin Nemko's How to Get an Ivy League Education at a State University as one of the 43 outstanding Honors Programs in the country. The high academic standards required in the program have greatly increased the number of the University's graduates who are being accepted to prestigious graduate and professional schools, thus enabling our Honors Program graduates to excel in competition with students from leading public and private colleges and universities. Successful completion of the program has also proved to be very advantageous for those Honors graduates competing for positions in primary and secondary teaching and in the business world.

Eighty to 85 freshmen are admitted to the Honors Program each year, joining upper-class Honors students for a total enrollment of over 300. Thirty to 35 percent of those who join the program graduate in the program which is a noteworthy achievement because the graduation rate in most Honors Programs is normally 10 to 20 percent. These statistics are the more remarkable given the requirements of the Honors Program. These requirements, which include demonstrating competence in calculus and the writing of a senior thesis, are much more demanding than those of most other programs nation-wide. In achieving these successes the Honors Program has gained the maturity necessary to evolve into an Honors College. This transition will enable the University to make an excellent program even better, allowing it to offer unique educational opportunities to an even broader spectrum of students.

### ***What is an Honors College?***

An Honors College, like an Honors Program, is a carefully articulated opportunity for learning that exists within the framework of the larger university. Both are designed to enhance the academic climate of the entire university community while providing students possessing exceptional academic talents and motivation the most challenging opportunities to develop the skills essential to post-graduate leadership. The difference between a College and a Program is one of scale and commitment rather than structure. The existence of an Honors College is a clear signal that substantial resources have been dedicated to the cultivation of academic excellence within the university. In addition, an Honors College incorporates a level of curricular and programmatic flexibility that allows it to serve as a crucible for curricular and pedagogical experimentation for the whole university, while meeting the challenging needs posed by honors students. An Honors College will guarantee a critical mass of highly motivated students whose presence will raise the intellectual and cultural atmosphere of the campus, thus enhancing the academic experiences of the entire student body. It will also provide a recruiting advantage, enabling the University to attract more highly talented students, thereby raising the academic level of the University. The considerable successes that the Honors Program has achieved can be greatly expanded with a well-financed Honors College. An Honors College brings greater academic prestige and credibility to a state university and, by extension, to all its graduates while fulfilling its mandate to provide an excellent education to all the state's citizens. A thriving Honors College would highlight the importance which the University places on academic excellence, thereby improving the notice we receive from such evaluators of universities as The Fiske Guide to Select Colleges and U.S. News and World Reports.

### ***Goals of the Honors College***

To achieve this transformation, it will be necessary to augment the Honors curriculum and mission: to provide institutional avenues for preparing students to compete successfully for national scholarships, fellowships, and positions in prestigious graduate schools; to incorporate meaningful opportunities for community service and other forms of volunteerism into the program; to develop opportunities for internships with local, regional and national companies and agencies; to raise a permanent scholarship fund to attract and support outstanding students; and to encourage department, especially those with large numbers of Honors majors, to design special Honors opportunities and courses of study. In addition, research and writing must be formally integrated throughout the Honors curriculum and Honors students must be provided with greater access to laboratory facilities and research opportunities. Ideally, the Honors College could have Honors housing in a building that would also

accommodate an Honors student lounge, seminar rooms, faculty offices and the office of the Director of the College.

### ***Pre-Professional Guidance and Training***

If our most talented students are to compete successfully for places in graduate and professional schools, it is essential that the professional guidance provided by many individual faculty and department committees be supplemented by a more formal structure. Many opportunities exist for these pre-professional students including prestigious fellowships, scholarships, and internships, all with complex application criteria and procedures that can be administered most efficiently through a central office. The Honors Program is already a significant University-wide source of guidance for students considering going on to graduate and professional schools. An Honors College must have the resources to serve as the primary vehicle for encouraging the University's best students to recognize their potential, encouraging them from the outset to consider graduate and professional school and guiding them through achieving credentials that will assist them to realize their professional goals. While individual departments at the University provide excellent direction for majors who aspire to graduate school, many of our outstanding students are middle class and first-generation college students who arrive on campus with little understanding of the career opportunities open to them. These students must be made aware of their potential to succeed in graduate school in order to benefit from this direction. In contrast, most students at prestigious private liberal arts colleges arrive already committed to going on to professional and graduate school and have selected the college because of its reputation for placing large numbers of its students in the graduate programs of their choice. Although the Honors Program has many talented students, few of them arrive on campus with such aspirations or with the knowledge and sophistication necessary to fulfill them.

Thus, a primary function of a well-funded Honors College would be to encourage the University's superior students to aspire to graduate and professional school while providing them with the sophistication and skills necessary to prosper once they get there. This would be accomplished through integrating individual guidance and specialized classes. Professional development seminars would prepare the students to take graduate and professional placement exams while guiding them in applying for prestigious national academic awards and scholarships. Internships and research experiences would be arranged to give the students the practical experience sought by professional schools. Research assistantships would help relieve financial burdens that can preclude students from devoting significant time to research activities, particularly during the summer. It is important to note that these services would not be restricted to

Honors College students but would be available to all qualified students who requested them.

The development of such a pre-professional/pre-graduate school program would bring great benefits to the University. The Honors College will provide our public university students with the guidance, intellectual stimulation and personal attention usually associated with elite liberal arts colleges. This would attract to the University a growing core of highly talented, highly motivated students who would enrich the academic and cultural climate of the institution and who would also become active and generous supporters of the institution once they achieved success in their chosen profession. Providing our best students with such pre-professional training will enable them to compete successfully with the sons and daughters of the nation's elite and will gain them entrance into prestigious graduate schools formerly closed to them. In creating these opportunities, the University will be doing much more than guaranteeing the future success of the Honors College and its graduates. It will be educating the future leaders of the state and the nation and creating an academic and cultural environment that will enrich the entire University community.

#### ***The Honors College and Community Outreach***

Another essential element of the Honors College should be a service component that enables Honors students to use their great gifts in fulfilling societal responsibilities as well as receiving privileges. The community service component within the Honors College could include working for charitable organizations such as Hospice or Habitat for Humanity. Honors students would also be encouraged to take leadership roles on campus and to tutor students experiencing academic difficulty. To achieve these goals it will be necessary to augment the Honors curriculum and to develop opportunities for internships and volunteer service with local, regional and national companies and agencies.

#### ***Visiting Scholars and an Honors Lecture Series***

Independent funding would enable an Honors College to support a visiting scholars program that would allow students to study under distinguished faculty with international reputations. Such outstanding scholars could be brought in to teach for a semester, to participate in the teaching of an Honors course taught by University faculty, to teach a "short course," or to deliver a series of lectures on a topic designated by the Honors College. This program would have the added advantages of making these scholars aware of the talented nature of our students and the demanding nature of the Honors College curriculum, as well as bringing intellectual stimulation to the entire University community.

### ***The Honors College and Professional Guidance***

The academic excellence of an institution is often judged by the number of national awards its graduates have earned, the number of students it sends on to graduate and professional schools, and the quality of the graduate schools to which they go. Honors Program graduates have enjoyed some notable success in gaining admission to institutions such as Yale, Penn, Johns Hopkins, the University of Chicago and Carnegie Mellon. However, many more of our graduates could have been admitted to such institutions had they been given better instruction in how to excel on the Graduate Record Examination and given more guidance in how and where to apply. Furthermore, year after year, announcements of the availability of national prizes such as the Truman, Madison and Fulbright Scholarships to unheeded by our students. Successful competition for these prizes requires that applicants be identified early in their college careers and guided through the arduous application process. The Honors College can best serve the University by acting as a clearinghouse for specialized assistance for all students in preparing for scholarships and prizes, as well as providing coaching to improve student performance on national examinations.

### ***The Honors College and Phi Beta Kappa***

The honorary society Phi Beta Kappa enjoys an international reputation for the recognition of academic excellence, and the presence of a Phi Beta Kappa Chapter on campus enhances the academic reputation and prestige of any University. While Phi Beta Kappa has traditionally evaluated candidate universities with criteria that favor private liberal arts institutions such as entering class scores on national examinations such as the SAT or ACT, new standards are emerging that recognize the mandate of state institutions to serve a much wider student population. For such schools, institutional support for rigorous Honors education as reflected in the existence of the type of Honors College proposed here becomes the crucial factor in winning a Phi Beta Kappa Chapter. There are few clearer indications of the academic reputation of an institution than the presence of a Phi Beta Kappa Chapter; a Chapter Charter would bring national recognition for academic excellence to Millersville University and its graduates.

### ***The Honors College and the Business Community***

An Honors College will aid the University in creating stronger contacts with the regional business community. Honors students should be encouraged to seek internships and research assistantships. Such activities have the advantage of allowing students to discover whether they are truly interested in a profession before they commit themselves to pursuing graduate work in that field. Internships also have the added benefit of convincing graduate and professional schools of the seriousness of purpose of candidates and are a key factor in

obtaining admission to the best professional programs. The Honors College can promote such an internship program by developing contacts with local and regional corporations as well as by providing stipends and research funding that would help to create more opportunities for Honors students and faculty from all departments to work together on research projects. The College would encourage departments to use their contacts with local firms and agencies to establish permanent intern positions, thus creating the possibility of requiring internships of all future Honors College graduates.

#### ***Student Recruitment***

The Honors College will continue to increase the University's ability to attract and retain outstanding students. Its stress on pre-professional education can contribute significantly to bringing the ratio of the sexes at the University into balance. It will enable us to remain competitive with Indiana University of Pennsylvania (IUP), Penn State University and the University of Pittsburgh, all of which have recently created Honors Colleges. These new Honors Colleges have raised large amounts of money externally for scholarships to attract and retain outstanding students. The prestige and high visibility of an Honors College would allow Millersville to pursue similar goals successfully.

While the Honors Program has enjoyed considerable success in attracting talented students to the University, experience has shown that up to twenty per cent of its best applicants each year are lost to other institutions because of its inability to offer any scholarship aid. In many cases the applicants go elsewhere not because they are paying less but because the financial aid offer indicates to them that the other institution appreciates them more. Honors scholarships would not only help the Honors College to retain many of these applicants but would enable it to attract and keep many more superior students.

#### ***Curricular and Degree Program Innovation***

A fully-funded Honors College can provide the resources, the students, and the curricular flexibility to enable departments and schools to undertake experimental and innovative curricular changes. Support from the Honors College would enable departments with large numbers of Honors students to have more opportunities to offer Honors sections of required departmental courses, within which experimental curricular and teaching ideas could be developed. The success of graduates from these departments would then contribute to building national recognition for academic excellence at Millersville.

#### ***Private Sector Support for the University***

Transforming the Honors Program into an Honors College will better position the University to raise funds from grants and gifts from the private sector in

support of honors education. For example, Pennsylvania State University has just become the recipient of a \$50,000,000 gift to fund its newly created Honors College and the University of Pittsburgh has had similar grants that help to finance its Honors College. A successful alumnus of Indiana University of Pennsylvania recently gave that university a gift of over \$3,000,000 to create an Honors College. The I.U.P. Honors College has its own dormitory/classroom building containing administrative and faculty offices, its own admissions recruiter and is able to offer scholarships to all students admitted to the College. I.U.P.'s goal is to have a student population of 400 once the college becomes fully operational. The creation of an Honors College at Millersville will enable the University to raise funds with which to support the 300 Honors students already enrolled here with similar projects and activities. Publicity from gifts to Honors Colleges, whether to Millersville or to other institutions, will help our own fundraising efforts and will also increase the number of outstanding students we attract and keep. Unless the University moves to meet this challenge, we are likely to fall behind our sister institutions.

#### ***Funding for an Honors College***

The success of the proposed Honors College is dependent upon major innovative proposals that would require funding from outside sources. The experiences of I.U.P., Penn State and Pitt demonstrate that the Honors College concept is uniquely attractive to potential donors capable of contributing millions of dollars for the implementation of such a proposal. Among the moneys that would have to be raised to insure the successful implementation of this Honors College proposal are the following:

- A scholarship fund sufficient to finance 30 four-year scholarships of \$1,000 each for each Honors class. The Honors College would be providing \$120,000 when the scholarships are fully-funded.
- A research fund sufficient to finance 20 undergraduate research fellowships of \$2,000 each annually for student/faculty collaborative research. This will require \$40,000 per year when fully-funded.
- A cultural affairs fund of at least \$20,000/year to provide cultural experiences off-campus for Honors students, and visiting scholars and cultural experiences on-campus for the entire University community.
- Honors College academic/residence complex that would contain the Honors College administrative offices, Honors student housing suites, classroom/seminar room facilities, and student lounge and meeting facilities. when in place this complex would require a \$10,000 annual administrative budget.



- An experimental academic program fund of \$10,000 per annum for the development of innovative academic programs to be sponsored by the Honors College.

The Honors College, focusing as it will on pre-professional training and the cultivation of outstanding students, will soon gain a reputation among graduate and professional schools for the excellence of its graduates. This reputation, and the opportunities that an Honors College will offer these students, will aid them greatly in gaining admission to outstanding graduate programs. This is an extraordinarily vital factor in enabling the University to overcome its relative obscurity and to increase its ability to compete for the limited pool of outstanding students.

**Attachment 5**  
**Faculty Senate Minutes**  
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WHEREAS, Professor Gordon Wise has announced his retirement from the Art Department after 28 years of exemplary service; and

WHEREAS he has been department chair for the last 26 years and were it not for his stabilizing influence and gentle persuasion, the department would not have run nearly as smoothly as it has. He has commanded the respect of his department and warranted its praise for his ability to administer so easily and effectively, neither as a benevolent dictator nor an enlightened despot, but rather through kindness and sensitivity; and

WHEREAS he has been consistently rated by his students over the years as an outstanding teacher who "showed enthusiasm for teaching," "stimulated interest in the subject," and was always "receptive to questions;" and

WHEREAS he viewed the classroom as a place to meet, draw, discuss, and improve-- a simple, yet extremely effective approach, the success of which is attested by the quality of the works produced under his tutelage; and

WHEREAS he tailored his approach to each student and faculty member by treating them with respect, dignity, and caring, he made them not only better artists and educators, but better people as well; and

WHEREAS he has compiled an impressive exhibition record, both for his paintings, as well as his drawings; and

WHEREAS he has frequently been called upon, because of his expertise and fairness, to be a juror whose role was to assess the respective merits of a large number of works in order to determine an award winner;

WHEREAS the Art Department will miss a man whom we are pleased to call a friend. We wish him well whether racing his cars, sailing his boat, or indefatigable conversationalist that he is, waxing eloquent on any of a number of favorite topics with the fortitude and endurance of a Demosthenes;

NOW, THEREFORE, be it resolved that the Art Department, in honor of Professor Gordon Wise's numerous accomplishments, recommends that he be granted the rank of professor emeritus.

**Attachment 6**  
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- WHEREAS Paul Talley retires in May 1997 after serving on the faculty in the Department of Communication and Theatre for 32 years; and
- WHEREAS He kept live theatre vital at Millersville University as the director of and advisor to University Theatre; and
- WHEREAS He devoted countless hours on evenings and weekends to communciating the love of theatre to generations of young performers; and
- WHEREAS He shared his creative vision through the design of innumerable costumes and stage sets; and
- WHEREAS He brought the joy of performance into the classroom through his teaching of Introduction to Theatre Techniques, Communication 100, and Acting, to name just a few; and
- WHEREAS He offered his perspectives and wisdom to the department over the yars through curriculum development, peer mentoring, and committee service; and
- WHEREAS He performed professionally on stages across the county; and
- WHEREAS He fostered relationships with the theatrical community in the region to the benefit of Millersville University faculty and students; and
- WHEREAS He enriched the cultural climate of the University and the community through his artistic leadership and tireless efforts;
- THEREBY BE IT RESOLVED:** Paul Talley be given the honorary title of Professor of Communication and Theatre Emeritus.

**Attachment 7**  
**Faculty Senate Minutes**  
**18 November 1997**

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To: Faculty Senate  
From: Kirsten Bookmiller, Chair  
Academic Policies Committee  
Date: 18 November 1997  
Subject: Course and/or Program Change Procedures

***Motion:***

The Course and/or Program Change Procedures section of the Course and Program Modification Policies should be affirmed after the inclusion of the following changes:

**Amendment #1:**

Paragraphs 1a, 1b, 1c, and 1d, which state:

"The school dean should be notified of all course changes as soon as possible in the approval process. **In deciding whether a change is major and minor, both curricular and resource issues will be considered; therefore,** to prevent a revision in the major/minor status of a change, it is propitious to verify any changes with the school dean."

Should be amended to read:

"The school dean should be notified of all course changes as soon as possible in the approval process. **The school dean, as the Provost's designee, will decide whether a change is major or minor. Therefore,** to prevent a revision in the major/minor status of a change, it is propitious to verify any changes with the school dean."

**Amendment #2:**

Paragraphs 1c and 3c which end with:

"...After approval by the school curriculum committee (and TEC if necessary) it is each committee's responsibility to report its approval to the Associate Provost for Academic Administration, **who will inform the necessary University offices of the change.**"

Should be expanded to include:

"...After approval by the school curriculum committee (and TEC if necessary) it is each committee's responsibility to report its approval to the Associate Provost for Academic Administration, **who will inform the necessary University offices and Faculty Senate of the change.**"