

Minutes

Meeting of the Faculty Senate

March 7, 2000

Chairperson Joel Piperberg called the meeting to order at 4:07 PM in Chryst 210. All departments were represented with the exception of the following: Business Administration, Economics, Music, and Graduate Studies.

The Minutes for February 1, 2000 meeting stand approved. Approval for Minutes of February 15, 2000 (corrections not withstanding) stand approved.

Report of the Faculty Senate Chairperson

Announcements

1. Chairperson Piperberg announced that on February 1, 2000 there was a question about the number and title of a Music Independent Study course. He received a memo from Dan Heslink, Chair of the Music Department, stating that since the intent for the course was that it satisfy the Advanced Writing requirement with the composition of the Departmental Honors Thesis, that the MUSI 499 number was appropriate. The title of the course has thus been changed to reflect the fact that it is the Departmental Honors Thesis and not an Independent Study.
2. Chairperson Piperberg asked if someone could attend the interview for the Director of Extended Programs on Thursday, March 9 at 10:00 am in Room 44 of the SMAC. He assured that he would be able to attend upcoming interviews.
3. Chairperson Piperberg announced that the Co-op proposal (on the table Attachment A) would be considered at today's meeting. Also four other proposals from the Academic Policies Committee will be introduced at the meeting today; they will be discussed and put to a vote at the April 4, 2000 meeting of the Senate.
4. Chairperson Piperberg announced that he had received a memo from Provost McNairy concerning the proposed revision of the M. Ed. Professional Core that was passed a while ago. He brought the memo with him in the event that anyone was interested now and further, that Provost McNairy would provide a disk copy that Chairperson Piperberg would, in turn, send around via email for all to look at. In brief, he continued, she has requested that we refer the proposal back to GCPRC from whence it came to consider the points she raises in the memo. To refer it back to the Committee would require a motion and second from the floor. Chairperson Piperberg inquired whether he heard such a motion. It was decided that referral of the proposal back to GCPRC would be considered at the April 4, 2000 meeting to allow the Senate membership to read Provost McNairy's comments prior to considering the proposal.

Report of the Student Senate President Student

Student Senate President Baker made the following announcements:

1. an upcoming new web-site, i.e., "BYO Stuff."
2. members of Student Senate went to the State Capital last week.
3. on April 9, there will be a Senate Coalition where MU representatives would meet with other campus Senators.

Report of the Graduate Student Organization President

None.

Report of Administrative Offices

President Caputo reported that the House Budget Hearings (lasting 2 hours) produced little positive outcome. Graduation rates remain the biggest point of concern. He commented that the budget amount itself would not be likely to change. Budget approval is expected by early May. The President announced that the Middle States team would be arriving on Sunday, March 12. He said that Dr. Castleberry and Linda Suskie had led the effort to prepare the self-study analysis for the University and that it included a description of our strengths and weaknesses and strategies for the next ten years. The Middle States team will begin their evaluations and interviews on Monday, making recommendations before their departure on Wednesday.

Provost McNairy announced a Trustees meeting to be held in April with the Board of Governors. She announced the Lockey Lecture after Middle States leaves (see attached document). Provost McNairy also drew attention to the document on the table entitled "Proposal to Establish an Honors College at Millersville University" (See Attachment E Attachment F Attachment G Attachment H Attachment HH Attachment I Attachment J Attachment K Attachment L Attachment M) Attachment N Attachment O Attachment P Attachment Q Attachment R. She expressed appreciation for those involved in its production. The University Honors Program Committee has proposed a move towards an Honors College. This "new direction," said Provost McNairy, was articulated in the document. Faculty were asked to review the proposal.

Dr. Stager announced the return of DARS, available as of March 6, after which time over 700 students ran an audit and 30 showed up for a demonstration.

Dr. Phillips distributed packets with information to be circulated within departments explaining DARS. She encouraged faculty to advise Freshman (who have no knowledge of DARS) of its existence.

Reports of the Faculty Senate Standing Committees

Dr. Richard Kerper requested that Faculty Senate make a motion to waive the one-meeting rule and approve the Foreign Language proposal presented at today's meeting. The proposal requests a reduction in the number of courses required for the M. A. and M. Ed. in French, German and Spanish to a maximum of 11 three-credit courses. If the proposal is approved, the program will decrease from having a 34 credit requirement to a 33 credit requirement. It includes an increase in credit per graduate course from 2 to 3 credits. Dr. Leroy Hopkins defended the proposal on the grounds that students were currently only receiving 2 credits for what amounts to a 3 credit work load. The expedited changes will also facilitate the partnership with Kutztown University over the summer since it will allow for the smooth transfer of coursework and should enhance recruitment. It will be effective in Spring 2000. Waiver of the one-meeting rule was moved and seconded. The vote in favor to pass the proposal succeeded by majority consent with one objection. The proposal was thus approved.

Reports of the Faculty Special Committees

UCPRC Chairperson Jim Fenwick introduced the following proposals to be considered at the April 4 meeting: ITEC 427, Designing Industrial Control Systems (there is a mistake on the cover sheet; the course should not have a prerequisite of ITEC 120); the Chemistry Department proposes a requirement of a grade of C or better in a 100 or 200 level chemistry courses required for the major before proceeding to a course for which it is a prerequisite. The Earth Sciences Department proposed that there be added a "W" designation to ESCI 321. This change would apply to students who took ESCI 321 in Fall 1999.

Dr. Fred Foster-Clark from the General Education Review Committee asked Senate members to look over and share with colleagues the Assessment Report (see attachment). He discussed the establishment of various study

groups to talk about "Perspectives courses," "historical consciousness," and identifying what a more "collective approach" to education would be.

Dr. Cheryl Desmond spoke briefly about the Outcomes Assessment process. She announced that on Tuesday, April 18, there would be a forum held in the Lehr Dining Room with a light buffet to discuss General Education Review. The comedy group CoMotion will perform at the event. She encouraged Senate members to invite their fellow colleagues and requested that the Senate meeting on that day adjourn by 5:00 P.M. so that all could attend.

Dr. Richard France spoke briefly about the four proposals generated by the Academic Policies Committee (see attachment C). Senate members expressed some concern over the various items being proposed, particularly registration issues. For example, student waiting lists now that registration is going to be electronic and the shortening of the "drop" period to one week were discussed at some length. Faculty were advised to review the four proposals and that the issues be placed on the agenda for the April 4 meeting.

Proposed Courses and Programs

None.

Faculty Emeritus

A resolution to grant Dr. L. William Schotta the title of Professor of Industry and Technology Emeritus was moved, seconded and passed (See attachment).

Elections: Chairperson of Honors Program Committee and Ad Hoc Honor Code Committee Members and Chairperson

Chairperson Piperberg requested nominations for Chairperson of the Honors Program Curriculum Committee. None were received. The election would again appear on the next agenda.

Nominations were requested for Chairperson of the Ad Hoc Honor Code Committee. Dr. Kathy Schreiber from the Geography Department was nominated to fill this position. Committee member nominees included Dr. Jill Craven from English, Dr. Jeri Miller from Philosophy, and Dr. Jessica George from Library. Chairperson Piperberg closed nominations and said that nominations for the remaining Committee seats would be placed on the next agenda. It was moved and seconded that the Secretary be instructed to cast a ballot in favor of all candidates. The motion passed unanimously.

Cooperative Education Committee Proposals

Dr. Bill Dorman proposed that the Committee formalize their current policy of awarding a minimum of 3 credits for Coop 200, Coop 300, Coop 400, and Coop 500. They also recommended increasing the maximum from 6 credits. Dr. Dorman said the change would comply with policies already in existence in other departments. The proposal was seconded and after a brief discussion was passed.

Other/New Business

None.

The meeting adjourned at 5:40 p.m.

Respectfully Submitted,

Jen Miller
Recorder

Action Summary

Faculty Senate Minutes

March 7, 2000

1. A motion was moved and seconded to waive the one-meeting rule and vote on the Foreign Language proposal requesting a reduction in the number of courses required for the M.A. and M.Ed. in French, German, and Spanish to a maximum of 11 three-credit courses. The change would go into effect Spring of 2000. The vote succeeded by majority consent with one objection. The proposal was thus approved.
 2. A resolution to grant Dr. William Schotta the title of Professor of Industry and Technology was moved, seconded, and passed.
 3. Nominations were requested for Chairperson of the Ad Hoc Honor Code Committee. Dr. Kathy Schreiber was nominated for this position. Dr. Jeri Miller, Dr. Jill Craven, and Dr. Jessica George were nominated to serve on the Committee. The motion was moved and seconded. The motion passed unanimously.
 4. Dr. Bill Doorman proposed that the Cooperative Education Committee formalize their current policy of awarding a minimum of 3 credits for Coop 200, Coop 300, Coop 400, and Coop 500. They also recommended increasing the maximum from 6 credits. The motion to approve the proposal was moved and seconded. Thus the motion passed unanimously.
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Attachment A
Faculty Senate Minutes
March 7, 2000

Date: Mon, 6 Mar 2000 11:26:36 -0500
From: Joel Piperberg <JoeI.Piperberg@millersville.edu>
To: "'facsen@marauder.millersville.edu'" <facsen@marauder.millersville.edu>
Subject: Tomorrow's Meeting

Dear Senate,

Here is the Co-op Committee proposal we will be considering this week. I will have written copies tomorrow. It is followed by a fourth Academic Policies proposal that Rich France will bring to Senate formally tomorrow.

Joel

From: Bill Dorman
Sent: Monday, February 7, 2000 2:03 PM
To: Joel Piperberg
Subject: Senate agenda

Please add the following the next senate agenda:

The faculty cooperative education committee would like to formalize their current policy of awarding a minimum of three (3) credits for Coop 200, Coop 300, Coop 400, and Coop 500. They would also like to increase the maximum from six credits. This change would comply with policies that already exist in various departments.

Occasionally, a student will ask to do an experience for a single credit because that's all he/she needs for graduation. We need to eliminate this.

Also, there are experiences that run for longer time periods that we would like to be able to accommodate--the reason for the elimination of the 6 credit maximum.

Proposal #4 from the Academic Policies Committee

Study at other institutions

The current policy on p 88 of the Governance Manual reads

Section 3: Undergraduate Academic Policies Study at Other Institutions

Any student with a cumulative quality point average of 2.0 or better who wishes to pursue any part of Millersville's program at a different institution will be required to secure approval in advance from the advisor, the department chairperson, and the registrar. "Authorization for Transfer of Credit" forms are available from the registrar and should be filed with the registrar after approvals have been obtained. Courses failed at Millersville may not be repeated at another institution.

The committee recommends that "with a cumulative quality point average of 2.0 or better" be removed from the current policy.

Rationale: The Enrollment Management Committee suggested that the current rule deters students from remaining at Millersville if not allowed to take courses close to home during summer or winter breaks. Students must still get approval from their academic advisor, departmental chair and Registrar's office prior to taking such a course.

The new policy should read:

Section 3: Undergraduate Academic Policies

Study at Other Institutions

Any student who wishes to pursue any part of Millersville's program at a different institution will be required to secure approval in advance from the advisor, the department chairperson, and the registrar. "Authorization for Transfer of Credit" forms are available from the registrar and should be filed with the registrar after approvals have been obtained. Courses failed at Millersville may not be repeated at another institution.

Attachment B
Faculty Senate Minutes
March 7, 2000

RESOLUTION FOR EMERITUS STATUS

OF

DR. L. WILLIAM SCHOTTA

- WHEREAS:** Dr. L. William Schotta, Professor of Industry and Technology, retired in May of 1999 after 26 years of teaching at Millersville University and nine years of public school teaching; and
- WHEREAS:** Dr. Schotta has been a highly effective and motivational educator of metal technology, drawing and design, curriculum development, and computer numerical control (CNC); and
- WHEREAS:** Dr. Schotta supervised Industrial Arts and Technology Education student teachers at Millersville University; and
- WHEREAS:** Dr. Schotta continuously updated, organized and maintained a comprehensive metal technology laboratory; and
- WHEREAS:** Dr. Schotta initiated computer numerical control (CNC) machining and computer-aided design/computer-aided manufacturing (CAD/CAM) at Millersville University; and
- WHEREAS:** Dr. Schotta established the Industrial Technology Advisory Committee and served as coordinator of this advisory group of leaders from business and industry for 13 years; and
- WHEREAS:** Dr. Schotta served as chair of the University Sabbatical Leave Committee for two terms; and
- WHEREAS:** Dr. Schotta served as chair of the University Faculty Judicial Committee for four terms; and
- WHEREAS:** Dr. Schotta chaired the Industry and Technology Budget and Facilities Committee for 13 years where he developed procedures for allocating laboratory budgets and prioritizing equipment requests; and
- WHEREAS:** Dr. Schotta chaired the Industry and Technology Professional Standards Committee for four years; and
- WHEREAS:** Dr. Schotta chaired the Technology Education Association of Pennsylvania

(TEAP) Scholarship Committee for 11 years and awarded 17 scholarships to freshmen entering Millersville and California Universities; therefore, be it

RESOLVED: That Dr. L. William Schotta be granted the honorary title of Professor of Industry and Technology Emeritus.

Attachment C

Faculty Senate Minutes

March 7, 2000

To: Joel Piperberg

From: Rich France

Subject: Proposals from the Academic Policies Committee to the Faculty Senate

Date: 29 February 2000

Proposal #1 from the Academic Policies Committee

Minimum credit requirements for two year college transfers.

G.M. 11/97, p 53: Baccalaureate Degree Requirements, item 4, delete the last sentence:

"Satisfy the minimum residence requirement of one year, including 30 semester hours of coursework (in addition to student teaching for education students). The minimum requirement for transfers from a two year college is 60 semester hours at Millersville University."

Additionally, the committee recommends that this policy (if adopted) be reviewed in the year 2005.

Rationale: There are sufficient regulations in that section to protect the University from awarding a degree to a student who attends a transferring institution by maintaining the five regulations listed within the degree requirements regulation. All students will be expected to complete the general education requirements. They will be expected to complete 120 semester hours with a cumulative grade point average of 2.00. They will complete a major field of study with a 2.00 average. All students will be required to have a residency enrollment of one year, including 30 semester hours of coursework in addition to student teaching for education students. These students must also complete 50% of their major at Millersville.

The review in the year 2005 is to ensure that the new policy works as expected.

Proposal #2 from the Academic Policies Committee

Limits on the number of courses/credits for students on academic probation. (Resubmitted)

Current language in the Governance Manual, Section 3, Academic Standards, Probation and dismissal, paragraph 2, 2nd sentence:

"Academic Probation

While on probation, students are not allowed to pre-register (register) for winter and/or pre-summer sessions unless they have the permission of the academic advisor or his/her designee."

An addition to the above policy has been proposed. It reads:

"Additionally, such students are not allowed to pre-register (register) for more than 4 courses or 13 credits, whichever is less, in any term, session or semester unless they have the written permission of the advisor, chair, head of Academic Advisement or appropriate designee."

Original rationale: Currently about 300 students are on academic probation with about 120 students dismissed each semester. Restricting course/credits should facilitate the progress of such students . While some may argue that our students are capable of making such judgments, the fact of their probation casts doubt on that capability. The choice of 4 courses/13 credits was selected to maintain fulltime status, but a lighter than normal load to assist the student in raising his or her grade point average to an acceptable level.

The Academic Policies Committee re-visited this policy at the request of the Faculty Senate. After discussion and review of other options, the committee modified the original proposal to gain flexibility.

Proposal #3 from the Academic Policies Committee

Changing Drop/Add calendar

Current policy: G. M. page 76

A student may drop a course provided he/she has filed a drop card with the Registrar's Office by the published deadline. This card requires the signature of the course instructor or his/her designee. Up to and including the end of the third week, a student may drop a course without a grade being entered on the record. Beginning the fourth week and up to the end of the end of the ninth week a "W" grade shall be issued by the instructor. The W grade shall not be calculated in the student's GPA. The tenth week and thereafter a student must receive a regular grade.

Students should be aware that there is no automatic drop policy, and withdrawal from a course in accordance with the above procedure is the responsibility of the student.

During Summer sessions, the registrar will determine equivalent dates for the no grade, W grade or regular grade period.

PROPOSED CHANGE:

For the Fall and Spring terms, a student may add a course through the first week of classes. For the Fall and Spring terms, a student may drop a course through the first week of classes.

Beginning with the second week through the ninth week, students dropping a class will receive a grade of W. A withdraw grade of W will not be calculated in the student's GPA.

Signatures of the faculty will not be required for any transaction related to the student dropping or adding a course.

Beginning with the tenth week non-W grades will be awarded according to the instructor's records.

It is the student's responsibility to officially make changes to his/her enrollment. There is no automatic drop policy.

During the Summer and Winter sessions, the registrar will determine equivalent dates for the no grade, W grade or regular grade period.

Rationale: The current policy allows students to enter a course after missing the first two weeks of the course. The new policy reduces that time to one week. The new policy brings the drop calendar in line with the add calendar. Students would be required to have their schedule of classes resolved by the end of the first week of the semester. Additionally, the proposal eliminates signatures of the instructor for either dropping or adding a course.

With the compression of the time that students can adjust their final schedule, it is anticipated that students will take advantage of the more streamlined methods of making these transactions. Because of this process, classes will be managed by the maximum class size established by the University. Faculty will, however, be able to process additions on a case by case basis as is currently in place with the add/drop system.

Proposal #4 from the Academic Policies Committee

Study at other institutions

The current policy on p 88 of the Governance Manual reads

Section 3: Undergraduate Academic Policies Study at Other Institutions

Any student with a cumulative quality point average of 2.0 or better who wishes to pursue any part of Millersville's program at a different institution will be required to secure approval in advance from the advisor, the department chairperson, and the registrar. "Authorization for Transfer of Credit" forms are available from the registrar and should be filed with the registrar after approvals have been obtained. Courses failed at Millersville may not be repeated at another institution.

The committee recommends that "with a cumulative quality point average of 2.0 or better" be removed from the current policy.

Rationale: The Enrollment Management Committee suggested that the current rule deters students from remaining at Millersville if not allowed to take courses close to home during summer or winter breaks. Students must still get approval from their academic advisor, departmental chair and Registrar's office prior to taking such a course.

The new policy should read:

Section 3: Undergraduate Academic Policies
Study at Other Institutions

Any student who wishes to pursue any part of Millersville's program at a different institution will be required to secure approval in advance from the advisor, the department chairperson, and the registrar. "Authorization for Transfer of Credit" forms are available from the registrar and should be filed with the registrar after approvals have been obtained. Courses failed at Millersville may not be repeated at another institution.

Attachment D

Faculty Senate Minutes

March 7, 2000

Critical Reasoning Assessment Plan
General Education Review Committee

February 22, 2000

The subcommittee to design an assessment plan for the critical reasoning objective proposes a three-part assessment effort:

1. 10% of eligible students (i.e. students who have completed between 60 and 90 credits at the start of the academic year) will take the (Choose one: CCTST or ETS Tasks in Critical Thinking) during the fall semester of each year of the assessment plan.

Students will be selected based on purposeful convenience sampling. Course sections that draw generally representative samples of junior level MU students will be identified. Selection of participating sections will be based on general representation of MU students by major, willingness of instructor to participate, and whether administration of the test may serve a dual purpose such as aiding an academic program review of a department. Instructors will be asked, on a rotating basis, to volunteer one class session for test administration. (5-7 class groups will be selected, distributed across disciplines, if possible.)

APPROXIMATE # OF STUDENTS ASSESSED ANNUALLY: 160

APPROXIMATE COST:

CCST (multiple choice based)

160 tests X \$4 = \$400

2 Faculty proctors X 3 test administrations X \$50 Professional Development Funds= \$300

Total= \$700

ETS (Task-based)

160 tests X \$15=\$2400

2 Faculty proctors X 3 test administrations X \$50 Professional Development Funds= \$300

Scoring time for faculty [ETS Tasks only], 4 X \$150 = \$600

Total = \$3300

N.B. During the spring 2000 semester, and thanks to the cooperation of the Philosophy Department, the CR sub-committee is conducting a pilot administration of the CCTST and the ETS Tasks to determine which instrument best serves our purposes. All students in PHIL.

100 classes ($N > 350$) will take one of the two tests. Student results will be analyzed against the MU Critical Reasoning definition and within a comparison of the two instruments to determine which is most useful and most efficient. A decision to employ one test or the other will be made following this pilot effort.

2. All students registered for Perspectives courses taught by participating faculty members during the academic year will be asked to complete an early-semester course-based task (one that will be refined from an already existing course requirement) specially-designed to capture the three facets of the MU definition of "Critical Reasoning". Willing faculty members will be provided with guidance in developing the task and trained to use an adaptation of the California Academic Press "Holistic Critical Thinking Scoring Rubric" (<http://www.calpress.com/rubric.html>) to evaluate the students' work. Individual faculty members will report students' scores (4-1) to the GERC.

All faculty teaching Perspectives courses will be invited to participate in the training -- tentatively scheduled for May, 2000 -- to develop an assessment task that will be evaluated and reported to GERC. Faculty participation must be voluntary. To encourage faculty involvement, those participating will be given personal faculty development funds (administered through the department budget) to be spent on scholarly travel, teaching materials, books, etc. Participants will receive \$100 for attending the training and development session, and \$100 each time the course is taught and tasks are assessed using the Critical Reasoning Rubric and reported to GERC. Task assessment will occur collaboratively following the end of the semester, with all participating faculty members assessing and checking assessments.

No incentive is necessary for student involvement since the assessment task is a course requirement.

APPROXIMATE # OF STUDENTS ASSESSED ANNUALLY: 450
(A minimum of 160 students is needed.)

APPROXIMATE COST:

$15 \times \$100 = \1500

N.B. An additional \$1200-1500 cost will be incurred in the first year for training.

3. Five faculty members will each be asked to work with a 6-student "focus group", beginning as first year students and continuing through graduation. Each faculty member will meet with his or her group twice per semester. (Sessions should last approximately 75 minutes and light refreshments should be provided.) Each semester, the faculty member will conduct discussions that encourage demonstration of critical thinking elements as defined in the MU General Education Objectives and will assess and

document
in a qualitative/narrative manner the students' critical reasoning skills. Discussion topics should be relevant to student personal and academic goals and should elicit students' analyses and evaluation of critical reasoning instruction.

[This effort will not be initiated unless five willing faculty members can be identified.]

Incentives for students will not be necessary for the students if the focus groups are integrated into the advisement process, if refreshments are provided, and if faculty members establish substantive relationships with the members of the group. (Care will be taken to design discussion formats that are appropriate to the academic development of the group and that complement the advisement process at each stage. Groups can be like-major membership.) Incentives for the faculty members should include professional development funds, but may also include grant funds and publication opportunities if the project is designed appropriately.

APPROXIMATE # OF STUDENTS ASSESSED: 30

APPROXIMATE COST ANNUALLY:

6 faculty members X \$200 = \$1200

Refreshment costs = \$400

Total cost = \$1600

This three-part plan combines: 1) standardized normed test scores, 2) local course-based assessment measures, and 3) qualitative information in narrative form. This combination will provide GERC with a multi-faceted picture of students' critical reasoning capabilities for purposes of review and renewal (if needed) AND will enable the University to communicate achievements in critical reasoning to diverse constituencies within and outside the University.

Attachment E
Faculty Senate Minutes
March 7, 2000

Proposal to Establish an Honors College at Millersville University

Submitted by

the University Honors Program Committee

and

Steven M. Miller, Ph.D., Director of the University Honors Program

January 2000

Proposal to establish an Honors College at Millersville University

- I. Executive Summary
- II. Introduction
- III. Rationale
- IV. Goals
- V. Targeted Areas
- VI. Budget
- VII. Appendices

EXECUTIVE SUMMARY

Established in 1980, Millersville University's Honors Program is considered one of the strongest such programs in the Pennsylvania State System of Higher Education and has been nationally recognized for the quality of its academic program and for its provision of cultural opportunities and other extracurricular activities for students. In his 1988 publication *How to Get an Ivy League Education at a State University*, Martin Nemko singled out Millersville's Honors Program as one of the 43 outstanding honors programs in the country. Students in the University Honors Program have been accepted into highly competitive summer internship programs, have continued their studies at prestigious graduate schools, and have pursued interesting and challenging careers.

Thanks in large part to the unfailing commitment and energy of Program founder Dr. John Osborne over the course of 19 years, the Honors Program has developed from a small, experimental program to a well-respected program with a structured and rigorous curriculum as

well as many extracurricular opportunities for students. in the form of cultural programs and research grants. Nearly one third of Millersville's faculty have actively participated in the Honors Program, either through the development of honors courses, the teaching of honors courses, or service on the University Honors Program Committee. At present, approximately 300 students are enrolled in the University Honors Program with about 80 freshmen admitted each year. Typically, fewer than 20 percent of students enrolled in honors programs nationwide graduate from those programs. At Millersville more. than 30 percent of those who join the Program complete its rigorous requirements which include demonstrating competence in calculus and writing a senior thesis. In terms of curriculum, research opportunities, and cultural activities, Millersville's Honors Program is already comparable to many institutions' honors colleges.

In November of 1997 the Director of the University Honors Program and the University Honors Program Committee prepared an Honors College concept paper which was presented to Faculty Senate. Attached as an appendix to this proposal, the concept paper explains the differences between an Honors Program and an Honors College and details some possible directions for an Honors College at Millersville. An Honors College will extend the mission of the Honors Program by incorporating meaningful opportunities for community service, by developing mechanisms for internships, by encouraging departments to design special Honors courses of study, and by providing institutional avenues for preparing students to compete successfully for national scholarships, fellowships, and positions in prestigious graduate schools. The difference between a College and a Program is one of scale. and commitment rather than structure.

During the spring semester of 1998, Deans' Council suggested that a consultant be brought to Millersville to make recommendations regarding the feasibility of establishing an Honors College. The University Honors Program Committee considered several individuals as possible consultants and in July of 1998 submitted two names to the Associate Provost for Academic Programs and Services. In January of 1999 Dr. William P. Mech, Dean of the Honors College at Florida Atlantic University and former Dean of the Honors College at Boise State University, was approved by Deans' Council. Dr. Mech visited Millersville in March of 1999, meeting with students, faculty, and members of the University administration in a variety of settings.

In his report, attached to this proposal, consultant Mech states, ."The successful implementation of an Honors College will give Honors education a more central, visible and coherent position within the university. It will improve the recruitment efforts of the entire university... The presence of an Honors College is attractive for development purposes, too. This draws much-needed gifts into the university."

In May of 1999 a special report was submitted to Faculty Senate by the University Honors Program Committee. Discussed at the June 1999 meeting of Faculty Senate, the report encouraged all faculty to participate in future discussions about the establishment of an Honors College. In September of 1999 the University Honors Program Committee held four discussion sessions, inviting all members of the University community to share their views about the possibility of establishing an Honors College at Millersville. Prior to the discussion sessions, the University Honors Program Committee distributed to all faculty and all students in the University Honors Program a list of frequently asked questions that is attached to this proposal.

After careful consideration; after having conducted open meetings to share and gain information from faculty, administrators, and deans; and after conferring with an expert outside consultant, the Director of the University Honors Program and the University Honors Program Committee conclude that the University will benefit greatly from the transition to an Honors College. As a College, Honors curricula and programming would gain increased visibility and recognition, consistent with the achievements of recent University Honors graduates and Honors faculty. At present, the Millersville University Honors Program is favorably comparable to public university honors colleges elsewhere in Pennsylvania. and throughout the region; Honors curricular development, advising, faculty, and cultural activities have been cited by national surveys and evaluations that have ranked Millersville highly for its academic programs. Thus, such a transition is timely.

While continuing present Honors policies and curriculum, the Honors College will better serve students and faculty in several ways: by enhancing the academic climate of the University community; by providing improved recruitment, retention, and enrollment management for the University community as a whole; by encouraging pedagogical excellence and experimentation among faculty; and by attracting additional revenues in conjunction with the University Development Office. An Honors College aims to:

- **Enhance the Academic Climate of the University**
The Honors College aims to build on the Honors Program's foundation in academic excellence and to provide an environment conducive to further achievement for individual students and for the University as a whole. The presence of an Honors College signals institutional commitment to academic goals and values, making academic excellence a central and highly visible feature of the University, attracting and supporting students with academic aspirations, and increasing the University's reputation for high-quality higher education.
- **Enhance the Cultural Environment of the University**
Although not completely distinguishable from the academic climate, cultural elements have been supported by the Honors Program in the past and will have an increasingly positive impact on students across campus with the transition to an Honors College. Continuing the goal of expanding students' horizons, the Honors College will continue to provide transportation and guidance, taking students beyond the immediate region and into the culturally rich areas not far from Lancaster County. The College will also encourage students to see their near environment in more complex and appreciative ways, organizing visits and facilitating internships that encourage students to apply what they learn in the classroom to the world at hand.
- **Improve Recruitment, Retention, and Advising of Talented and Motivated Students**
An Honors College will attract not only students seeking admission to the College but also students who perceive the value of a University committed to honors education. Honors College recruitment will preserve the Program's tradition of seeking and inviting students with notable academic potential as reflected in standardized test scores and high school class rank, and the College will also actively recruit creative and highly motivated students whose records show the desire to make the most of their University education. The Honors College will nurture volunteer and cooperative experiences, reminding

students of the importance to themselves and their community of sharing and thereby honing their particular talents and skills.

- **Support Excellent and Innovative Pedagogy**

The proposed Honors College will serve as a "crucible for curricular and pedagogical experimentation" on a campus-wide interdisciplinary scale. Honors coursework presently requires and encourages independent and guided research, a high level of faculty-student interaction, meaningful exchange among creative and motivated students, and challenging subject areas. An Honors College model will encourage responsible curricular experimentation that fosters improved pedagogy throughout the University.

Without changing the present organizational structure of the Honors Program, Honors College designation will improve the visibility and recognition of academic excellence necessary to increase financial support from corporate and private donors. As a visible sign of commitment to excellence, the College will attract a greater number of talented students to the University and will contribute to retention and enrollment management initiatives across campus.

INTRODUCTION

Recommendation

The University Honors Program Committee and the Honors Program Director propose the establishment of an Honors College to replace the current Honors Program. While continuing present Honors policies and curriculum, the Honors College will better serve students and faculty in several ways: by enhancing the academic climate of the University community; by providing improved recruitment, retention, and enrollment management for the University community as a whole; by encouraging pedagogical excellence-and experimentation among faculty; and by attracting additional revenues in conjunction with the University Development Office. Without changing the present organizational structure of the Honors Program, Honors College designation will improve the visibility and recognition of academic excellence necessary to increase financial support from corporate and private donors. As a visible sign of commitment to excellence, the College will attract a greater number of talented students to the University and will contribute to retention and enrollment management initiatives across campus.

Definition

An Honors College, like an Honors Program, is a carefully articulated opportunity for learning within the framework of the larger university. Both are designed to enhance the academic climate of the entire University community while providing for students with exceptional academic talents and motivation the especially challenging opportunities to develop skills essential to post-graduate leadership. The difference between a College and a Program is one of scale and commitment rather than numbers or structure. The proposed Honors College would preserve the Program's faculty leadership and supervision without adding administrative positions; the Director and College Committee would continue to be selected from the faculty exactly as in the past.

The presence of an Honors College is a clear sign that the University is committed to academic excellence and has committed substantial resources to achieving high academic goals. The Honors College would cultivate curricular and programmatic flexibility allowing it to serve as a crucible of curricular and pedagogical experimentation benefiting the whole University. Building a community of faculty and student interaction, the College guarantees a core of highly motivated students whose presence enhances the intellectual, creative, and cultural climate of the entire campus. Preparing students for graduate and professional education beyond the baccalaureate, the College would provide an indication of the highest quality undergraduate education the University offers and contribute to the acceptance of Millersville alumni/ae into graduate, professional, and other programs of advanced study. The College would be advantageous in efforts to attract greater numbers of talented students with more diverse backgrounds and would improve the academic and cultural community of the University as a whole. The Honors College would enhance both the quality and the reputation of Millersville University.

Vision

The Honors College aims to provide a unique model of academic community by offering curriculum, cultural enhancement, and supportive advisement designed to involve students in their own education while encouraging them to contribute actively to the University and wider community. The Honors College aims to mirror the highest goals of the university and to enable honors students to perceive more clearly their special responsibility in the continuous cycle of providing, receiving, and renewing the benefits of education within and beyond the community of learners at Millersville University.

RATIONALE

As a College, Honors curricula and programming would gain increased visibility and recognition, consistent with the achievements of recent University Honors graduates and Honors faculty. The current Honors Program has grown and succeeded in its present form to bring recognition to Millersville University since its formation in 1980. After careful consideration; after having conducted open meetings to share and gain information from faculty, administrators, and students; and after conferring with an expert outside consultant, the Director and Committee conclude that the University will benefit greatly from the transition to an Honors College. At present, the Millersville University Honors Program is favorably comparable to public university honors colleges elsewhere in Pennsylvania and throughout the region; Honors curricular development, advising, faculty, and cultural activities have been cited by national surveys and evaluations that have ranked Millersville highly for its academic programs. Thus, such a transition is timely.

In his exit interview in March 1999, outside consultant William F. Mech indicated that there are four compelling reasons for Millersville University to make the transition from Honors Program to Honors College:

1. Maturity of the existing Program: Millersville's Honors Program already offers students many of the services associated with Honors Colleges across the country. After 19 years

of service to the Program's growth, the founding Director has stepped down, and transition to a new director opens a special window of opportunity and responsibility to preserve and increase the quality of Honors education at Millersville.

2. University-wide enrollment trends: In recent years, the number of academically talented students who have enrolled at Millersville has declined. In Fall 1998, for example, only 25% of students in the top 10% of their high school class and with SAT scores above 1200 accepted admission to Millersville. An Honors College would help to reverse such enrollment trends by attracting greater numbers of academically talented and highly motivated students.
3. Competition (especially from SSHE schools and others in the region): To continue the academic growth associated with honors education at Millersville, it is vital to keep pace with State System of Higher Education universities that have already formed honors colleges. Indiana University of Pennsylvania had no honors program prior to 1996 when, thanks to a very large donation, they established the Robert E. Cook Honors College. Since then they have been aggressively recruiting students and marketing the honors college. Cheyney University has used a large donation to establish an Honors Academy, which they began marketing in 1999. Establishment of the College affirms the University's commitment to academic excellence and offers opportunities for honors education to grow and flourish in several ways.
4. Potential donors to attract new money to the university: Donors will be more willing to contribute to an Honors College than to an Honors Program. A change from Honors Program to Honors College will enhance the academic reputation of Millersville University and will demonstrate that Millersville University has made a substantial commitment to academic excellence, thereby attracting new money for the entire institution, not only the Honors College. Outside funding will enable the Honors College to meet its ambitious goals for increasing academic and cultural opportunities for students.

Already offering students many of the services associated with Honors Colleges across the country, the University Honors Program functions much as an Honors College at the present time, with notable exceptions of visibility, facilities, and financial resources. Establishment as an Honors College would remedy these areas and assure continued success in meeting present goals. With the commitment represented by the College designation, Honors recruitment, advising, curriculum, cultural enhancement, and development would benefit from increased funding from private and corporate contributions. Improving visibility and availability of Honors housing, classroom space, staff, and records is unavoidably linked to increased financial support. Working with University Development Offices, the Director and Program Committee expect this support to come primarily from outside donors, contributing to the University's economic resources rather than drawing from present resources. The expectation is that new moves will enable the current programmatic goals to be met and Honors College growth in service to be realized.

GOALS

Enhanced Academic Climate

The presence of an Honors College signals institutional commitment to academic goals and values, making academic excellence a central and highly visible feature of the University, attracting and supporting students with academic aspirations, and increasing the University's reputation for high-quality higher education.

Millersville University graduates are traditionally awarded Latin accolades magna cum laude, summa cum laude, and cum laude for achievement measured by cumulative grade-point averages; Departmental Honors are awarded for achievements in graduates' major fields. Graduation from the Honors College will provide an indication of the high quality of students' overall achievement in a particularly challenging and rewarding curriculum that includes liberal arts and sciences, general education, and the major area of concentration. Honors education fosters and indicates high standards of quality, clarifying the context in which grades are earned.

For nearly twenty years the Honors Program has provided an important indicator of excellence by recognizing graduates who have completed the Program's and the University's requirements with distinction marking not only high grades but also the quality of curriculum on which the grades are based. University Honors Program graduates have excelled in demanding core requirements (calculus, laboratory science; literary and intellectual traditions) within general and additional educational areas, and they have demonstrated success in independent research and faculty collaboration represented by the honors thesis. Honors College designation is appropriate to distinguish these graduates as achieving excellence across the curriculum with emphasis on independence, creativity, active participation in the learning process, and service to the community.

The Honors College aims to build on the Honors Program's foundation in academic excellence and to provide an environment conducive to further achievement for individual students and for the University as a whole. All the goals that follow are connected to the core of academic excellence the Honors College embodies and represents. Campus culture, classroom pedagogy, curricular innovation, and pre-professional advising are elements of the academic environment the College seeks to enhance. In brief, the Honors College seeks to provide a unique model of the University, to be a source and resource for academic activity in the highest sense and for the deepest purposes. The Honors College can become the core, the heart, of the University and a network to connect its diverse parts.

Enhanced Cultural Environment

Although not completely distinguishable from the academic climate, cultural elements have been supported by the Honors Program in the past and will have an increasingly positive impact on students across campus with the transition to an Honors College.

Field trips and activities that widen students' perspectives--attending performances and visiting museums and historic or scientific sites--will continue to hallmark Honors education at Millersville. Over the last 19 years, the Honors Program has broadened the scope of honors students' education with confidence-building ropes courses and white water rafting; honors students have been offered opportunities to attend operas, symphonic concerts, and performances in Baltimore, Philadelphia, and New York City. The Honors College will be able to publicize

and increase the availability of these extracurricular activities while offering more opportunities on campus for a University-wide audience and in the local area to expand students' perceptions of cultural diversity. Continuing the goal of expanding students' horizons, the Honors College will continue to provide transportation and guidance, taking students beyond the immediate region and into the culturally rich areas not far from Lancaster County. The College will also encourage students to see their near environment in more complex and appreciative ways, organizing visits and facilitating internships that encourage students to apply what they learn in the classroom to the world at hand. For example, the College will support interaction between University students and local museums and historic places-Wheatland, a Presidential home, and The Ephrata Cloister, the site of a religious community, are nearby destinations; the Lancaster County Historical Society, The Demuth Foundation, and the Lancaster Museum of Art are but a few of the local organizations that can widen students' perspectives and benefit from students' interest. The College will encourage significant volunteer, cooperative education, and internship experiences with local organizations and businesses. For example, this year the first Fulton Bank Scholars have met with mentors from the local financial institution that funded their honors scholarships; possibilities for "town and gown" interaction are numerous and will be increasingly possible with the increased recognition and support expected from establishing the Honors College. Millersville University is uniquely positioned-geographically and historically-to foster interaction between students and the local community. The Honors College will contribute to that interaction.

Cultural growth will be additionally nurtured by excursions and activities linked to honors courses and made available to all students enrolled. For example, the fall 1999 dinner event for Afro-American Literature, sponsored by the Honors Program, included students from honors and general sections of the course. The Honors College will make more opportunities available to more students by sponsoring on-campus events, discussion sessions coordinated with campus events, and off-campus trips open to interested faculty and students.

Supplements to campus life will include Honors College co-sponsorship and shared publicity for visiting scholars, artists, and public figures. With increased visibility and commitment, the Honors College will serve as a focal point and a point of contact for collaborative events. For spring 2000, a visiting poet sponsored by various campus groups will visit Honors classes, and co-sponsorship of events is being planned to link Honors with student and faculty groups across campus. Establishment of the Honors College will facilitate cooperative efforts to benefit the entire University.

With improved facilities, the Honors College will be able to host numerous small group discussions open to students, faculty, and staff across campus. The existence of ground-floor lounge and seminar areas would facilitate academic, cultural, and social gatherings to encourage the thoughtful exchange of ideas and diverse perspectives--creating an environment that validates and values the academic community.

Improved Recruitment and Retention

As consultant Dr. William Mech reported, "successful implementation of an Honors College will give Honors education a more central, visible and coherent position within the university. It will

improve the recruitment efforts of the entire university..." Mech asserts that the Honors College will attract not only students seeking admission to the College but also students who perceive the value of a University committed to honors education. Honors College recruitment will preserve the Program's tradition of seeking and inviting students with notable academic potential as reflected in standardized test scores and high school class rank, and the College will also actively recruit creative and highly motivated students whose records show the desire to make the most of their University education. The Honors Program has an established practice of inviting and encouraging students to enter the Program by self-identification; current Admissions Standards and Academic Requirement handout states that "motivation, enthusiasm, and commitment to learning are often better predictors of success in the program than test scores" and "students who do not meet...formal criteria but who are seriously interested in participating in the program may apply to the Director for admission"; the Honors College will actively promote this policy and publicize the eligibility of all students (with minimum grade point average or permission) to register for honors courses and to join the Program.

Honors scholarships coordinated with financial aid awards have already begun to encourage motivated and accomplished students to attend Millersville University. The 1999-2000 academic year saw the initial award of seven Honors Program scholarships that will provide four-year support for students who remain eligible. These awards are an important step toward attracting a greater number of promising students to the University through honors education. The Honors College will make donors more willing to contribute funds that will assist more students. Coordinating efforts with offices of Admissions, Advancement, and Financial Aid, the current Program has laid the foundation upon which Honors College recruitment efforts will build through continued and expanded interaction and communication. The Honors College will improve recruitment of highly motivated and well prepared students; continuing current policies of seeking a diverse group of scholarship recipients, the College will actively recruit students from all groups of the regional and national population.

Retention of students is frequently linked to issues of community and to students' perceptions of belonging to groups associated with the larger institution. An active Honors College will offer many opportunities for students to form and join groups on campus and to establish connections with organizations and institutions in the local area. In addition to the environmental factors outlined above, the Honors College will vigorously encourage students to participate in and contribute to the internal working of the College itself. Long reliant on student workers to do clerical tasks, the Honors Program experimented in 1997 with a Student Advisory Board now being revived. In fall semester 1999, students provided an information session in Harbold Residence Hall to share experiences in the overseas State System Summer Honors Program. An Honors College will expand and deepen such experiences to engage students in the University community by nurturing self-determination and voluntary service. Students gain vital experience while planning and coordinating programmatic events; honors students also have a history of contributing their skills to- electronic media communication. Students created the first Honors home page for the World -Wide Web, now being updated and expanded with support from Ms. Diane Duell of the University's Division of Information Technology. In addition to self-supporting contributions to honors programming, students will be encouraged to share their skills and talents in numerous arenas coordinated by the Honors College.

As proposed in 1997, the Honors College will nurture volunteer and cooperative experiences, reminding students of the importance to themselves and their community of sharing and thereby honing their particular talents and skills. At present, numerous offices contact the Honors Program seeking qualified students for paid campus employment. A College structure will make it more feasible to coordinate requests for peer tutoring and computer consulting, for connecting offices and agencies with students who can contribute to and benefit from practical experiences in the campus and wider communities. The College will provide a framework in which students will explore social needs and discover ways in which they may contribute to the world at large.

In addition, the Honors College aims to fund student research and student/faculty collaboration in research projects. The unique role of the College is not so much to disperse grant money as to serve as a clearinghouse and to provide a network to connect researchers with funding sources. With contributions from donors attracted by a visible and active Honors College, research can be supported to benefit the academic and professional development of students and faculty in collaboration with industry and the public sector. Harrisburg Internships with the Legislature are an example of participatory interaction between the University and Commonwealth government now in place. Increasing the opportunities for students to become involved with such programs is a goal of the proposed Honors College and an important element in student retention through active participation in educational experiences.

Support for Excellent & Innovative Pedagogy

The proposed Honors College will serve as a "crucible for curricular and pedagogical experimentation" on a campus-wide interdisciplinary scale. The Honors Program has fostered innovation and course development involving more than 100 faculty members who have proposed and taught more than 130 new courses or honors sections of existing courses since 1980. Additionally, more than 40 faculty members have supported the curricular goals of the Honors Program through service on the University Honors Program Committee; more than half of those committee members have not had the opportunity to teach honors courses. A College will continue to nurture pedagogical experimentation within the guidelines of current curricula, emphasizing independent inquiry, research, creativity, and the open exchange of ideas in faculty-student collaboration.

Coordinating efforts with the Center for Academic Excellence, the Center for Regional Studies, and with International Studies, Women's Studies, African-American Studies, and Latino Studies programs, the Honors College will promote experimental and timely course offerings for talented and motivated students. Committed to small class size and a high level of student-faculty interaction, Honors courses have and will continue to encourage self-evaluation and intellectual growth among students and faculty alike. Notably challenging curricular opportunities for talented; motivated students have been and will be provided for honors students and for all students willing to explore honors courses.

Honors coursework presently requires and encourages independent and guided research, a high level of faculty-student interaction, meaningful exchange among creative and motivated students, and challenging subject areas (for example proficiency in calculus as part of the general education requirement). These characteristics will grow with Honors College status. Although

the current Honors Program curriculum is appropriate to an Honors College, the transition will lead to reevaluation of existing curricula. Questions will be raised about proficiencies in foreign languages and exposure to world cultures; opportunities will be offered for course development in interdisciplinary and multicultural areas; possibilities will be explored to develop courses that meet Social Science, Humanities, and Science general education requirements while offering timely emphasis on current topics of significant interest. An Honors College model will encourage responsible curricular experimentation that fosters improved pedagogy throughout the University.

Pre-Professional Advising and Preparation

Coordinating efforts with Pre-Law and Pre-Medical groups on campus, the Honors College will sponsor information sessions, visits from recruiters, and networking with campus and community--e.g., The Office of Cooperative Education and Fulton Bank have recently provided information sessions for Honors Program students. Perhaps most important is the ability of an Honors College to connect students with faculty, professionals, and peers who share similar goals and life plans including continuing education, graduate or professional school plans, and life-long learning.

With plans to develop a Phi Beta Kappa chapter for Millersville and with responsibility for national scholarship applications, the Honors College will provide a network of internationally recognized quality indicators for Millersville graduates, assisting their pursuit of graduate and professional goals. Beginning in 1999, national Goldwater, Truman, and Udall scholarship applications are supervised by Honors, joining Madison scholarships as the responsibility of the Director, who also serves as liaison with additional programs. An Honors College designation will greatly facilitate visibility and publicity for these initiatives; with expanding services to students, as Dr. Mech has observed, "the next phase will ...require greater support and resources." The Honors College represents that next phase.

Improved Honors Facilities and Staffing

The Honors Program has served Millersville University students well for almost twenty years, providing academic advisement, counseling, referrals, and administration for a very successful program. This year the Program has reactivated membership in the National and Regional Collegiate Honors Councils and is renovating its University web page and working with State System Honors Programs to provide overseas study opportunities to Millersville University honors students.

Dr. John Osborne and an ever-changing student staff have created a recognized Program that functions as an Honors College without the financial or human resources one would expect. The long service of Ms. Jane Strassle has been invaluable; she has assisted the Program and supervised student staff successfully on a half-time split appointment with obligations to International Affairs and International Studies balanced with duties for the Honors Program. The current facilities, while centrally located, are not easily accessible for students and visitors with physical disabilities.

Space that was appropriate for a fledgling Honors Program is no longer adequate to meet the demands of a vibrant and multifaceted program that serves the needs of hundreds of students. With very limited resources the Honors Program has been serving students and delivering recruitment, retention, pedagogical, and pre-professional support. As Dr. Mech's report recommends, even "just to maintain the current level" of activity and services to the University, "greater support and resources" are needed.

With Honors College designation, a residential component for Honors is envisioned, a residence unit more identifiable and linked with Honors offices and meeting rooms. The goal is a facility in which student housing options, like those now available for honors students in Hull and Harbold Halls, could be combined with office, classroom, and social areas to allow honors programming to be shared with more students and to contribute more directly to the academic and cultural environment of the University. This may be a longterm goal, and Honors education may survive on campus without this vision being realized in the near future. However, to continue present service to students there are pressing needs for more clerical support, for more accessible classroom and social space, and for additional faculty involvement from an Assistant or Associate Director. Transformation to the Program into an Honors College will signal that these needs are anticipated and planning is under way to supply them. Building an Honors College will assure that academic goals, innovative pedagogy, and liberal arts education is valued and supported by Millersville University. The Honors College will carry the values of education, service, and intellectual vitality into the new millennium.

TARGETED AREAS TO BUILD AN HONORS COLLEGE

Since the University Honors Program is already functioning much as an Honors College, the transition from Program to College does not require many immediate changes. This proposal focuses on nine targeted areas which can be addressed in phases as resources become available. The lack of additional resources at present should not hinder the immediate transition

Curriculum- The current curriculum is appropriate for an Honors College and need not be changed for the immediate future.

- The University Honors Program Committee of Faculty Senate would be renamed the Honors College Committee but would retain the same membership and functions as specified in the *Governance Manual*.
- At present, 6 credit hours of faculty release time per semester are allocated specifically for Honors courses. With approximately 20 honors courses offered each semester, this represents less than 10% of the total. The economic commitment to Honors education is presently coming from departments and schools that support the offering of Honors

courses beyond the allocated 6 credit hours per semester. We need to find a way to ensure that enough courses are provided to allow students to complete the Program without placing a burden on individual departments. Future consideration should be given to finding the resources to allow additional credit hours to be allocated specifically for Honors courses, so that Honors courses need not be funded directly from any one department's complement

- We need to reassure schools and departments that they will not be penalized for offering small-enrollment courses in support of Honors.
- The Honors College can serve as a clearinghouse to coordinate information about departmental honors programs and requirements and to provide assistance to departments in developing special programs for students.
- Future consideration should be given to reviewing the curriculum of the Honors College to see if changes may be beneficial.

Recruitment and Admissions- For the purposes of student recruitment and admissions, it is important that the transition be made as quickly as possible and certainly no later than the start of the Spring 2000 semester. Recruitment and admissions would be accomplished in coordination with the Admissions Office with the first class being admitted for Fall 2000.

Scholarships- The first specially-designated scholarships were awarded to students joining the Honors Program in fall of 1999. A total of \$15,000 was awarded to seven students, the amounts renewable for four years. An additional \$15,000 will be awarded each year so that eventually \$60,000 in scholarships will be available for approximately 10% of the students in the Honors College.

- These scholarships are intended to attract the most academically talented students to Millersville and will provide an excellent beginning for the Honors College.
- Future consideration should be given to augmenting the amount of money so that scholarships can be made available to a higher percentage of students in the Honors College. Current and future scholarships must be coordinated, through the offices of Financial Aid and Admissions, with other moves to produce attractive packages for students.

Cultural and Other Activities- Coordinated with academic initiatives, cultural and other activities have a positive impact on students. With a limited budget (\$7000 covers cultural activities as well as student employee budget and office supplies) the Honors Program has been able to provide students with a variety of cultural activities in support of their education. Trips to the symphony, opera, theatre, and museums in Lancaster, Baltimore, Washington, and New York have been staples of the Honors Program for many years. Participation in group activities have been enthusiastically supported by students in the Program. Several dinners each year are also scheduled for students in the Honors Program. Information about Honors Program activities has been communicated through periodic newsletters, e-mail distribution lists, and the Honors Program web page.

- Current levels of funding should be maintained so that students in the Honors College can continue to take advantage of these cultural opportunities and other activities.

- Future consideration should be given to increasing the level of funding for cultural and other activities to allow more students in the Honors College to participate. Increased funding will also enable the Honors College to sponsor visiting scholars and cultural experiences on campus for the entire University community.
- The Honors College should seek to coordinate with other campus organizations the sponsorship of cultural activities on campus that will benefit all members of the University community.

Student Research Grants- A small amount of money has been made available to support collaborative student/faculty research projects of students in the Honors Program. Since 1998, through a competitive application process, approximately five \$1000 fellowships each year have been awarded to students for summer research.

- Funding should be maintained for students in the Honors College to apply for research grants.
- Future consideration should be given to increasing these funds so that they would eventually be sufficient to finance 20 undergraduate research fellowships of \$2400 each annually for student/faculty collaborative research.

Travel and Professional Development- In recent years, students and faculty of the Honors Program have not been able to take advantage of the many honors-specific professional development opportunities available. The National Collegiate Honors Council and its regional affiliate sponsor conferences, workshops, and seminars on various topics of interest to students and faculty. The Director of the Honors College or his designee should regularly attend the annual conferences of the NCHC. Students in the Honors College should receive financial assistance to attend NCHC regional seminars and both students and faculty should be encouraged to present papers at both the national and regional meetings.

- Future consideration should be given to providing funds specifically to support student and faculty travel to NCHC and other honors-related conferences.

Facilities- The present Honors Program office is inadequate to meet the needs of the current Program. The Program has outgrown its current space and its location on the second floor of Cumberland House and is not easily accessible for those with physical disabilities. It becomes increasingly imperative to find more appropriate facilities so that the Honors College will be more visible and more attractive to students and donors.

- The most pressing need is to find more spacious facilities on the first floor of a building or house.
- Future consideration should be given to the development of an Honors College academic/residence complex that would contain the Honors College administrative offices, Honors students housing suites, classroom/seminar room facilities, and common spaces.

Clerical Support- There has been inadequate clerical support to meet the demands of the Honors Program. These demands will continue to exist whether we make the transition to

Honors College or not. The hiring of a half-time temporary clerical staff member has been approved for the 1999-2000 academic year, but it has proved difficult to find a qualified applicant willing to work half-time.

- At minimum, a permanent half-time secretary should be hired to support the many clerical needs of an Honors College.
- There is documented need for a full-time secretary to support the clerical demands of an Honors Program or College.

Staffing and Office Administration- In addition to the need for permanent clerical support, the Honors College needs to continue the half-time release for the Director and funding for student employees in the office. The current budget supports student employees and office supplies, as well as all cultural activities.

- Present levels of funding for Director, student employees and office supplies should be maintained
- Future consideration should be given to providing release time of up to half-time for an Assistant Director of the Honors College.
- Future consideration should be given to providing an additional quarter of release time (total of three-quarters) for the Director of the Honors College.
- Future consideration should be given to increasing the operating budget of the Honors College to allow for regular upgrades of office equipment.

Attachment F
Faculty Senate Minutes
March 7, 2000

Millersville University Honors Program Review

March 9-11, 1999

Report by William P. Mech, Ph.D.

The Honors Program provided the reviewer with a well-organized and comprehensive set of information about MU and its Honors Program prior to the visit. This information included a page of "Issues and Questions to be addressed by Honors College Consultant" that covered: Issues related to the "college" concept, Issues related to funding, Issues related to curriculum, Issues related to impact, and What haven't we asked that we should have asked?

The University Honors Program Committee carefully and fully scheduled the three-day visit. The consultant had very candid and productive conversations with representative group of administrators, faculty and students. These discussions complemented the written materials and also permitted the consultant to crosscheck several important perceptions that lead to the recommendations contained within this report.

Millersville University has a well-deserved reputation for teaching undergraduates. Providing the campus atmosphere and resources to attract and retain very good undergraduates appears to be a high priority. The proposal for an Honors College that originated from a committee of the Faculty Senate and that has administrative support comes at a good time. The proposal coincides with the change of Honors leadership, the preparation of the institutional self-study, the availability of office space, the possible restructuring of scholarship distribution, and the Noel-Levitz enrollment management report.

The advantages of an Honors College relative to an Honors Program also appear to coincide with the stated objectives of the university. Fortunately, the Millersville University Honors Program has been successful and highly regarded by its students for many years. "I would not have come to Millersville University were it not for the Honors Program," said one outstanding student. Dr. John Osborne has given much of his professional career to teaching, mentoring and advising Honors students; and the program owes him for its success. The next phase will, in any case, require greater support and resources just to maintain the current level. It is unlikely that anyone else would accept this assignment without this commitment, so the alternative will likely be to terminate Honors at Millersville University. Only marginally greater resources will certainly be required to move to the proposed Honors College status.

What are the advantages of having an Honors College? The successful implementation of an Honors College will give Honors education a more central, visible and coherent position within the university. It will improve the recruitment efforts of the entire university; attracting top students also has the significant second-tier effect of bringing along those good students influenced by the choices of the best students whose judgements they respect. This raises the quality of students for the entire university. The presence of an Honors College is attractive for development purposes, too. This draws much-needed gifts into the university.

Honors might also serve the university as a coordinating center for the prestige scholarships, for codifying student research and travel funds and providing more consistency across departmental honors. The university might make more effective use of limited scholarship funds by clearly formulating and implement an institution-wide plan, and clearly this should involve Honors. As a kind of educational laboratory within the university, Honors can lead the way in promoting undergraduate research, field trips, study abroad, and theses from which the whole campus benefits.

Attachment G

Faculty Senate Minutes

March 7, 2000

Executive Summary

Recommendations

1. Millersville University has an Honors Program that is positioned to move successfully to an Honors College. The joint efforts of faculty, students and administration should focus on making this transition while the several supporting conditions are still available.
2. Honors College staff should be appropriate to its role within the university.
 - 2.1. The director should be assigned about 75%-time to manage Honors and 25%-time teaching. The director clearly should have the support of both the faculty and the administration.
 - 2.2. The Honors College needs a full-time secretary. The need for Honors to communicate campus-wide-something not required of departments, providing information responding to, "Which Honors College students are in my department?" and organizing the records of student exit interviews and portfolios are compelling arguments.
 - 2.3. Because, while teaching or attending meetings, the director will be unavailable to students and faculty, there should be an assistant or associate director assigned about half-time to Honors.
3. The administration must assure departments and colleges that no participating units will be penalized for offering small-enrollment courses in support of Honors. This understanding represents the institutional commitment to the university's Honors College.
4. The Self-Study, which Millersville University is undertaking in preparation for the Middle States Accreditation, should specifically include the Honors Program prominently with the following considerations.
 - 4.1. The university should specifically request that one of the members of the visiting team be specifically qualified and charged to review the Honors Program in addition to other areas. (Unless the university administration takes this initiative; your program is likely to be overlooked or reviewed by someone unfamiliar with Honors.)
 - 4.2. The Self-Study should include the university's plans for the Honors College and any progress already made toward that goal.

4.3. Several aspects of the Honors College design should link directly to student and institutional outcomes, possibly including portfolios, theses, presentations, and selfassessments.

4.4. The recommendations in recently completed Noel-Levitz report on enrollment management can be linked directly to the benefits to the university that the Honors College can offer. These links could be made explicit [Examples of student wants: 24hour study place, research endowment to pay \$500/semester, new "Cumberland", access to prestige scholarships. Student benefits: honors thesis, culture and field trips-very high value, independence and questioning, and communicating.]

5. The Honors College should capitalize on the current opportunity to move into a more spacious location suitable to its new status. Although the current enrollment of approximately 300 students is quite satisfactory, new facilities could accommodate a larger group if the college determined that this desirable. I would suggest that MU could justify an enrollment of anywhere between 300 and 500, limited primarily by resources.
6. There are opportunities for outreach and recruitment that can be taken.

6.1. The Millersville University Honors Program should be an institutional member of the National Collegiate Honors Council and, consequently, become listed in the new *Peterson's Guide to Honors Programs in American Colleges and Universities*, 2nd edition.

6.2. The Honors web page should be significantly updated and made much easier to find. Many students screen universities and Honors by perusing web sites.

7. The Honors College can, and should work closely with the university development office.

7.1. The kind of student Millersville University and the Honors College wish to recruit are competitively sought by other institutions. The university will have to commit scholarship resources to attract these students, especially if diversity is valued.

7.2. Having an Honors College make fund raising easier for the university. Honors College students become significantly alumni donors.

The consultant, at the exit interview, recommended the following statement be distributed by the administration:

The administration is pleased to support the Honors College proposal initiated by the Honors College Committee of the Faculty Senate on behalf of the faculty and reviewed by the consultant. We encourage the support of the entire university faculty and students.

Total		20000			40000			80000			80000	
Scholarships												
Obtained	15000			30000			45000			60000		
Desired							15000			30000		
Total		15000			30000			60000			90000	
Student Research Grants												
Student/Faculty collaborative research	5000		(10)	10000			20000			40000		
Total		5000			10000			20000			40000	
Facilities												
Larger 1st floor facilities	Priority +?			Priority +?			Priority +?			Priority +?		
Unified facility				Priority +?			Priority +?			Priority +?		
Totals		74500			118500		227800				293300	

Attachment HH
Faculty Senate Minutes
March 7, 2000

Possible Budget Projections for an Honors College

Notes

* Most budget areas are scalable depending on donor availability and interest. Anticipated donor categories would include but not be limited to: Cultural & Professional Enrichment; Scholarships; and Student Research Grants.

1. Half time release for academic year.
2. Three quarter time release for academic year.
3. One quarter time release for academic year.
4. Half time (including benefits).
5. Full time (including benefits).
6. Includes student hours, cultural activities, office supplies and professional memberships.
7. 2 courses per semester allotted to UHC, 4 per academic year. Since departments now have difficulty releasing faculty to teach honors courses, 2 courses per semester are allotted to the University Honors Program.
8. 4 courses per semester allotted to UHC; 8 per academic year.
9. 8 courses per semester allotted to UHC; 16 per academic year.
10. Approximately \$1000 allocated to each of 5 students.

Attachment I

Faculty Senate Minutes

March 7, 2000

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 nationwide. 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 postgraduate 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 onto 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 exertions. 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 4771 27

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 J
Faculty Senate Minutes
March 7, 2000

Open Discussion Session
On Honors College Issues

Tuesday, September 8, 1999

11:30 a.m.-1:30 p.m.

Adams House

Notes of M. Warmkessel

Prof Scott Anderson (Library); Dr. Susan Luek (Psychology); Dr. Linda McDowell (Educational Foundations); Dr. Steven Miller (English); Dr. John Osborne (History); Dr. Marjorie Warmkessel (Library)

All participants in the discussion were members of the University Honors Program Committee. Since all in attendance were strong supporters of an Honors College and very much aware of the distinctions between an Honors Program and Honors College as well as of the rationale for establishing an Honors College, discussion attempted to anticipate what some *of the likely criticisms* to the establishment of an Honors College would be. The major areas of criticism were expected to be impressions of elitism and need for limited resources that could be used elsewhere. Participants discussed various possibilities for an Honors College.

Attachment K
Faculty Senate Minutes
March 7, 2000

Open Discussion Session
On Honors College Issues

Tuesday, September 14, 1999
7:30-9:30 am.
Adams House

Notes of M. Warmkessel

Dr. Robert Chabora (School of Humanities and Social Sciences); Dr. Carole Counihan (Sociology/Anthropology); Dr. Bonnie Duncan (English); Dr. Susan Luek (Psychology); Dr. Steven Miller (English); Dr. John Osborne (History); Dr. Marjorie Warmkessel (Library)

Discussion began with thoughts about what some of the opposition might be to the establishment of an honors college. Some people consider it an elitist idea, the misperception that honors courses are closed to those who might want to take only a course or two.

Ideas about what an honors college could be:

Curriculum and Special Courses

- Creation of courses in response to the world around us rather than a fixed curriculum.
- Give faculty the message that this is a gift to them to give them the opportunity as a growth experience.
- Special courses could require students to apply for competitive enrollment.
- Faculty would submit application/proposal in order to be considered for teaching a special course. Faculty could be called "seminar leaders" rather than instructors.
- Perhaps topics could be tied to the academic theme or to other special activities and Programs
- Gain blanket prior approval for all such special courses-to count as Gen. Ed. courses.
- Perhaps have a generic course title that begins "Critical Perspectives in"
- Idea for future consideration is the possibility of revising the core curriculum, moving away from emphasis on Western civilization.

Extended Academic Opportunities for Students

- Select outstanding student papers for inclusion in a published collection of essays. Could include student papers, faculty submissions, and work by other distinguished scholar.

- Hold a forum or student conference at end of spring semester (perhaps separate from Student Research Conference) to highlight research in progress of students in Honors College. Possibly a preview of thesis research.
- Coordinate student forums/conferences with other SSHE honors programs.
- Strengthen participation in National Collegiate Honors Council, especially encouraging students to participate in the regional meetings.

Extended opportunities for Faculty

- Have the Honors College sponsor workshops on faculty development in teaching honors courses. Pay a small stipend; make it a competitive application process. These workshops could be extended state wide.
- Hold a week-long workshop on a single focused topic (e.g. hatred) that cuts across many disciplines.
- Open up opportunities for faculty to teach honors courses through coordination with SSHE Summer Teaching Academy; pedagogy seminars; NEH grants.

Recruitment of Students

Questions about distribution of honors students. Why so few in Humanities and Social Sciences?

Possible answers:

- Students in science are working toward graduate school and students in education are working toward employment.
- In Humanities and Social Sciences a smaller number of students plan to go on to graduate school than in Sciences; information about graduate school options is not as visible in Hum/SS as in Science.
- Help students see other options for future careers.

Specific Recruitment ideas:

- Specifically recruit students from Humanities and Social Sciences
- Send memo to department chairs asking them to mention the Honors College in their talks at open houses.
- Have Pre-Law advisors involved in the open houses.
- Talk to IU 13 coordinator who has worked with B. Duncan on a special enrichment program for middle school students. Have other honors faculty get involved in this IU 13 program.
- Teach AP Honors courses via distance ed to high school students in county. Bring them together on campus for some weekends to let them get to know MU and each other.
- Identify students from local high schools to bring to campus, not necessarily for AP courses.

Attachment L

Faculty Senate Minutes

March 7, 2000

Open Discussion Session On Honors College Issues

**Tuesday, September 21, 1999
2:00-4:00 p.m.
Science & Technology Building**

Notes of M. Warmkessel

Sherry Brubaker (Academic Advisement); Lisa DeLisle-Haupt (Academic Advisement); Susan Kastner (Admissions); Dr. John Osborne (History); Dr. Beverly Skinner (English); Dr. Paul Specht (Industry & Technology and Academic Advisement); Dr. Marjorie Warmkessel (Library).

Discussion focused on what an Honors College could offer students and what the current Honors Program offers.

The graduate assistants in Academic Advisement office had questions about what to tell students who might be interested in the Honors Program/College. Academic Advisement would like copies of what is required of students in the Honors Program/College so that they can be more knowledgeable of all requirements. M. Warmkessel indicated that she would suggest to Dr. Miller that he contact the Academic Advisement office to share information with them.

The Admissions office staff is concerned that a decision on making the transition from an honors program to an honors college must be made prior to the start of the spring semester and that when a decision is made that the Admissions office staff be notified. S. Kastner indicated that there is interest in an Honors College and that its establishment could be used as a means of recruiting well qualified students to Millersville.

Attachment M
Faculty Senate Minutes
March 7, 2000

University Honors Program Committee

Special Report to Faculty Senate

May 4, 1999

In November of 1997, the University Honors Program Committee distributed a concept paper, "The Honors College of Millersville University: A Center for the Liberal Arts, Pre-Graduate and Pre-Professional Training." According to that paper,

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 auricular 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.

In March of 1999, Dr. William Mech visited Millersville as a consultant for the University Honors Program. We expect to receive his report this month. Based on his remarks at an exit briefing with the committee and members of the administration, we anticipate that he will recommend that Millersville make the transition from Honors Program to Honors College. During his visit he mentioned that if we are to make this transition, the window of opportunity for doing so is relatively small for the following reasons: 1) competition (especially from SSHE schools and others in the region); 2) potential donors to attract new money to the university; 3) maturity of the existing program; and 4) disturbing university-wide enrollment trends.

The University Honors Program Committee seeks to involve all faculty in discussion of the issues involved in making the transition to an Honors College. Early in the fall semester we will be holding a series of meetings where a variety of topics can be discussed. Please encourage your colleagues to attend these meetings and share their views.

Attachment N
Faculty Senate Minutes
March 7, 2000

Honors Students by Major & Year

April 1999

Major	Freshmen	Sophomores	Juniors	Seniors	Total
Anthropology	1	0	0	1	2
Art	4	5	0	2	11
Biology	13	16	7	9	45
Business Administration	5	1	0	0	6
Chemistry	1	2	3	1	7
Communication & Theatre	1	2	0	0	3
Computer Science	4	9	3	2	18
Earth Sciences	4	4	2	1	11
Economics	0	0	1	0	1
Elementary Ed./Special Ed.	11	15	10	0	36
English	4	5	4	2	15
Foreign Languages	5	0	1	1	7
History	7	4	4	1	16
Industry & Technology	0	0	1	0	1
International Studies	0	0	1	0	1
Mathematics	4	0	3	1	8
Music	0	2	1	0	3
Philosophy	0	0	0	1	1
Physics	2	0	4	0	6
Political Science	0	4	1	2	7
Psychology	3	5	5	3	16
Social Work	1	0	0	0	1
Sociology	1	0	0	0	1

Undeclared	7	11	3	0	21
Total	78	85	54	27	244

Honors Students by School & Year

School	Freshmen	Sophomores	Juniors	Seniors	Total
Education	14	20	16	3	53
Humanities & Social Sciences	29	23	13	10	75
Science & Mathematics	28	31	22	14	95
Undeclared	7	11	3	0	21
Total	78	85	54	27	244

Attachment O

Faculty Senate Minutes

March 7, 2000

FREQUENTLY ASKED QUESTIONS REGARDING AN HONORS COLLEGE AT MILLERSVILLE

Q: Why is Millersville considering the establishment of an "honors college" at this time?

A: Recently many colleges and universities with "honors programs" have renamed them "honors colleges." Even some institutions that did not previously have honors programs, including IUP, have used large donations to establish honors colleges as an aggressive way of attracting excellent students. An honors college would be perceived by students, applicants, donors, and alumni as an institutional commitment to excellence in education. 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.

Academic excellence does not mean catering only to talented students, but it does mean meeting the instructional needs of a diverse range of students. Some students will need particular forms of remediation; others require particular academic challenges. An "honors college" will allow us to meet the needs of the latter group. Academic excellence also requires that we provide faculty members with opportunities to stretch themselves in their teaching. An "honors college" can provide the context for pedagogical experimentation as well.

Dr. William Mech, an honors consultant who visited MIT in March indicated that we have a small window of opportunity for making the transition from "honors program" to "honors college" for the following reasons: 1) competition (especially from SSHE schools and others in the region); 2) potential donors to attract new money to the university; 3) maturity of the existing program; and 4) disturbing universitywide enrollment trends indicating a decline in the number of students from the top ten percent of their high school class who have chosen to attend Millersville.

Q: What is the difference between an "honors college" and an "honors program"?

A: The difference between an "honors college" and an "honors program" is one of scale and commitment rather than structure. The name "honors college" is NOT intended as an administrative unit at MU where "school" and "department" designations label administrative units. An "honors college" is an academic, programmatic designation. It 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 continue to attract a range of students, including the highly talented.

Q: What about resources? Will an "honors college" take money away from other programs/areas?

A: An "honors college" would not compete directly with existing programs for resources. Other universities that have made the transition from "honors program" to "honors college" have been able to attract new money which has benefited not only the "honors college" but other programs within the institution. While the Honors Program has presently requested--at the strong suggestion of consultants--additional time and funding for program leadership, the switch to an "honors college" will not entail any new funding from the University.

Q: Will there be faculty oversight for "honors college" course offerings?

A: Yes. "Honors college" designation will not change the current practice for course approval. In developing the honors college curriculum, the director will work closely with the University Honors Program Committee or its successor. The University Honors Program Committee is an elected Faculty Senate committee, representing all facets of the University faculty. The director of an "honors college" would be a faculty member.

Q: Would an "honors college" be hopelessly elitist?

A: In the current honors program, invitations are sent to students meeting certain minimum criteria when they apply to MU or when they visit the campus. Exceptions have always been made for those interested students who do not meet these minimum criteria. At present, honors courses are open to all students who have at least a 3.35 QPA or permission of the instructor. An honors college would continue the openness of the program and would strive to deepen a commitment of diversity of membership in the community. It would include more opportunities for student research, providing service to the community, and other pre-professional activities.

Q. How would changes be made in facilitating the transition from "honors program" to "honors college" at MU?

A: The University administration is encouraging widespread discussion and input from faculty and students regarding how the transition to an honors college might best be made. An honors college can be whatever the MU community wants it to be.

Attachment P

Faculty Senate Minutes

March 7, 2000

THE MILLERSVILLE UNIVERSITY HONORS PROGRAM ADMISSIONS STANDARDS AND ACADEMIC REQUIREMENTS

Introduction

The University Honors Program provides challenging and enriching educational experiences for Millersville University's most talented and motivated students. Those who elect to join the program are encouraged and guided by their faculty mentors to realize fully their academic and professional potential and to raise their sights and ambitions beyond what they felt was possible for them to accomplish. The program is designed to give the students the knowledge, skills and self-confidence they will need to prosper in graduate and professional school as well as in the world of business.

Designed to fulfill the University-wide General Education requirements, the program is open to undergraduate students in all majors. It provides honors students with a core of stimulating and demanding liberal arts courses. These courses are intended to introduce honors students to the intellectual underpinnings of Western culture while developing their ability to think critically, to do independent research, and to write in a style which is both lucid and analytical. The core requirements explore the evolution of the following: the Western intellectual and literary traditions, mathematical theory and applications, and scientific methods in theory and practice. These requirements include an honors composition course and an advanced writing experience in the form of a senior thesis. The core courses are intended to encourage a commitment to academic pursuit among our best students while providing them with a common intellectual bond. The core is to be augmented with a variety of honors General Education electives from which the student may choose to complete the requirements of the program. The majority of these courses put emphasis upon research and writing.

Honors courses have limited enrollments. This creates an intimate and stimulating learning environment where students from varied backgrounds and disciplines can develop a sense of intellectual camaraderie. While honors courses involve both depth and breadth of study and stress independent research and writing, the workloads required are manageable. The primary concern of the faculty teaching in the program is the cultivation of the academic talents of the honors students. Through formal study and informal advisement, honors students are encouraged to realize their intellectual and professional potential.

Admissions Requirements

Entering freshmen who have combined Scholastic Aptitude Test scores of 1200 or better and are in the top 10% of their high school graduating class are eligible to join the University Honors Program. As motivation, enthusiasm, and commitment to learning are often better predictors of success in the program than test scores, students who do not meet these formal criteria but who are seriously interested in participating in the program may apply to the Director for admission. In order that no superior student be denied the opportunity to participate in the program, all students who have earned a grade point average of 3.35 at the University are eligible to enroll in honors courses and to join the program. Other interested students may be admitted to honors classes with the permission of the Director.

Academic Requirements

Completion of the program requires that a minimum of 30 hours of honors credits be taken. Students must pass honors courses with grades of A or B to receive honors credit for their work.

Competency Requirements

Honors Composition (HNRS ENGL 110)

An accelerated composition course which presumes basic writing competence. The course emphasizes the development of research and analytical skills. Students who have already demonstrated competency in ENGL 110 may be exempted from that honors competency requirement with the written approval of the Director.

Quantitative/Analytical Reasoning Component (QARC): To be fulfilled by completing either Honors Calculus I (HNRS MATH 163) or Honors Applied Calculus I and II (HNRS MATH 163-1666).

HNRS MATH 163 provides a comprehensive introduction to the concepts of calculus and is primarily aimed at students majoring in mathematics and the sciences. The notions of limit, definite and indefinite integral and derivative are developed in detail. Additional time is devoted to the underlying philosophy of mathematics as well as to how to use the calculus in a modern computational environment.

HNRS MATH 166 is designed to provide the non-technical honors student with an introductory survey of calculus as applied to the business, social, and life sciences. Frequent use of relevant and factual applications demonstrate how differential calculus serves as an indispensable tool for modeling and problem solving.

HNRS MATH 166 is a continuation of HNRS MATH 165. It emphasizes integral calculus and differential equations and their applications in the real world. Honors students in non-technical majors are required to pass both MATH 165 and MATH 168 with grades of A or B in order to fulfill the honors calculus requirement. Students who have already demonstrated competency in the first semester of the Calculus (Math 161) may be exempted from that honors competency requirement with the written approval of the Director.

Credits earned in HNRS ENGL 110, HNRS MATH 163, HNRS MATH 166 and HNRS MATH 166 count towards the total of 30 hours of honors credits required to graduate in the University Honors Program when grades of A or B are earned. Honors credit is not awarded to students who demonstrate competence in these areas by other means.

Core Requirements

The Western. Literary Tradition I or II (Honors/English 238 or 239)

HNRS ENGL 238 is an English course specially designed to introduce honors students to major works of the Western literary tradition. The course studies the works of writers from the Ancient World through the seventeenth century.

HNRS ENGL 239 studies works of literature beginning with the Neoclassical period and ending with Modernism.

These courses may be taken independently of one another. While only one of these courses is required for graduation in the Honors Program, students are strongly encouraged to take both courses. Together, these courses provide the student with an understanding of the literary foundations of Western civilization essential to a well-rounded education. In addition, the courses fulfill the General Education Humanities/Fine Arts requirement of two courses in one discipline and help fulfill both Writing courses and upper-level General Education course requirements.

The Western Intellectual Tradition I or II (Honors/Social Sciences 201 or 202).

HNRS SSHE is an introduction to the main currents of thought in Western civilization from the Ancient World through the Enlightenment which focuses on seminal thinkers and their impact on European culture.

HNRS SSCI 202 is an introduction to the main currents of thought in Western civilization since the French Revolution, again focusing on seminal thinkers and their impact on the Western civilization.

These courses may be taken independently of one another. While only one of these courses is required for graduation in the Honors Program, students are strongly encouraged to take both courses. Together, these courses provide the student with an understanding of the historical and intellectual foundations of Western civilization essential to a well-rounded education. In addition, the courses fulfill the General Education Social Science requirements of two courses in one discipline and help fulfill both Writing courses and upper-level General Education course requirements.

An Honors Laboratory Science Course

The honors laboratory science courses include an hour-long seminar. The hour will provide an opportunity to consider the intellectual and historical context in which the core ideas of the

course developed and to explore and discuss in greater depth those ideas raised in the lecture and laboratory components. Honors laboratory science seminars are offered by the Biology, Chemistry, Earth Science and Physics departments to accompany select laboratory science courses. HONORS/BIOLOGY 108, the Biology seminar, is offered on a regular basis and, when taken with Biology 100, satisfies the honors laboratory science requirement. HONORS/PHYSICS 230, the Physics seminar is taken by arrangement when the student is enrolled in Physics 231. Chemistry and Earth Science seminars are available by arrangement.

THE EARTH IN SPACE (HNRS ESCI 202) is an honors laboratory science course for honors students with non-technical majors. It is designed to be taken during or after HNRS MATH 166. The course uses basic calculus to provide a mathematical model for the analysis of scientific concepts drawn from classical and modern physics, astronomy and cosmology, and the earth and atmospheric sciences. Conclusions made from these analyses are tested by scientific observation, experiment and theory. Prerequisites: MATH 165 or the equivalent introductory calculus course.

An Honors Perspectives Course.

A variety of interdisciplinary perspectives courses are offered on a regular basis.

An Honors Senior Thesis

An honors student planning to take HNRS 499, Honors Senior Thesis, shall take HNRS 489, HNRS Independent Study, the semester before taking HNRS 489. The principal purpose of HNRS 489 is to survey the background literature of the thesis topic, assemble a comprehensive bibliography and initial thesis proposal and write an analytical bibliographical essay. The thesis title, a one paragraph summary of the proposed thesis and the names of the proposed advisor and committee members must be submitted to the University Honors Program Committee for approval no later than the end of the junior year. The defense committee must include faculty knowledgeable in the area of the thesis, and at least one member of the committee must be outside the department of the thesis advisor. A representative or designee from the University Honors Program Committee must also be present at the defense. Students with demonstrable extenuating circumstances may apply to the Honors Program Director for permission to take both HNRS 489 and HNRS 499 during the same semester. A grade of A or B must be earned in these courses for them to carry honors credit. The thesis will fulfill the general education upper division writing course requirement. After the thesis has been successfully defended, the student must submit two copies of the corrected thesis to the Honors Program office. One of these copies will be bound and added to the permanent collection of the University Library.

Students who have successfully defended their theses are encouraged to enter them in the competition for the prestigious Breidenstine Award given to the student who has written the outstanding thesis of the year. Theses should be submitted to the Honors and Awards Committee in care of the Dean of Graduate Studies.

Honors Electives

A minimum of nine hours of Honors General Education Electives must be taken.

A minimum of two honors courses must be taken in each of the following General Education academic areas: Mathematics/Science, Humanities/Fine Arts, and Social Science.

A total of thirty credits of honors work is required for graduation in the University Honors Program. If the above requirements are met by course selections totaling fewer than 30 honors credits, additional honors electives must be taken to fulfill this requirement.

Although exposure to a foreign culture is not required for graduation from the University, honors students are strongly encouraged to use at least one of their honors electives to gain an understanding of the culture and mores of peoples in other parts of the world. Honors courses dealing with foreign cultures are offered on a regular basis.

Although neither the University nor the Honors Program requires competence in a foreign language for graduation, students who are contemplating graduate school should give strong consideration to achieving reading competence in at least one foreign language.

Academic Standards and Graduation Requirements

A progressive minimum Grade Point Average (GPA) requirement shall govern student retention in the program. Students must achieve a 2.75 GPA after taking 15 credit hours to remain in the program. Any student whose GPA falls between 2.75 and 3.00 after the completion of 15 credit hours will be placed on probation in the Honors Program and must raise his or her GPA to 3.00 by the time 45 credit hours have been completed to remain in good standing in the program. All University Honors students must attain a cumulative GPA of 3.25 by the time they have completed 60 credit hours of work. To graduate with the University Honors Baccalaureate Degree a student must complete all work required in the program with grades of A or B and must qualify to graduate with honors (3.35 GPA).

Students who have not fulfilled the requirements for graduation in the University Honors Program are required to take honors courses in order to remain in good standing in the program. Students failing to take honors courses for two consecutive semesters will be dropped from the program.

Students who plan to graduate with the University Honors Baccalaureate must notify the Director of the program of their intentions no later than the end of their Junior year. Accompanying this notification must be a proposed senior thesis topic approved by the faculty member who has agreed to supervise it. The senior thesis, successfully defended, must be submitted to the Director of the program no later than two weeks before the date of graduation in order for the student to graduate with the Honors Baccalaureate.

Attachment Q

Faculty Senate Minutes

March 7, 2000

Strategic Vision for the Honors College

As the University embraces the concept of an Honors College, it is critical to lay out the vision of what an Honors College can do with and for students at Millersville. Building the Honors College is a process that will involve all interested faculty, students, administrators, staff, and members of the Millersville University community. Thus the Honors College will finally be what we make it, and the process of creating a special community of learners is part of the College concept. The fully developed Honors College will be a new and exciting entity, different from the current Honors Program in a number of crucial ways, and unique in its ability to provide stimulating and innovative educational experiences for talented students.

The Honors College is first a community with the flexibility to change and grow; it is also a place or locus of activity in which change takes place. With the high level of visibility, support, and involvement required, the Millersville University Honors College can become the crucible in which ongoing change takes place. To enhance academic and cultural environments, and to invigorate recruitment and retention, the Honors College will build upon the current Honors Program. Outlined below are directions in which an Honors College could move.

Academic and Cultural Communities

As the visible core of academic and cultural life on campus, the Honors College is conceived as a place where students live, study, work, and create a community of learners.

- **Integration of Living, Study, and Work Space**

In a new facility fitted for the purpose, the site of the College will include public space for informal gatherings where students, faculty, and others will find an amenable environment to discuss and share their ideas and ongoing academic projects, a place where they can conduct the social part of the life of the mind.

- The space will allow casual contact among faculty, student, staff, and administrative colleagues, and it will be available for organized meetings on planned topics.
- The space will be accessible to all students--open to the public without compromising security for adjacent offices, housing, and secure areas.
- A space will also be provided for 24-hour access to desks, tables, and comfortable seating for individual and collaborative study--a place thoughtfully set up to encourage and promote reflection and quiet work.

These spaces will be useful and attractive; care will be given to make the rooms inviting as well as accessible, places where people will want to be, where academic and social activities are nurtured by stimulating design. The spaces must silently convey to those who use them that the College and the University value beauty and principles of design as part of academic life. In these spaces students will interact, work, and reflect. Here they will plan and present group discussions and presentations as part of the ongoing process of learning and sharing with others the questions and issues they are actively exploring as part of an academic community.

- **Access to Appropriate Instructional Technology**

- Facilities of the Honors College will also include spaces where electronic media can be employed to facilitate research and to support multimedia learning and teaching—an innovative "laboratory" space where students can be connected to the World Wide Web and share information with others.
- An electronic or "smart classroom" is envisioned, one that reflects uses and applications of computers that are at this moment being developed; in short, this must be flexible space designed as a collaboration among technicians, educators, and designers to meet current needs and to anticipate ongoing developments and changes.
- Coordinated with media space but probably distinct from it, the College will provide a seminar classroom conducive to face-to-face discussion, lecture, and interactive learning among gifted faculty and motivated students.

All these spaces will be designed to accommodate students with disabilities and to nurture learning within congenial surroundings.

- **Innovative Living Space**

These facilities are envisioned as part of a College that allows students to live where they can participate easily in the academic community. Not merely an academic dormitory or as honors wing, but living space designed to respect privacy and to support social interaction, the facilities will call for thoughtful planning.

- Possibilities for housing include suites of sleep/study rooms that share common areas for leisure and utility. The maximum number of students sharing lavatory and kitchen space should be kept small to encourage people to respect one another's privacy while they build the social skills that create a humane community.
- The College is committed to active recruitment and support for ethnic and racial minority students whose presence in a living-learning facility will provide a microcosm of the wider world. A regional university in many ways, Millersville will benefit from the creation on campus of a

noticeably diverse population of highly motivated, talented, and active students who learn from each other and from the community we build together.

- Space may also be provided for faculty-in-residence, allowing visiting scholars and artists to become a part of the living-learning center for the time of their stay at the University and allowing permanent faculty to reside (perhaps only for a specified period) in close proximity to students within the Honors College. Providing a live-in option to newly hired faculty would also encourage new members of the University community to learn from the students as they provide guidance and serve as role models for the students.
- The College will explore the feasibility of offering residential rooms to exchange students from overseas, further diversifying the community and widening residents' experiences.
- This living-working environment will support retention by inviting students to participate in and to be part of the academic community they themselves are building.
- Retention will be supported by careful selection of resident assistants who share academic values.

- **Proximity of Office Space**

Honors College facilities will ideally include the necessary office space for director, assistant director, clerical staff, and student workers who guide and support the activities of the College. The integration of administrative space with living and learning facilities will enable the College staff to meet and interact with the teaching faculty and participating students in casual and supportive ways that build community and acknowledge the interrelationship of giving, receiving, and modifying necessary elements of community life.

- Directors and clerical staff will get to know and will be known by residents, faculty, and visitors, because the space will be open and accessible to all.
- Integration of offices, academic and social spaces, and resident facilities will enable observation and interaction necessary to assessing the outcomes of the College as educational experiment. In such an environment, data about successes, failures, problems and achievements will be assessed as part of daily life and work; and the records necessary to document the reasons for retention, attrition, and quality of life will be easily kept because the data are readily available for collection and evaluation.

Curriculum

The Honors College represents building upon the firm foundation of an established Honors Program and aims to undertake a thoughtful and thorough review of current courses while actively promoting experimentation with innovative pedagogies and curricula.

- **Emphasis on Multicultural Experiences**

As acknowledged by the current program, proficiency in languages should become a part of the honors curriculum to support liberal education and to prepare students for graduate study and for the virtually shrinking community of the planet. This can be accomplished in various ways.

- Collaboration with the Foreign Languages Department already suggests that evaluation of students' secondary school experience can validate language proficiency and place students in appropriate coursework as needed. To require language proficiency is to acknowledge the importance of communication across political and cultural borders.
- The College will prioritize multicultural experiences and language study to ensure the completeness of honors curricula and to encourage understanding among diverse populations.
- In addition to languages, the curriculum will explore and continue to support awareness and understanding of diversity by seeking honors course offerings from ethnic studies on campus--African-American and Latino Studies--and from Women's Studies and International Studies.
- Asian histories, cultures, and arts will be included in the curriculum and promoted by the Honors College as both a part of the existing University and as a proponent of innovative and experimental courses.
- The Honors College experience must include encounters with diverse perspectives and diverse populations.
- The College will serve as a focal point for diversity in practice and in academic subject matter.

- **Science and Mathematics**

As the twenty-first century opens, it seems a truism that science and technology continue to be central to everyday life and to academic study.

- Acknowledging that the Honors Program has recognized the importance of mathematics and science, the College will continue to support and reevaluate the ways in which higher mathematics and laboratory sciences are integral to the honors curriculum.
- Interdisciplinary connections among the traditional areas of learning would enhance the current requirements, and the College must be vigilant to continue selfcurrent issues in assessment to ensure that courses and requirements reflect the most comprehensive and the sciencesinextricable from ethical. For example, developments in genetic engineering and electronic communication have become and ideological considerations.

- The College will explore course proposals that cut across traditional disciplinary boundaries.

- **Education, Psychology, and Social Sciences**

Itself an experiment in community building and group interaction, the Honors College will provide a meaningful context for social sciences to explore and develop current lines of investigation. The College is an educational experiment--one that suggests the contiguity of education and social sciences as academic disciplines. Already among the innovators in pedagogy, the School of Education now provides a Perspectives course for Honors and represents a significant number of honors students among its majors.

- The College will strengthen and develop ties with Education to continue and grow as a laboratory for pedagogy, supporting Pedagogy Seminars and innovative curriculum in education.
- In psychology and the social sciences, the Honors College will encourage and actively solicit faculty to create, teach, and implement honors courses.
- Connections with International Studies and ethnic/women's studies on campus will promote practical experiences for students in business, economics, geography, history, political science, and sociology/anthropology, social work, and other social sciences.
- Numerous opportunities exist for students to participate in and to observe diverse social dynamics in and near Lancaster County. The College will take a leading role in supporting and providing travel, study, and research in diverse social settings. The summer and winter term living-learning projects undertaken by students--and the cooperative and internship opportunities that materialize and grow with the College--are full of potential for social science development.

- **Humanities and Fine and Performing Arts**

In the arts and humanities aside from languages, the College will actively support and nurture a level of respect and involvement that is sometimes overlooked in a technologically and scientifically advanced culture. The role of the arts and the necessity of self-expression for a high quality of life must be acknowledged and supported beyond the scope of current Honors Program requirements. The avenue for growth is already paved.

- Western Literary and Western Intellectual Traditions courses can grow into explorations of global concerns. African, Asian, Central and South American, and Indigenous Peoples have contributed and are contributing to contemporary life in ways that must be acknowledged as we build a global community. These courses will be reevaluated, other course alternatives will be explored, and honors college students will be provided with wider-and deeper perspectives on arts, humanities, and cultural studies relevant to the present and within which we will build the future. For example, intellectual traditions must not preclude spiritual and cultural

traditions that encompass human emotions and physical expressivity too often excluded from the Cartesian mind/body dichotomy. Current ascendance of cultural studies seems to signal reevaluation of the term "intellectual" to move beyond "European ideology" toward a more inclusive concept.

- The College will support fuller investigation of "traditions" to explore the connections between social, artistic, and humanistic constructions, recasting the social science and humanities courses now required into more commodious molds and stimulating new courses, approaches, and curricular structures:

- **Flexibility in Curricular Development**

The principal vehicle for these changes will be the creation and implementation of course designations which, if approved through the established University mechanisms, will allow faculty and students to engage in courses designed for mutual exploration of areas that should not be ossified into "content" and "structure." That is, faculty should be encouraged to propose and lead courses for honors credit that meet general education criteria as they address timely issues and break new ground in their methods. One example could be a course on hatred as a social and cultural focus--hate and fear, forces that have unfortunately galvanized human potential, can be associated with devastating results from genocide in the historical past to violence in today's world. Other topics could include:

- an investigation of architecture from artistic, social, and theoretical perspectives;
- music in contexts of history, ideology, and communication;
- scientific method reevaluated from socioeconomic perspectives;
- information technology as a cultural force

The possibilities are limited only by imagination and intellectual curiosity.

- Faculty must be encouraged to propose and lead courses in which teachers and students are co-learners on a quest to articulate questions, to bring multiple perspectives to bear on those questions, and to formulate tentative or potential answers.
- The College curriculum will challenge the notion of in-struction as an activity of authority-experts (teachers) filling receptive vessels (students) and will address the core of education, the leading out and drawing forth of creative responses from co-participants in a collaborative community of learning.

- **Service Learning**

Another area for curricular development that the College will pursue is active in-service learning.

- Winter sessions and summer sessions provide blocks of time in which students could engage in service to the community and organized internships. When

coordinated with the Office of Cooperative Education, full-semester or yearlong experiences are also feasible.

- Honors students should be encouraged to utilize existing programs for overseas and experiential learning; the College will provide leadership by enabling students to integrate service into individualized curricula.

Beyond hands-on internships in areas of career interest, honors education should widen students' horizons and introduce students to service as an integral component of the educational process. Moving beyond a model of learning as passively receptive, the College will prepare students to give actively of their labor and creativity to address social and community needs first-hand. Student volunteers gain as they give from their store of talents.

- Providing liaison with local organizations such as Habitat for Humanity, the College will facilitate students' involvement with community needs.
- Adult literacy initiatives and latchkey programs need volunteers.

Providing college credit and exploring ways to integrate humane service into the curriculum--as an element in specific courses, as a required component, or as a College community expectation--the Honors College will enable students to learn about themselves and their environment through service.

- Tutoring peers, secondary, and elementary students has proven to benefit tutors as it supports learners.
- Activities and working groups can identify and address additional issues where community needs can be met by College participants.
- With coordination between College students, faculty, and local community leaders, students will address needs for day-care, adult role models, and family support that at present escape many students' notice.

The Honors College will lead campus initiatives to work on these and other local needs that service-learning experience will uncover. Overseas and cross-regional exchanges will provide students with observable models of service as practiced in urban, rural, and diverse contexts. Fieldwork in inner-city locations is feasible in nearby Lancaster, Philadelphia, and the District of Columbia. Models for cross-cultural experiences exist now in programs offered at Lancaster Theological Seminary and can be adapted and developed to take Millersville University Honors students into areas they need to have seen and experienced first-hand if they are to act responsibly as Commonwealth citizens and lawmakers after graduation.

- Lancaster County Prison may need volunteers and interns to work with inmates.

- Assistance to AIDS patients, Hospice clients, and various group homes in the immediate area will benefit both the recipients and the students who contribute their time and talents.

Assessment mechanisms must be developed for activities to reflect College credit, but it is very likely that practical outcomes will be reflected in students' self-awareness and deepened perspectives, hopefully continuing beyond their undergraduate years.

Overview of the College Experience

Seen as a continuum from matriculation to graduation, the Honors College experience can be outlined as follows:

Freshmen

- First-year students will participate in a College-wide reading program orientation beginning in summer and continuing throughout the first year. Books recommended by faculty and administration will be identified and scheduled for discussion throughout the first year, bringing together freshmen, faculty and staff, interested administrators, and upper-level students who will discuss current readings in small groups outside the classroom. Publicizing the readings will also encourage in-class use and critique for faculty who choose to participate.
- First-year students in a residential College will be oriented to academic life by living in proximity to upper-level students, faculty, visiting artists/scholars, and the administrative offices of the College.
- Courses will include sections taught in the College facility.
- Weekend activities will provide students with enhancement for the academic and cultural environment.
- Twenty-four-hour study space and social areas will promote studious and social habits.
- First-year students will begin to explore choices of major, minor, and concentration areas by focusing on General Education and Honors College course work.
- Development of an Honor Code will orient College students in the expectations and behaviors of academic honesty and research methods.
- Students will be introduced from orientation onwards to the values and the purposes of liberal arts education through advising and group meetings.
- They will be guided to anticipate academic and career plans that begin to be mapped from the first year--for example, pre-professional options must be seen as early as possible if medical, law, or public service and education careers are under consideration.

The first year is critical for later success and requires special attention and planning to assure that as early as possible students are able to see the path unfolding before them; orientation for first-year students must be continuous and comprehensive, offering every opportunity for students to

adjust to University demands, to respond to opportunities, and to anticipate the possibilities for growth that lie ahead.

Sophomores

- Sophomore will participate actively in exploring and selecting major and minor fields of study.
- They will assist with first-year student orientation and participate in selfgovernance and advisory capacities in the College.
- They will participate in service-learning projects and continue to grow in research interests and skills, mindful of the thesis project that College students will undertake beginning in junior year.
- As General Education course work comes to completion, sophomores will build on proficiencies and interests cultivated by first-year experiences. They will plan and apply for College research grants, for national scholarships, and for in-service programs for winter, summer, or junior year experiences at home or abroad.
- They will plan and participate in events for cultural enhancement within the College and host activities for the University and wider communities.
- Second-year students will explore career and post-graduate options in order to make relevant decisions about continued course work.

Juniors

- Juniors will continue to grow as they did in the first two years, now pursuing major and minor areas with a sense of direction, integrating General Education with areas of specialization through guided and independent research.
- The honors thesis, proposed in sophomore year or early in the third year, will begin as supervised research in collaboration with faculty mentors) during the third year.
- Some juniors will have spent or will spend a session or term in residence off campus in overseas exchange, in-service, or internship capacities.
- Those in residence will provide experienced leadership to the governance and maintenance of the College and its activities as they continue to grow in academic and social experience.
- Informally and in organized group meetings, juniors will share research interests and in-service experiences with students and the larger community as they begin the transition to graduate status.
- Junior recitals, presentations, and performances will punctuate the year.
- Juniors will actively explore post-graduate opportunities and create a plan of action for their future career goals.
- Graduate and professional school plans must be made by this point, or at the least options must be explored, decisions made, and contingencies considered to keep options open.
- Public service plans including Peace Corps, Americorps VISTA, or other alternatives should be taken under consideration seriously. The College will sponsor information sessions especially for sophomores and juniors.

Seniors

- Seniors will complete the honors thesis and the requirements for major and minor areas of study.
- They will provide leadership for the College in its programming and planning, sharing their experiences with underclassmen and developing ongoing areas for maintaining and improving the functions of the College.
- Senior thesis defenses will be open to interested students, faculty, and community members to share the fruits of research and concentrated study.
- Seniors will organize and showcase their projects in an annual College Symposium and will celebrate graduation as a commencement of postbaccalaureate plans soon to be realized.

Alumni/ae

- Alumni/ae and friends of the College will be regular visitors and participants in cultural, academic, and in-service activities. Announcements and invitations will be coordinated with the Alumni offices.
- If the College has performed its task successfully, alumni will maintain supportive ties to the College and University, encouraging recruitment, retention, and development.
- Seeking to create life-long learning experiences, the College will nurture connection with graduates as they pursue professional and graduate education, as they build careers, families, and communities beyond the campus.

As the greatest resource for continuity and growth, alumni will be informed of initiatives and included in planning. If the College succeeds, it will be included in the plans and lives of its graduates.

Recruitment and Retention of Students

- **Connections with Local High Schools**
 - The Honors College will develop relationships with local high schools, identifying highly motivated and talented students. This may include identification of students who are taking AP courses; science fair winners; participants in Governor's Schools; successful competitors in writing, public speaking, and debate contests; recipients of recognition for musical, artistic, or dramatic achievement; student leaders in school and community activities; and students who have excelled in other ways that would make them good candidates for the Honors College. The Honors College will actively recruit students who are members of the National Honor Society or who have been recognized through the National Merit Scholarship competition.
 - Selected students will be invited to Millersville, perhaps for a week-long summer workshop or a series of non-credit weekend workshops in winter. These workshops, coordinated through the Honors College, will

expose students to a challenging and stimulating environment comprising academic, cultural, and social experiences and introducing them to Honors College students and faculty.

- Students who have participated in these workshops will continue to receive information about activities of the Honors College and will be specially invited to attend cultural programs and participate in certain activities with Honors College students. Ongoing contact with high schools students will assist in identifying appropriate scholarship recipients.

- **Recruitment and Retention for Diversity**

Coordinating efforts with Offices of Admission, Financial Aid, Advancement, and Alumni, particular attention must be given to recruiting students from racial and ethnic minorities for Millersville University; the Honors College will adopt as a high priority contacting, encouraging, and recruiting African American, Latino, Asian-American, Native American, and other students currently under-represented on campus.

Acknowledging the cultural and ideological biases latent in numerically-based profiles and extending Honors Program policies of admitting students who do not fall within standardized test and high school class rank guidelines for invitation to the honors community, the College will seek students from all groups who demonstrate creative, artistic, and conceptual skills not clearly measured by numerical evaluation. Increased scholarship movies will enable and support matriculation at Millersville.

- While inviting and motivating all students who can be identified by scores and ranking, the College will also invite students based on their accomplishments in arts, sciences, and service areas.

Motivation, talent, and intellectual curiosity are sometimes difficult to measure; however, evidence of successful musical performance, artistic production, community service, and group leadership is available from current Honors applications and will be credited highly in Honors College screening for admission and scholarship awards. References from teachers, guidance counselors, and community leaders will be sought and respected as part of a holistic selection process. Talented and energetic students will be sought, recruited, and admitted to Millersville's Honors College particularly when students add diversity to the College community. This goal can be reached in several ways.

- Working closely with the Summer Honors Program for minority students, the Honors College Director will track and encourage applications from students who succeed in the Summer Program.
- Scholarships are now and will be to an increasing extent targeted for promising minority students.
- Taking care to include and respect cultural differences, the Honors College will recruit from high schools with high minority-group populations and from those noted for diversity. Many recruiting opportunities will be utilized.

- Proposals are now under consideration for on-campus experiences to be provided for high school and middle school students who might otherwise have no contact with Millersville University.
- Liaison and cooperative sponsorships with student and alumni/ae groups on campus will link the Honors College to African-American, Latino, and Asian-American students; development of honors courses with faculty from diverse backgrounds and cultural identities in all disciplines, and especially in Women's Studies, African-American Studies, and Latino Studies, will connect honors education with scholar-teachers who serve as role models, research advisers, and agents of positive change.

With active recruitment, these initiatives will change perceptions of the honors concept in positive ways, moving toward inclusive rather than exclusive patterns. With the visibility and obvious support of the University, the Honors College will provide a core of culturally diverse students and faculty to serve as a model for the entire academic community. Particularly by attracting gifted and motivated students from diverse groups, the College will encourage students from all groups to expect from Millersville a culturally inclusive educational experience. The presence of more minority students in the academically challenging Honors College will enhance current initiatives that assist disadvantaged minority students in pursuing University courses. Active Honors recruitment will mitigate what can become institutionalized prejudice and negative bias. Recruitment supports retention by aiming at a diverse student population in which a wide range of backgrounds and experiences can find and create supportive groups within College and University communities.

Administrative Structure

In order to achieve the vision described above, it will be necessary to consider various models for the administrative structure of the Honors College. With the increased prominence and visibility of an Honors College, the University may want to explore the possibility of establishing various mechanisms to continue and improve communication between the Honors College and other University entities, to facilitate the development of an innovative and stimulating curriculum, and to ensure appropriate assessment and accountability.

- **Channels of Communication**

It will be advisable to explore ways to maintain close communication with departments, programs, and individuals across campus. The Honors College can become part of a network, facilitating the exchange of information among students, faculty, staff and administration. It may also be appropriate to consider making formal connections between the Honors College and Deans' Council.

- **Curriculum Committee**

With a simple change of name from University Honors Program Committee to Honors College Committee, it makes sense that the structure and function of the curriculum committee continue to exist as it is until such time as cogent reasons materialize that suggest a need for change.

Attachment R
Faculty Senate Minutes
March 7, 2000

TO: Dr. Francine McNairy Provost and Vice President for Academic Affairs
FROM: Dr. Steven M. Miller, Directory of the University Honors Program
Dr. Marjorie M. Warmkessel, Chair, University Honors Program Committee
DATE: January 25, 2000
SUBJECT: Attached Strategic Vision for the Honors College

Attached is the Strategic Vision document that we discussed at the meeting of Deans' Council on January 19. Based on suggestions from members of Deans' Council we have described some of the characteristics that make an Honors College unique and distinguish it from an Honors Program.

As you indicated, you plan to distribute this document and the original Proposal to Establish an Honors College to members of the President's Advisory Council for discussion at their meeting on February 1.

Thank you for your assistance.