

Faculty Senate Minutes
October 19, 2004

The meeting was called to order at 4:11 p.m. All departments were in attendance except Academic and Student Development, Graduate Student Association and Philosophy.

I. Minutes

Minutes of the September 21, 2004 meeting were approved as submitted. Minutes of the October 5, 2004 meeting were amended as noted, under Reports of the Faculty Senate Standing Committees (VI) GCPR report, first bulleted sentence "Graduate DARS are being developed and will hopefully be available in the spring 2005". In third bulleted sentence, "The committee will be involved in the process of searching for a Dean of Graduate Studies and Research. Fifth bulleted sentence, "Graduate faculty participated in Student Recruitment during the Graduate Festival (October 4) and the Open House (September 7). A sixth bulleted sentence was added "Selected research responsibilities have been added to the Dean of Graduate Studies (Research). Changes to the October 5 minutes were approved.

II. Report of the Faculty Senate Chairperson

None

III. Report of the Student Senate President

Student Senate President Albright reported that the Student Senate Website has been redone. The Student Senator of the Month was elected.

IV. Report of the Graduate Student Organization

None

V. Report of the Administrative Officers

Provost Prabhu

Provost Prabhu provided an update on the search of the Dean of Graduate Studies and Research. He also discussed the added responsibilities of research for this position and solicited faculty input in graduate issues such as marketing MU graduate studies programs and enhancing and strengthening the existing program.

Executive Assistant to the President Phillips

Executive Assistant to the President Phillips encouraged the Faculty Senate to submit grades on time. This fall semester, the last day of submitting grades is right before the holidays.

It is important to remind the students that all University information will be delivered in their Marauder accounts. This is the case for undergraduate students only.

Senator Luek passed the schedule for discussion meetings with the ACE task force. All senators were encouraged to attend at least one of these meetings.

VI. Reports of the Faculty Senate Standing Committees

Second Reading

UCPRC:

Changes in Courses Proposals

GEOG 220- Human Geography: To renumber to GEOG 120 – Approved.
Effective Date- Fall 2005.

GEOG 304- Water Resources Management: Drop “P” designation – Approved.
Effective Date- Fall 2005.

GEOG 350 - Global Issues (topic course): Drop “W” designation – Approved.
Effective Date – Fall 2005.

New Courses Proposals

GEOG 228 – Geography of Sport: Addition of a new 200 level General Education course and an elective for Geography majors and minors – Approved.

Effective Date – Fall 2005

First Reading

GCPRC:

Academic Proposal

Addition of Nursing Education track and certificate in Nursing Education.

Course Numbering Changes

NURS 720: To renumber NURS 630

NURS 721: To renumber NURS 631

NURS 722: To renumber NURS 632

NURS 723: To renumber NURS 633

Course Title Changes

NURS 630: Effective Teaching: Theories and Methods in **Nursing** Education.

NURS 632: **Nursing** Curriculum and Program Design.

Academic Standards:

Senator Piperberg, chair of the Academic Standards Committee informed the Faculty Senate that procedures for dismissals of students will be postponed this winter break due to the shortness of the break.

VII. Reports of the Faculty Senate Special Committees

General Education Task Force

Dr. Foster-Clark, chair of the task force, discussed the recommendations for the pilot test of the first year seminars included in the document distributed to the Faculty Senate [see **Attachment #1**]. The primary issue discussed was the feasibility of opening 20 sections of these seminars for the fall of 2005. Complement and new course approval procedures were some of the issues discussed. Discussion of the pilot-testing will continue at the next meeting. Before then Senators should present this document for discussion within their departments.

The Task Force also has requested that Faculty Senate devote a special meeting for the purpose of the Task Force presenting its final report and recommendations. A motion was passed to make this topic a special order for the December 7th Faculty Senate meeting.

VIII. Faculty Emeritus

George/Frankum motion – Associate Professor Elaine K. Pease was granted the honorary title of Associate Professor Librarianship Emerita. [see Attachment #2]

IX. Other/New Business

Senator Williams discussed the issue brought up by one of the faculty of the Communication and Theatre Department related the Three Repeat Rule Policy. The issue was about how to let the students know that they have already taken the course three times. It was clarified that the policy provided language to solve that issue.

X. Committee Elections

None

The meeting was adjourned at 5:30 p.m. after the elections.

Respectfully Submitted by:

Elba I. Rohena
Secretary

Attachment #1

**Millersville University
General Education Task Force
Recommendations for the Pilot-testing of First-Year Seminars
October 19, 2004**

When we make our final recommendations to Senate next month, the General Education Task Force will be recommending that incoming first-year students at Millersville be placed in small, supportive learning communities during their first semester. It is expected that many of these learning communities will include new Gen Ed first-year seminars – three-credit, theme-based, intellectually rich courses linked to a Fundamentals course (Engl 110, Comm 100). In order to move in this direction, we are asking that a pilot-test of about 20 sections of these new seminars be undertaken in fall 2005. We propose that they be taught as sections of UNIV 179 on an experimental basis with 20 students per seminar. We further propose that the sections be equally divided between Exploratory (undecided) students and those with majors at admission. Participation would be voluntary. Incoming students would receive letters informing them of the opportunity and asking that they indicate their top five choices of seminar topics. Students would be placed into seminars on a first-come basis until the various seminar offerings are filled. It is expected that these would be living-learning communities.

Rationale for the First-Year Seminars and Learning Communities

This proposal builds upon the success of our own growing experience with first-year programming for both Exploratory students and students with a variety of majors. It is also consistent with National trends to enhance the engagement of students early in their college careers to promote their retention and eventual success. A draft of the course proposal for First Seminars (attached) provides further specification and justification for these courses.

What is being asked of Senate?

- To endorse the proposal to pilot-test First Seminars linked with Fundamentals courses in a learning community
- To approve the granting of Gen Ed equivalence for First Seminar (UNIV 179)
- To grant provisional authority to the General Education Review Committee to approve topics and Gen Ed block designation for proposed sections of UNIV 179

Action is needed now on this proposal in order to recruit faculty for the pilot-test, to get the courses on the books, and to properly coordinate with the linked courses and residential life.

On a related matter, we are also seeking input about how best to present the final report and recommendations of the Task Force to Senate. We would like to propose having a substantial portion of the meeting on December 7, 2004 devoted to this report.

Millersville University
General Education Task Force
Draft Proposal for First-Year Seminars
(DRAFT – 10/15/04)

UNIV 179: 3 credits
First Seminar

Catalog Description:

Each Seminar section focuses on a different topic of strong interest to faculty and students. Seminars are designed to jump start the process of intellectual inquiry; students participate in a free exchange of ideas through discussion and oral presentations. Each Seminar should reflect the goal of an intellectually rich course both in terms of expectations for active critical thinking and in terms of appropriate yet challenging expectations for reading, writing, student research, and student-led discussion. Professors teaching First Seminars have a strong mentoring role as they assist students in developing a meaningful and purposeful approach to General Education that will prepare them for life.

An important part of the First Seminar is that most sections will be part of a learning community. Learning communities may be arranged as living-learning communities and Seminar sections may team with either the freshman writing or speech course. Whatever the design of the learning community, the goal is always to promote a richer experience that extends learning and relationship beyond the classroom. Seminars are limited to 20 students.

Course Rationale:

The First Seminar is designed to meet three critical needs: 1) to imbue an appreciation in students of critical thought as it is developed in a variety of disciplines, 2) to create a culture of intellectual richness at the beginning of a student's experience with Millersville general education, and 3) to improve student faculty interactions in the freshman or transfer year. Identification of each of these needs arose from an analysis of multiple sources of data including GENED Task force focus groups and surveys, the National Survey of Student Engagement, and data collected on the current 1-credit Freshman Year Seminar (UNIV 101).

The first need relates to the goal of developing a more purposeful general education program. The GENED Task Force conducted focus groups and surveys about the quality of general education in the fall of 2003. Faculty and students clearly expressed the view that our current GENED program was more like a menu of courses than a purposeful program. On a 5-point scale, with 1 being low, 26 out of 41 faculty and 11 out of 27 students rated general education coherence as either a 1 or a 2. Institutional structures and curriculum can support a purposeful general education program. Yet true reform requires a shift of culture and understanding that can only occur through sustained dialogue. Each seminar will include readings and discussion designed to raise dialogue about and appreciation for critical thought as it is developed in disciplines related to the seminar. Moreover, each seminar will include investigation of the relation between seminar questions and broader cross-disciplinary questions.

A second need indicated by the GENED Task force was for improved intellectual richness and challenge. A common theme of focus groups was that currently there is a perception that GENED courses are “supposed to be easy.” Seminars are designed to challenge this assumption in the first semester. Each seminar should reflect the goal of an intellectually rich course, both in terms of expectations for active critical thinking and in terms of appropriate yet challenging expectations for reading, writing, student research, and student led discussion. Seminars are designed to challenge through piquing curiosity, sustained inquiry, and dialogue, rather than through the memorization of a large body of knowledge. Faculty will develop Seminars around issues, topics (often current), and questions that they are passionate about, yet that may not fit within the established curriculum. Students will be able to select seminars of interest to them.

Third, Seminars are designed to improve student-faculty interactions during the freshman year. Millersville ranks in the 30th percentile of Masters I and II institutions in terms of student-faculty interactions in the freshman year (according to the National Survey of Student Engagement). Typically, freshmen are placed in large lecture classes with little chance to interact with faculty. Each section will be limited to 20 students and will promote a seminar approach to learning as one way to create opportunities for rich interactions. Integrating the First Seminars with learning communities where possible, and including a service learning requirement when appropriate are additional ways to extend the bonds of friendship and interest beyond the classroom.

Finally, it is essential to address all of these needs early in the general education program. The current freshman seminar has been highly successful in helping new freshman transition to college. Students in University 101 have a 17% higher retention rate than students who are not enrolled in the program. Currently, University 101 is a 1-credit course offered only to students who have not declared a major. Also, University 101 is not designed to address the need for intellectual richness. The First Seminar (University 179) will be a 3-credit course with a substantial academic focus offered to all students.

Course Objectives:

By completion of this course, the students will

- Investigate a specific topic or question in-depth.
- Understand comparisons and connections within and between various fields of study and the role of critical thinking in a liberal arts education.
- Recognize the need to explore assumptions, including assumptions from readings, peers, and faculty.
- Demonstrate strengthened inquiry, research and information literacy skills.
- Understand and demonstrate tolerance for the relativity and plurality of human values and beliefs, especially the multicultural values represented in society.
- Reflect upon the importance of civic responsibility and academic integrity.
- Develop skills in oral discussion and written communication

Comprehensive Outline of Course Content:

The very nature of First Seminar courses is that the content will be different for each section, prohibiting a full course outline here. However, each section will have several topics/issues in common.

- **Critical Thinking and General Education:** Is there value in seeking a well-rounded education? How is critical thinking a vital part of being a well-educated person? What does critical thinking look like in the disciplines related to the seminar topic?
- **Optional Service Learning:** where appropriate seminars will include a 5-hour service learning experience. The service learning experience will not be part of class time, but essays/discussions related to service learning will be part of the seminar.
- **Information Literacy:** in the context of student research for the seminar, library faculty will deliver instruction to strengthen inquiry, research, and information literacy skills.
- **Examples:** the concept of the First Seminar was proposed to Millersville by a Stephen Briggs, Provost at The College of New Jersey. Although this proposal differs in many respects from TCNJ's version of the course, examples of potential seminar topics can be seen on TCNJ's website: <http://www.tcnj.edu/%7Eliberal/firstselection.html>

Criteria for Evaluating Student Performance:

Each instructor will define specific evaluation procedures, but assessment should be consistent with a seminar format and the rationale for the course. Students should be expected to engage in challenging discussions, writing, and research; assessments should reflect this. It is likely that assessments will involve some of the following: research projects, intellectual portfolios, journals, class discussion, and oral presentations.

Bibliography:

Each Seminar section will have its own bibliography.

General Education Credit:

Each Seminar section will be designated as a G1, G2, or G3 course. Sections must be approved by the General Education Review Committee. Like topics courses, individual seminar sections do not need to be approved through the normal governance process. Individual sections will be approved for 3 years; after 3 years seminar sections must be submitted for reapproval.

Collecting Data on Seminar Format Implementation:

This course is intended to be delivered in a true seminar format with extensive student-led discussion. In order to evaluate the degree of success in implementing this format, each seminar faculty member would agree to collect data using questions designed by the GERC. Data would be connected to a specific seminar section, but not to individual faculty members. Examples of the types of prompts that might be used for this purpose are listed below.

Asked questions in class or contributed to class discussions

Made a class presentation

Prepared two or more drafts of a paper or assignment before turning it in

Worked on a paper or project that required integrating ideas or information from various sources

Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments

Come to class without completing readings or assignments

Worked with other students on projects during class

Worked with classmates outside of class to prepare class assignments

Discussed ideas from your readings or classes with faculty members outside of class

Worked harder than you thought you could to meet an instructor's standards or expectations

Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)

Resources:

- Staff: given the format of the seminars and the limit of 20 students per section, this proposal does have resource implications. Discussions are ongoing to resolve these resource issues.
- Library resources: the library faculty will provide the necessary instructional support for seminars. The current library facilities and resources provide a strong foundation for student research.
- Service Learning: the office of Community and Academic Partnerships will organize and implement service learning experiences when they are part of seminars.

- No special equipment is needed for this course.

This course adheres strictly to the University Academic Honesty Policy.

Attachment #2

TO: Rick Kerper, Millersville University Faculty Senate

FROM: Library Department

RE: Short Version of Resolution for Emeritus Status for Associate Professor Elaine K. Pease

DATE: November 4, 2004

Professor Elaine K. Pease, Associate Professor of Librarianship, retired in June 2004, after 27 years of service to Millersville University.

Professor Pease supervised the creation of the library's electronic catalog overseeing the conversion of all records in the library's catalog from the paper-based card file to an electronic database, and serving as bibliographic database manager.

While serving as the supervisor of the Library's Catalog unit, Professor Pease coordinated the change in the Library's classification system from the Dewey Decimal system to the Library of Congress system, directed the unit's activities in support of the migration to Endeavor's Voyager automation system, and provided leadership in the development of an authority control program for Millersville's library catalog.

Professor Pease contributed to continuing scholarship in United States history, material culture, and library science.

Professor Pease served on numerous departmental and University committees, most notably the University Promotion and Tenure, Sabbatical Leave, and University Honors Program Committees, the Faculty Senate, APSCUF Representative Council, and as an adviser to hundreds of undecided students.

Therefore, the Library Department unanimously recommends that Associate Professor Elaine K. Pease be granted the honorary title of Associate Professor of Librarianship Emerita.