

Faculty Senate Minutes
November 1, 2005

The meeting was called to order at 4:10 p.m. All departments were in attendance except Nursing, Philosophy and Physics.

I. Minutes of the October 4, 2005 meeting

The minutes of the October 4, 2005 meeting of the Faculty Senate were approved.

II. Report of the Faculty Senate Chairperson

Dr. Börger-Greco indicated that there was a need to schedule a special meeting of Faculty Senate for November 29 in order to deal exclusively with General Education issues. Senators approved this meeting without dissent.

III. Report of the Student Senate President

Student Senate President Fayth Balsam reported that Pride Day successfully kicked off homecoming weekend. The Student Senate is also still recruiting members to fill their seats.

IV. Report of the Graduate Student Organization

Graduate Student Organization Representative Meaghan Shirk reported that the Graduate Student Organization elected a President, Vice-President, Treasurer and Secretary in addition to the Representative. They have begun to organize some social events and are specifically targeting graduate students by planning activities in the major buildings to be held in the evening when graduate students are on campus.

V. Report of the Administrative Officers

President McNairy

President McNairy commended the faculty and students who participated in the Pennsylvania Association of Trustee Councils (PACT) Conference hosted at Millersville in October. The feedback was very positive regarding the quality of our academic programs and facilities, the excellent presentations from our students and faculty, our attractive campus and the fantastic food. She thanked the faculty, staff and students who represented the University in an outstanding manner.

President McNairy then shared the budget forecast for System Universities. She stated that while the Board of Governors for the State System will submit a budget request to the Governor seeking a 6% appropriation increase and possibly a 3.5% tuition increase, it

is not likely that this amount will be approved. From the senior administration's perspective at Millersville, our most optimistic expectation is 2.75% appropriation increase and a 2% tuition increase.

The President also warned that the increase could be even less, thus placing the 14 Universities in critical fiscal danger for the 2006/07 and 2007/08 academic years. If the 2.75/2% scenario is granted, Millersville University faces a \$2,742,881 shortfall for 2006/07. Furthermore, even if we receive a 3/3% increase the following year (2007/08), we anticipate a \$5,661,461 shortfall.

The administration is forming an ad hoc committee comprised of faculty and staff to propose cost cutting and revenue generating strategies. For several years, the State System has experienced budget cuts. While the University has not had to reduce personnel positions during this time, departments have been limited in their ability to obtain permanent, new resources. The President has asked the Provost to conduct informational meetings with faculty and staff within Academic Affairs to explain the budget picture and to obtain suggestions for addressing the anticipated shortfalls.

The President will keep the Senate informed as more information is provided. She also urged that we continue to examine how we utilize our resources and to be appropriately creative as we think about how we envision the future for Millersville University. She concluded by stating that we have time to be proactive and to use our collective energy to move forward. We are not victims and therefore, should not function under the "sky is falling" attitude. Instead, she emphasized the need for us to work together to direct our own destiny.

Provost Prabhu

Provost Prabhu commented that forward thinking regarding planning and goals has kept Millersville from falling behind fiscally in the past. He noted that Graduate Dean DeSantis has assessed graduate programs in detail and will be bringing information and ideas for development to the faculty. Currently, there are fewer graduate offerings on the schedule for Summer 2006. Dr. Prabhu emphasized that these courses and enrollments need to be maintained or increased in order to support other initiatives like keeping down freshman enrollment and student-faculty ratios.

Dr. Prabhu also noted that current efforts to address the needs of sophomores is an example of how responding to students should have positive effects on retention and future enrollment. He reminded Senate that competing academic opportunities make it critical for Millersville to increase our attractiveness in the market in more ways than just providing a high quality education.

It was noted that the extra approval processes needed for distance and blended courses make it difficult to offer these courses. Dr. Phillips responded that these policies are stipulated by the CBA. Dr. McNairy noted that, while the CBA itself may need some reconsideration, we also need to find ways to internally streamline our program development process.

Executive Assistant to the President Phillips

Executive Assistant to the President Phillips reminded Senators that seats in General Education offerings are being reserved for sophomores. On November 17 & 18 only sophomores will have access to the registration system. Dr. Phillips requested that faculty not sign overrides for other students during that time period. Instead, students should add their names to the wait list to be notified when open seats are made generally available again.

Interim Assistant Provost Redmond

Interim Assistant Provost Redmond from the Division of Academic Support Programs and Learning Services reported that tutoring is now being offered in Hull, Harbold and Gaige Halls in addition to centralized tutoring in Lyle. He noted that these dorm tutoring sessions are generally open Monday through Thursday from 5-9 pm.

VI. Faculty Emeritus

None

VII. Reports of the Faculty Senate Standing Committees

None

VIII. Reports of the Faculty Senate Special Committees

None

IX. Proposed Courses and Programs

First Readings

(1) NEW UNDERGRADUATE COURSE

ESCI 322: Environmental Hydrology, 3 credits.

(2) CHANGE IN COURSES/CURRICULA

CHEM 375: Environmental Chemistry, 3 or 4 credits to 4 credits. Proposal to make the laboratory component of this course required rather than optional.

X. Report from ACE Task Force

Dr. Diane Umble began the report by sharing a letter from a student detailing the frustrations of not having basic student services available at times convenient for non-traditional students. A question was raised regarding whether moving course times to evening hours would create similar dissatisfaction among the larger number of full-time students.

Dr. Ron Umble distributed and presented the summary of findings assembled by the Task Force. [see Attachment #1] He clarified that the ACE program was originally intended to provide access to degree programs for non-traditional students.

It was noted that the MBA program currently operates outside of the Business Department and does not, therefore, represent a workable model for programs across campus. Task Force members indicated that specifically the planning model used by the MBA program for budgeting and marketing would be especially useful in development of new program directions.

Comments were made regarding the fact that shifting more classes to evenings might make it difficult to recruit faculty. However, the Foreign Languages department noted they already offer sections of their advanced courses during evening hours.

An issue raised questioned whether the recommendations of the ACE Task Force are intended to address undergraduate or graduate programming. A major issue noted was that faculty cannot be hired to teach only graduate courses and yet faculty teaching at both levels feel fragmented in terms of program implementation. Task Force members responded that non-traditional programming is mostly in graduate offerings. The ability to effectively meet graduate student needs should also help to address similar issues encountered by non-traditional undergraduates. It was also noted that a number of the recommendations would help to shift all program content back to departments, allowing PTE to provide structure and resources instead. The proposal of using cohort models to build non-traditional programming should also further aid students from also sensing a similar fragmentation.

Dr. Ron Umble indicated that the document was available online and encouraged departments to review it and discuss their ideas. He will return to Senate at the November 15 meeting to further discuss departmental responses to the recommendations.

XI. Teaching Excellence Award

Dr. Sepi Yalda requested that this item be returned to the agenda for the first Senate meeting during the Spring 2006 semester.

XII. General Education Task Force

Dr. Ward reported that Curriculum Working Groups are forming and active. General Education reform will return to the agenda for the next meeting as well as the special meeting called for November 29.

XIII. Other/New Business

A Wismer/Saunders motion to commend Dr. Tanya Kevorkian for her work coordinating the Hurricane Katrina Response Forum was unanimously passed.

A proposal for extending the pilot-testing of First-Year Seminars was distributed. [see Attachment #2]

XIV. Committee Elections

Nominations were accepted for open Senate committee positions. A Blazer/Mollah motion to close nominations and elect unopposed candidates was passed without dissent. As three election ballots have now been completed, At-Large members are now permitted to fill currently open seats. Nominees for At-Large seats were accepted. A Luek/Edeh motion to close At-Large nominations and elect unopposed candidates was passed without dissent. A Wismer/Luek motion to allow the two nominees for SC06 and SC07 seats on the General Education Review Committee to determine their positions was passed without dissent.

XIII. Adjournment

The meeting was adjourned at 5:38 p.m.

Respectfully Submitted,

Aimee L. Miller
Faculty Senate Secretary

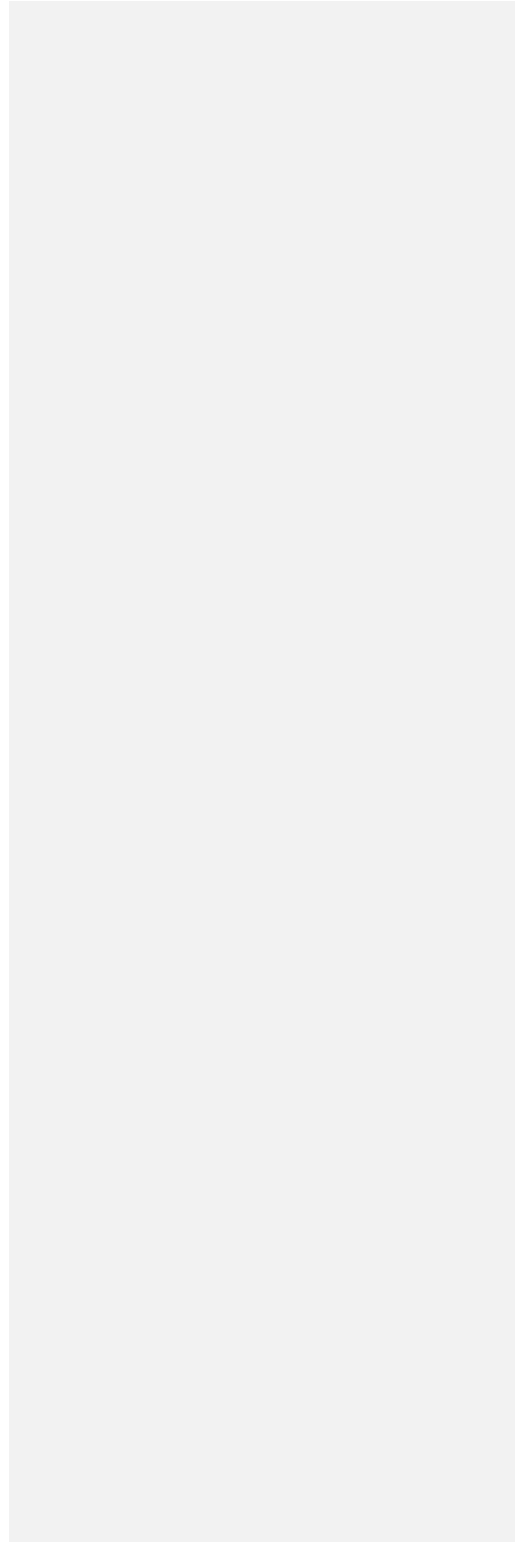
Action Summary:

A special meeting of Faculty Senate for November 29 in order to deal exclusively with General Education issues was approved without dissent.

A Wismer/Saunders motion to commend Dr. Tanya Kevorkian for her work coordinating the Hurricane Katrina Response Forum was unanimously passed.

A Blazer/Mollah motion to close nominations and elect unopposed candidates was passed without dissent. A Luek/Edeh motion to close At-Large nominations and elect unopposed candidates was passed without dissent. A Wismer/Luek motion to allow the two

nominees for SC06 and SC07 seats on the General Education Review Committee to determine their positions was passed without dissent



TO: Millersville University Faculty Senate
FROM: Dr. Ronald Umble, ACE Task Force Chair
DATE: September 20, 2005
RE: ACE Task Force Recommendations

Preamble

The MU mission statement calls us to prepare students to live in an increasingly diverse, multicultural, and technologically complex society by offering a rich and multifaceted curriculum. This requires a culture of access that provides facilities, instruction and services of highest quality for all students, traditional and non-traditional. Consequently, the ACE Task Force met regularly since its commissioning in January 2003 to discuss the current status of the ACE program, to conduct program-related research and to draft recommendations that address the needs of non-traditional students in this region. Here is a summary of our findings¹:

1. Demand for higher education is high and will continue to rise, especially among populations requiring non-traditional programs, delivery formats and services.
2. The traditional student pool in this region will begin to shrink in 2008 creating the potential for vacancies that must be filled to maintain a healthy and vibrant university.
3. Current physical and fiscal constraints limit our ability to increase the number of traditional students served on campus (our facilities are at capacity).
 - Many students enrolled in ACE courses are displaced traditional students
4. The current ACE program is struggling because it
 - Fails to accommodate the needs of non-traditional students
 - Is viewed as an entity apart from regular programming and not as a vehicle for delivering degree programs
 - Relies on faculty who teach either through continuing education or as overload
 - Lacks faculty and administrative support
5. Non-traditional students
 - Are prepared to use technology in their classes and would welcome more on-line or blended courses
 - Are better organized, more highly motivated and more serious than many 18-22 year olds
 - Are attracted to some, but not all, of our degree programs
 - Expect and deserve a high quality learning environment comparable to that afforded by the MU campus
6. Most faculty members
 - Prefer to teach on campus (some courses require on-campus infrastructure)
 - Are not interested in a teaching overload

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In response, the ACE Task Force is pleased to submit the following recommendations for your feedback and consideration. If adopted, these recommendations will create an infrastructure by which programs targeting new student audiences are created, nurtured and delivered.

Recommendations

1. MU must act now to increase its market share of non-traditional students.

The administrative support and services necessary to develop and deliver non-traditional courses and programs are not currently in place. To remedy this, additional funding, facilities, faculty and staff must be secured. Given the challenges of a campus infrastructure at capacity and a potential decline in our traditional applicant pool beginning in 2008, time is short.

2. Replace the ACE Program with a market-driven philosophy/infrastructure.

The new infrastructure (name to be determined) is not a program. Rather, it provides academic departments with the administrative support services they need to create and deliver select high-demand cohort-based undergraduate, graduate and continuing education programs.

All courses and programs serviced by this infrastructure would reside in an academic department or school and could be either a traditional offering delivered in some non-traditional manner or a new non-traditional offering. In either case, such offerings would complement currently available traditional ones and are meant to attract new student populations of non-traditional undergraduate and graduate students to MU.

Courses and programs that might benefit from this infrastructure include:

- Sequenced course offerings in general education.
- Degree completion programs (e.g. 2+2+2 in Manufacturing and Nanofabrication).
- Online degree programs (e.g. MS in Disaster Mgm't, M.Ed. in Sport Mgm't).
- Blended degree programs (e.g. MS in Nursing Education or MSW).
- On-site degree programs (e.g. MS in Special Education on-site in Millersburg, SD).
- Certificate programs (e.g. Professional Writing Certificate).

Indeed, the programs cited above were developed within our traditional department/ school structure and administratively supported by the office of Professional Training & Education (PTE). The new infrastructure would institutionalize recent past practice.

3. Assure smooth transition from ACE.

Accommodations for current ACE and "second chance" admission students during the transition would be necessary. A mechanism for tracking non-traditional students needs to be maintained. The admission procedure currently used by ACE should be maintained and improved to provide easy access for returning part-time students.

4. Provide effective leadership.

While responsibility for curriculum resides with the faculty, administrative structure and support for new and existing non-traditional courses and programs would reside with PTE. In this model, PTE would be an advocate for departments as they initiate curricular change. For this to be effective, the Director of PTE should assume a role similar to an Associate Dean with

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responsibilities that include: Keeping school deans and department chairs apprised of potentially new programs; collaborating with school deans and department chairs on course/program development and initiation; communicating with the community to assure responsiveness; bringing community needs and program opportunities together; engaging in research and development; and assisting in launching new programs as they are created.

5. Deliver necessary services.

MU must establish an effective network of support services for faculty as they package, sequence and deliver their courses and for students as they progress through their courses and/or programs. The infrastructure proposed under recommendation (3) above would provide project management, program development, marketing and budgetary support. All students, traditional and non-traditional, must have access to vital services such as financial aid, registration, the Bursar, academic advising, counseling, the bookstore access, parking permits, etc. at convenient times and places.

6. Provide quality faculty and staff.

MU must provide high quality faculty and staff sufficient to meet the needs of programs as they are developed. Whenever possible, these courses should be staffed in-load with the University providing the necessary additional complement. This is not meant to exclude the possibility of hiring of adjunct practitioners who bring particular specialty skills to the classroom. When a particular course cannot be staffed in-load, the option to offer the course on an overload or continuing education basis would be available subject to approval of the school dean and consistent with the rules and guidelines in both the CBA and the local policies on continuing education.

The faculty must come to view non-traditional course instruction as an integral part of their regular work assignments and not as peripheral or optional.

7. Ensure sufficient funding.

Financial resources are required to create new programs and assure their success. Such funding supports market research, marketing and a wide range of support services for students and faculty. We recommend that programs developed under the new infrastructure follow the "business plan" model used to develop our MBA program. The funding requirements of a particular initiative would be specified in the business plan and channeled through the regular PTE budget.

8. Acquire quality facilities.

Off-campus facilities housing non-traditional courses and programs should have the same quality, utility and comfort afforded to traditional offerings on-campus. Facilities should match the needs of the program in the best possible way and accommodate both faculty and students. Examples include: Liberty Place, the Dixon University Center in Harrisburg, on-site at school districts or other locations, the possibility of a branch campus, and the MU campus.

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9. Name the new infrastructure.

Suggestions: [Access Millersville](#), [The Millersville Connection](#), [Millersville University's Community Connections Campus](#); [Millersville University's Community Access Campus](#); [Millersville University's Access Learning Campus](#); or [Millersville University's ComMUiversity](#).

ACE Task Force Membership:

- [Dr. Daniel Anna, Assistant Professor of Industry and Technology](#)
- [Dr. Deborah Castellucci, Associate Professor and Chair of Nursing](#)
- [Dr. Steven Centola, Professor of English and Acting Dean of Graduate Studies and Extended Programs](#)
- [Ms. Candace Deen, University Registrar](#)
- [Dr. Christine Gaudry-Hudson, Associate Professor and Chair of Foreign Languages](#)
- [Dr. Tariq Gilani, Assistant Professor of Physics](#)
- [Dr. Julie Lombardi, Associate Professor of Wellness and Sports Science](#)
- [Dr. Susan Luek, Professor of Psychology](#)
- [Ms. Bili Mattes, Director of Professional Training and Education](#)
- [Ms. Loreal Maguire, Assistant Director of Professional Training and Education](#)
- [Dr. Jennifer Miller, Assistant Professor of Philosophy](#)
- [Ms. Rita Miller, Coordinator of Services for Physically Disabled Students](#)
- [Dr. Carol Phillips, Executive Assistant to the President](#)
- [Dr. Diane Umble, Professor of Communication and Theatre and Acting Associate Dean of Humanities and Social Sciences](#)
- [Dr. Ronald Umble, Professor of Mathematics and ACE Task Force Chair](#)

¹Documentation available on the web at <http://marauder.millersville.edu/~rumble/ATF/Summer%2005/Report.pdf>

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Millersville University
General Education Review Committee
Recommendations for the Continuation of Pilot-testing of First-Year Seminars and
Learning Communities
November 1, 2005

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Brief Background

In its final recommendations to Senate last year, the General Education Task Force recommended that incoming first-year students at Millersville be placed in small, supportive learning communities during their first semester. It was expected that these learning communities would 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, a pilot-test of about 10 sections of these new seminars (UNIV 179) was approved by Faculty Senate for fall 2005. Eventually, seven proposals came forward and five were approved and offered this fall.

Current Status

Five sections of Exploratory (undecided) students are currently involved in the pilot-test. Incoming students were randomly chosen from among all Exploratory students and received letters informing them of the program and the five topics and asking that they rank order their top five choices of seminar topics. Students were then placed into seminars on the basis of their choices until the various seminar offerings were filled. (The brochure with the seminar topics is attached.)

An assessment plan was developed and included a mid-term, online survey (completed by October 21st) of first-year students. These interim results will be shared with Senate at its next meeting. Additional assessments (longer survey, focus groups, sampling of assignments, monitoring of persistence and academic success) are planned for the end of semester and beyond.

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 (distributed last year and available on the Gen Ed website) provides further specification and justification for these courses.

Informal feedback from current instructors and students is generally positive. Faculty and students both seemed highly engaged and excited about the topics and the process of exploring them in the context of a seminar and learning community. Folks outside the University have also taken notice of the program. Encouraging words in response to this new three-credit option have

come from John Gardner, the Senior Fellow of the National Resource Center for The First-Year Experience and Students in Transition, and from Gillies Malnarich, the co-director of the Washington Center for the Improving the Quality of Undergraduate Education. Additionally, MU faculty will be presenting on the pilot-testing of this new first-year initiative at an AAC&U conference in February.

What is being asked of Senate?

- To endorse the continuation of the pilot-testing of First Seminars linked with Fundamentals courses in a learning community. We envision perhaps 10-15 sections being taught during the 2006-2007 academic year.
- To continue the granting of Gen Ed equivalence for First Seminar (UNIV 179).
- To continue the provisional authority granted to the General Education Review Committee to approve topics and Gen Ed block designation for proposed sections of UNIV 179. Once approved by GERC, topic proposal will continue to go to the appropriate School Curriculum Committee for final review and approval of Gen Ed designation before they will count for Gen Ed credit.

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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.

Rationale for the Continuation

While the experience of teaching the seminars this fall and the results of the assessments will begin to educate us about the viability, benefits, and perhaps challenges of this new first-year programming model, decisions to adopt this model on a more permanent basis should await more extensive testing and a longer time span for follow-up. As we continue to monitor the present cohort, a continued expansion and refinement of the model based upon experience to date seems warranted. If we are to consider implementing this model on a wider scale, as has been proposed, we need to continue efforts to expand the offerings, make refinements based upon experience to date, and continue the experimentation and careful assessment of results to ensure that the objectives of the initiative are being achieved.

Gen Ed First Seminars: Sample Seminar Topics

Appearing below is a listing of sample first-year seminar topics that have been proposed by Millersville faculty or by faculty at similar institutions.

Why We Hate
Myth of America
Homes and Homelessness
Facing Fear
“Why Don’t They Speak English?”
The Breath You Take: The Science and Social Impacts of Air Pollution
Why Do I Buy? Media, Marketing, and Identity
Brown vs. the Board Of Education
Romantic Visions: Wordsworth, Keats & Coleridge
Humanity’s Quest for Meaning and Justice
Mastering Nature: Humans and the Ecosystem
Information Technology: Ethics and Issues
Literary Voices from the Middle East

Geometry, Topology, and the Shape of the Universe

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Millersville University's "Programming for Non-Traditional Students at Millersville UniversityX" Infrastructure

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The resulting recommendations include creating an infrastructure by which programs are created, nurtured, and implemented addressing the needs of students that would not otherwise enroll in Millersville University.

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1. Rename the program:

Name the program:

Tentative: Millersville University New Century Program (MUNC)

2. Identify the audience:

MUNC would be designed for students seeking experiences, programs, or certificates offered by the program. New admission procedures required by MUNC would not displace existing ones. Accommodations for current ACE and "second chance" admission students during the transition would be necessary.

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The current Adult & Continuing Education (ACE) needs a new name.

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for students seeking courses, programs, or certificates offered. The infrastructure would o

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program or a traditional program offered in a non-traditional manner

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complement existing traditional programs in that they are

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complement existing traditional programs in that they are

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and those that Millersville University is striving to grow – non-traditional and graduate students.

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Define the student:

The student is defined as any applicant seeking the experiences, programs, or certificates offered through the new process/program who would not otherwise enroll at Millersville University. The program will serve three audiences: current ACE students, “second chance” admission students or students who need to create an academic record, and students who self-select by program. Additional arrangements will need to be made by the university to serve current ACE students and “second chance” admission students.

Define the services:

Services are defined as the courses, packaging, sequencing, delivery formats, and attendant support materials and services required for continued enrollment in, and completion of, the specific experience, program, or certificate offered through the new process.

Ensure connection to University mission:

The University mission must clearly support effective academic programs for both traditional and non-traditional students. Effective programming for non-traditional students requires a culture of accommodation that provides facilities, instruction and services of highest quality.

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increased complement sufficient to meet the needs of the program and guarantee its success.

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Regardless of how instructional staff in MUNC the compensation syare compensatedstem is determined for this new

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taffing principles for this new program will be completely c

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Therefore, the TF recommends that re-visiting the local policy on ACE and continuing education be revisited.

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ask orce It should retain some/most/all of net revenues “X” that areis generatedbrought in to be used for program development. The Task Force also recommends that revenue sharing be considered as an incentive for faculty/departmental involvement Resources are needed for complement, marketing, market resources, dedicated advisement, etc.

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Offer responsive, market-drive programming:

Programming for non-traditional students must focus on select high demand undergraduate, graduate and continuing education programs. The programs will not compete with current on-campus traditional offerings and will encourage the use of cohorts. New programmatic ideas will not ignore the commitment to current ACE students. Creative thinking is encouraged for program development and could include a combination or single use of the following options: degree completion; 2+2+2; an introductory seminar course; undergraduate and graduate certificates; online, blended or on-site cohort based graduate programs; block of sequenced general education offerings; and accelerated programming.

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