

Faculty Senate Minutes
November 6, 2007

The meeting was called to order at 4:08 p.m. All departments were in attendance except Academic & Student Development and Music.

I. Minutes of previous meeting

The minutes of the October 16, 2007 meeting of the Faculty Senate were approved as written.

II. Report of the Faculty Senate Chairperson

Chairperson Börger-Greco commented on the first distribution of a course electronically for Senate review. It was noted that pages with handwritten notes should be scanned for distribution. Chairpersons for UCPRC and GCPRC will scan the signed cover sheet and forward approved proposals to Senate. Senators should bring 10 copies which will provide a few extras for persons with difficulties accessing the electronic format. Dr. Börger-Greco also encouraged faculty to attend commencement in regalia on December 16.

III. Report of the Student Senate President

Student Senate President Terezoni reported that ideas from the student forum about the allocation process are being considered in reevaluating the process. She mentioned an upcoming student leadership conference and also indicated that a number of new clubs are being started, including a sign language club. A question was raised about student representatives on faculty committees. Ms. Terezoni noted that names of students elected had been submitted to Jodie Richardson.

IV. Report of the Graduate Student Association

Graduate Student Association Representative Irace shared that they are hosting traveling socials to inform graduate students about programs and services.

V. Report of the Administrative Officers

Provost

Provost Prabhu commented on implementation of new contract language retroactively. He noted that faculty help and support is especially critical regarding changes in Distance Learning specifications. Most current DL courses do not meet the new criteria of being at least 80% online. Faculty must adjust their remaining course schedule to align with this in order to qualify for DL pay. Dr. Prabhu noted that the MU Online Advisory Group has

helped provide clarity in the past and may aid in meeting an immediate need for an appropriate evaluation instrument to use this semester for DL courses.

Associate Provost for Academic Administration

Associate Provost Burns shared that the MU Online Adviosry Group met last week and is considering DL issues relevant to the new CBA. A minor change course proposal has been suggested to allow faculty teaching blended courses this semester to quickly get approval for changes needed to meet the new 80% online level. Dr. Prabhu highlighted that faculty teaching blended courses now would have several options, including adjusting planned face-to-face meeting times to fit the 80%, switching some course work to an interactive TV (ITV) format (broadcasting of on-campus teaching to an alternate site) or keeping their current plans as a course that would no longer be compensated at the DL rate.

Discussion was also held regarding the fact that the DL student evaluation instrument must be administered online to be consistent with the teaching mechanism. A question was raised about the projected date for availability of an evaluation tool for DL courses. It was noted that there is no certain date yet, but that Information Technology has been helping with implementation issues, particularly how to ensure security and anonymity. Senator Edeh Herr indicated that an evaluation tool compatible with the new student evaluation form being implemented is available. A question was raised about whether this tool has been approved by the faculty. It was noted that it may need to be used this semester on an emergency basis until approval by the faculty can be arranged.

Dr. Burns also reported on the beginning of Millersville's self-assessment process to prepare for Middle States review. He indicated that Dr. Helena Tuleya-Payne has been appointed as Faculty Chair for this process. The next step will be to establish a Steering Committee and Sub-Committees for each standard that will be reviewed. Dr. Burns emphasized the need for broad faculty input and requested that senators serve as contacts for keeping the general faculty informed and involved. He pointed out the opportunity to increase our collective knowledge about university goals and function.

VI. Reports of the Faculty Senate Standing Committees

UCPRC

First Readings

(1) CHANGE IN UNDERGRADUATE CURRICULUM

BSE ENGL. Proposal to revise required related courses to meet 120-credit limitation.

GCPRC

Senator Mowrey indicated a need to expand and clarify the Academic Honesty segment of the graduate catalog. She noted finding at least three different variations of related language from several sources. Dr. Burns responded that he will review these and advise the committee. Dr. Prabhu commented that providing better coherence in areas like this reduces the liability the university bears in holding students accountable to academic standards.

Academic Policies

Discussion was held regarding the proposal to offer students credit for course work completed as part of the International Baccalaureate (IB) Diploma or Certificate program. A comment was made about objections to the blurring of lines between high school and college curricula. Dr. West responded that each department will be able to review the curriculum in their field and determine whether or not credit is appropriate. The proposal to award course credit for high examination scores in higher-level International Baccalaureate courses, as approved by the relevant department, was approved with two no votes.

GERC

Chair Ward reported that GERC is supporting implementation of the revised General Education curriculum and that their evaluation of the process indicates that the overall goals for revision were met.

He clarified that FYI courses are intended to be 3-credit courses and that the Revised General Education Curriculum approved last spring by the Faculty should have indicated “0 or 3 credits” rather than “0-3 credits.” He also reported that the changes made to the expedited review document by APC were approved by GERC and could be considered by Senate.

Dr. Ward also distributed a proposal for Guidelines and Expedited Review for Cultural Diversity and Community (D) courses, including an evaluation form to use for the expedited review. [see Attachment #1] In response to a question, it was stated that courses seeking a D designation should meet all of the specifications listed. Discussion then turned to the need for improved clarity in the meaning of “meaningful oral and written components” in order to help faculty and UCPRC appropriately evaluate when a D designation is appropriate. Several persons commented that the oral and written components statement refers to the course being broader in pedagogy than lecture. It was emphasized that it is critical for everyone across the board to understand these criteria. A vote was held to determine whether the D proposal could be acted on as is with further clarification to come later (15 votes) or if clarification was needed before action (6 votes). Dr. Foster-Clark noted that APC and GERC will be reviewing similar language in P course guidelines as well.

The Proposed Revision to First Year Inquiry (FYI) Guidelines was approved without dissent. The proposal for the Writing Course Expedited Review Process and evaluation form was approved without dissent.

VII. Reports of the Faculty Senate Special Committees

None

VIII. Proposed Courses and Programs

None

IX. Faculty Emeritus

None

X. Educational Workshops (EDWs) and Pennsylvania Department of Education (PDE)

Dr. Jane Bray, Dean of the School of Education, noted that EDWs have been offered at Millersville for 35 years, allowing significant professional development opportunities for teachers. These have historically been 1-week summer offerings with 3 graduate credits (although these do not count towards our graduate programs) and help teachers meet the Act 48 requirement for completing graduate credits to maintain certification. This summer, with classes already underway, the PDE stopped accepting Millersville EDWs based on mandates which specify that each credit bear 14 class hours and 16 outside hours of work leading to a culminating project. Courses were quickly modified by adding a week of outside work and a final project to meet the specifications. However, it is clear that Millersville should review and update our strategies and content for these workshops. In particular, they should be more relevant and specify how they help teachers meet PDE standards in their classrooms. A task force is moving forward on setting the vision for continuing to provide high-quality EDWs.

The issue of a new environment in this market was raised, and it was asked whether counting courses towards a graduate program would be more appealing. Dean Bray responded that the design of these workshops is different than other graduate courses but that some other programs do allow a limited amount of credit to count towards a degree. A suggestion was made to offer EDW credits at a discounted rate since they do not educationally match graduate credits. Another suggestion was to have some 1-credit EDWs. Dean Bray agreed that there could be merit in bundling several courses to earn credits. A question was raised about how to address specific PDE standards if a course covers a comprehensive set of standards. Dean Bray responded that faculty could indicate either broad coverage of standards or target a specific standard.

XI. Other/New Business

Senator Igyor expressed disappointment that Faculty Senate did not specifically recognize the service of Dr. Ramesh Bhatia from Business Administration after he passed away recently. Senator Dillon responded that all the departmental faculty, many other faculty and administrators did attend the funeral and that the expression of appreciation from his colleagues was encouraging to Dr. Bhatia's family. A suggestion was made that an appropriate protocol for such situations be considered.

Meeting was adjourned at 5:50 p.m.

Respectfully Submitted,

Aimee L. Miller
Secretary of the Senate

Action Summary:

The minutes of the October 16, 2007 meeting of the Faculty Senate were approved as written.

The proposal to award course credit for high examination scores in higher-level International Baccalaureate courses, as approved by the relevant department, was approved with two no votes.

A vote was held to determine whether the D proposal could be acted on as is with further clarification to come later (15 votes) or if clarification was needed before action (6 votes).

The Proposed Revision to First Year Inquiry (FYI) Guidelines was approved without dissent.

The proposal for the Writing Course Expedited Review Process and evaluation form was approved without dissent.

General Education Cultural Diversity and Community (D) Course Expedited Review Process

In April 2007, the Millersville University Faculty approved a new General Education (Gen Ed) curriculum to be implemented for the fall 2008 semester. Within the new Gen Ed curriculum, entering students in fall 2008 and beyond will be required to take at least one Cultural Diversity and Community (D) course prior to graduation. To meet this requirement, existing courses may apply for the “D” Gen Ed label by using the expedited review process described below.

1. For an existing course to acquire the “D” label, the department offering the course must demonstrate how it will meet each of the specific criteria (see below). The department will submit to the chair of UCPRC (electronically) the following documents for each course:
 - a. A brief evaluation form (see attached)
 - b. A course syllabus
 - c. Any supporting documentation the instructor/department feels is needed to support the self-evaluation.
2. The chair of UCPRC distributes the submitted certification documents to the Diversity Sub-committee of UCPRC for review.
3. The Diversity Sub-committee of UCPRC reviews the certification documents and makes one of three recommendations to UCPRC:
 - a. Approval of the “D” label for the course as presented.
 - b. Approval of the “D” label subject to certain amendments agreed to by the department spokesperson. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
 - c. Disapproval. Reasons for disapproval must be clearly stated in writing to the proposal spokesperson. Revised certification documents must undergo the complete expedited review process.
4. The chair of UCPRC communicates final decisions regarding each course to the departmental spokesperson. In addition, the chair of UCPRC advises the Faculty Senate at each full Faculty Senate meeting of courses that have been approved to meet the new “D” requirements.

The above process is used only for existing courses that would like to add the “D” Gen Ed label before fall 2009. Existing courses that wish to add the “D” label after that will need to follow the process for adding a General Education label found at <http://www.millersville.edu/~fsenate/Committees/UCPRC/guidelines.html>.

Newly developed courses (not currently on the books) that seek the “D” label must go through the process for proposing new General Education courses found at <http://www.millersville.edu/~fsenate/Committees/UCPRC/guidelines.html>.

Guidelines for the Cultural Diversity and Community Requirement

To satisfy the Gen Ed Cultural Diversity and Community (D) requirement, all students must successfully complete one approved 3-credit course meeting the D criteria described below. This course may also count for credit in a student's major or minor program or may satisfy another Gen Ed requirement.

Cultural diversity refers to the differences among people in terms of beliefs, customs, values, politics, and experiences. In essence, culture is a worldview; it is both learned and evolved. The following factors are seen as underlying these differences:

age, economics, education, gender, geography, language, nationality, occupation, physical ability, race and ethnicity, religious affiliation, and/or sexual orientation among others.

Comment [CH1]: Reordered alphabetically as per Diversity Requirement Implementation Committee discussion Oct 2007.

Specifically, a D course:

- a) involves 3 semester hours at the 100-level or above.
- b) is intercultural and/or cross-cultural, with culture being a worldview that reflects beliefs, customs, values, politics, and experiences as shaped by age, economics, education, gender, geography, language, nationality, occupation, physical ability, race and ethnicity, religious affiliation, and/or sexual orientation among other factors.
- c) examines historical and environmental (e.g., social and/or physical) factors that underlie cultural differences.
- d) examines the potential global, regional, or local factors that underlie cultural differences.
- e) helps students to identify, critically analyze, and apply scholarship and experience related to cultural diversity.
- f) provides academic structure in support of students' positive engagement with peoples of diverse histories and communities.
- g) challenges students to evaluate their own personal worldview.
- h) has meaningful written and oral components.
- i) may also count as part of any additional requirement (major, minor, or Gen Ed) of the Baccalaureate degree.

Comment [CH2]: Reordered alphabetically as per Diversity Requirement Implementation Committee discussion Oct 2007.

Comment [CH3]: clarified as per Diversity Requirement Implementation Committee discussion Oct 2007.

Comment [CH4]: deleted 'socio-economic factors' as per Diversity Requirement Implementation Committee discussion Oct 2007.

Comment [CH5]: corrected grammar as per Diversity Requirement Implementation Committee discussion Oct 2007.

Evaluation Form for Existing Courses to Obtain “D” Label

Subject and Course Number:

Course Title:

Course Status: existing non-GenEd course existing GenEd course W course P Course

List major(s), minor(s), option(s), etc., if any, for which this course is required or will be required:

Proposing Department	Proposal Representative’s Name	Contact Email	Campus Phone Extension

Approval/Submission Record:

	Name	Signature	Date
Proposal Representative			
Department Chair			
Diversity Subcomm. Chair			
UCPRC Chair			

Please attach the course syllabus to this form. Also, feel free to copy and paste information directly from the course syllabus (syllabi) for any of the items below.

- 1) Does the proposed course involve 3 semester hours at 100-level or above?
- 2) Explain how the proposed course is intercultural and/or cross-cultural, with culture being a worldview that reflects beliefs, customs, values, politics, and experiences as shaped by age, economics, education, gender, geography, language, nationality, occupation, physical ability, race and ethnicity, religious affiliation, and/or sexual orientation among other factors.
Please remember that a D course is more than a mere survey or exposure of the students to different cultures; rather it teaches students to think critically about the basis for intercultural differences.
- 3) Explain how the course will examine historical and environmental (e.g., social and/or physical) factors that underlie cultural differences. Provide one or more examples of how this will be implemented.
- 4) Explain how the course will examine global, regional, or local factors underlying cultural differences.
- 5) Provide examples of how students will be challenged to identify, critically analyze, and apply scholarship and experience related to cultural diversity.
- 6) The intent of this D requirement is to provide the academic structure (through lecture, theory, assignments, debate or experiential learning) to improve students’ capacity for positive engagement with peoples of diverse histories and communities. Explain and provide examples of how your course will accomplish this.
- 7) Explain how course content, expectations, or evaluation mechanisms will challenge students to evaluate their own personal worldview.
- 8) Explain how the course will have meaningful written and oral components.