

Faculty Senate Minutes
November 1, 2011

The meeting was called to order at 4:09 p.m. All departments were in attendance except Academic & Student Development, Athletics, Government & Political Affairs, Interdisciplinary Studies, Library, and Physics.

I. Minutes of previous meeting

The minutes of the October 18, 2011 meeting of the Faculty Senate were approved as written.

II. Proposed Courses and Programs

None

III. Report of the Faculty Senate Chairperson

Faculty Senate Chair Börger-Greco encouraged faculty and students to attend the hearings of the State Senate Appropriations Committee on campus November 3. It was noted that information on the Transformation initiative will soon be accessible online.

IV. Report of the Student Senate

Mr. Jordan Smith reported on Marauder Madness, student participation in the parade, a November 3 student forum on IT and Library issues, and students attending the Senate Appropriations Committee hearings.

V. Report of the Graduate Student Association

None

VI. Report of the Administrative Officers

Provost

Dr. Prabhu described involvement of Millersville students and faculty in the panels as part of the State Senate Appropriations Committee hearings. He also noted a positive experience at the Transformation Fair, speaking with students and faculty about curriculum. It was noted that these types of events are scheduled to allow participation but always conflict for some people. The idea of having a dedicated day or afternoon in the semester for addressing campus issues was raised.

VII. Reports of the Faculty Senate Standing Committees

GCPRC

First Reading

(1) CHANGE TO GRADUATE COURSE

NURS698: Scholarly Project. Proposal to revert grading from Pass/Fail to letter grade to foster quality work on projects.

UCPRC

First Reading

(2) CHANGE TO UNDERGRADUATE CURRICULUM

BA Geography, Environmental Studies option. Proposal to modify required and required related courses to enhance the quality of student preparation in the field.

Senator Marquez commented that selection of an Environmental course from the 200/300-level courses would be more appropriate than 100-level for rigor in the degree. She also noted that ENVI330 will be in moratorium.

EOYSC

Dr. Laurie Hanich presented several suggestions for modifying the nomination format and guidelines to improve clarity and efficiency. One concern was that nominators being responsible to secure all supporting letters might discourage some people to suggest nominees. There was also discussion on ways to provide direction and limitations on what types of supporting materials should be submitted by candidates to allow the selection committee to better evaluate nominees. Discussion focused on the necessity for assessing teaching excellence, including at least some input from students. Following discussion, it was determined that candidates would be responsible for securing letters of testimony as part of their supporting documents. Other supporting documents to be submitted from candidates include a personal narrative (with word limit), a recent CV, and no more than three letters of support, one of which is from a present or former student.

The EOYSC proposal to again use the extended nomination deadline of December 10 and supporting material submission by March 1 was approved without dissent. A Börger-Greco/Mahaffy motion to specify word limits of 1000 for nominations and 2000 for nominee narratives for the Educator of the Year Award was approved without dissent. A Saunders/Cardwell motion that Educator of the Year Award nominees provide a narrative, current CV, and up to three supporting letters, including at least one from a present or former student was approved without dissent.

VIII. Reports of the Faculty Senate Special Committees

None

IX. Faculty Emeriti

A Mahaffy/Cook motion that Dr. Henry Fischer be granted the honorary title of Professor of Sociology Emeritus was approved without dissent. [see Attachment #1]

X. Other/New Business

Senator Börger-Greco noted that Foreign Languages is working on a program change that might need to be considered in a “framework” format for approval in a timely fashion. Since the concept of academic proposals in a framework/shell format seems to be a growing trend, a general discussion was held. Key points were:

- External constraints on timeframes (from PASSHE or PDE) for curriculum development are contributing to the need for these types of proposals.
- If framework proposals are to become standard, clarification is needed on how to develop these proposals and what will inform adequate and meaningful review by curriculum committees. It was suggested that frameworks at least need an outline of objectives for courses in the program.
- There is a need for flexibility and efficiency in curriculum development. The framework approach might increase the flexibility we have in modifying programs within a PASSHE-approved program framework.
- There is concern that courses that are required within a framework might take on an imperative need for approval that could lead to less rigorous review.
- There is concern that courses approved at a later point might lose their connection to the curricular framework.
- Frameworks are sometimes reflective of how marketing of programs is driving curriculum development.
- Careful development of a framework as defined by the related course objectives or competencies can positively shape the subsequent development of quality courses that meet those needs.

The specific issue facing Foreign Language includes significant pressure coming from PASSHE and the threat of cuts. Variations in the interpretation of program enrollments by PASSHE (for example foreign languages collectively versus individual languages) made it difficult to anticipate the current situation. It was noted that we would benefit from better internal evaluation of programs that might be eliminated. GCPRC seeks direction from Senate on its approach to reviewing the FORL proposal, including a possible simultaneous review rather than sequential to speed the process.

Meeting was adjourned at 5:55 p.m.

Respectfully Submitted,

Aimee L. Miller

Faculty Senate Secretary

Action Summary:

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A Mahaffy/Cook motion that Dr. Henry Fischer be granted the honorary title of Professor of Sociology Emeritus was approved without dissent.

Attachment #1

To: Millersville University Faculty Senate
From: Department of Sociology/Anthropology
Date: 16 March 2011

Subject: EMERITUS RESOLUTION FOR DR. HENRY FISCHER, former Professor of Sociology and former Director of the Center for Disaster Research and Education

Whereas: Dr. Hank Fischer, Professor of Sociology and Director of the Center for Disaster Research and Education (CDRE), with a profound and abiding categorical commitment to teaching and first-rate scholarship, as well as service to the University community, equally served on the faculty in the Sociology and Anthropology Department from 1989 until 2008; Professor Fischer then retired from the University in January of 2008 to pursue other professional interests after 19 years of service to Millersville University; and

Whereas: Dr. Fischer taught an array of courses for the Sociology Department; this includes foundational sociology courses and advanced-level courses in quantitative data analysis, research methods, and courses on the sociology of disaster and terrorism to name a few; and, Dr. Fisher designed and taught a range of graduate-level courses for the University's highly noted master's program in emergency management, a program that he pioneered in 2007; and, as director of the CDRE, Dr. Fischer worked with more than 15 CDRE faculty colleagues, supervised many of the program's research assistants, and through the sociology of disaster course, pioneered on-line education here at the University; and, admired by his students, Dr. Fischer was nominated in 2004 for Who's Who among Teachers in the U.S.; and,

Whereas: Dr. Fischer distinguished himself as an active scholar, publishing seven books, most notably his 1994 *Behavioral Response to Disaster: Fact Versus Fiction & Its Perpetuation*, in addition to more than 35 manuscript articles, 5 reports for the Pennsylvania Emergency Management Agency, as well as several research planning materials to the U.S. Department of Defense, many curriculum articles, and a score of abstract articles, film, book, and website reviews; and, Dr. Fischer also presented a litany of papers at professional meetings across the world globe; and,

Whereas: Dr. Fischer, with research focusing on behavioral and organizational response to disaster, impact of media reporting on behavioral and organizational response to disaster, factors impacting on mitigation adjustment, and planning and response challenges encountered in terrorism, also utilized his sociological research, writing, and other analytical gifts to advance social science research and policy work in the area of disaster research, serving as a manuscript reviewer for stellar professional journals, including the *International Journal of Mass Emergencies and Disasters*, in addition to serving as editor of *Unscheduled Events*, *Contemporary Disaster Review*, and the on-line journal for the International Research Committee on Disasters; and,

Whereas: Dr. Fischer served the University community with appointments and activities too numerous to list, but which encompassed work with students across socio-economic levels; and, Dr. Fischer participated actively in state, regional, and national levels of professional organizations, assisted community organizations at the local, state and federal level, and made public appearances on local television stations and for national media/TV outlets, including CNN and MSNBC regarding issues and policy practices on matters that pertain to environmental disasters; and, in a few words, Dr. Fischer's commitment to service at MU and his profession was second to none; and,

Whereas: Dr. Fischer dedicated his professional life to student development and life-long learning, including encouraging a host of students to pursue advanced education at the master's and doctoral levels, including the University of Delaware; and, as Dr. Fischer advanced student learning by working with students on grant-funded research projects, including their participation in first-hand accounts and reports pertaining to national and international areas of disaster research, he also pioneered on-line education and a master's program in the area of emergency management in his position as director of CDRE in particular; there, Dr. Fischer also became a nationally and internationally- known scholar and educator in disaster research and its practices; and, at the same time, he continued to work with students and faculty alike in dozens of field projects, including working with underrepresented student populations in his area of expertise; and, Dr. Fischer was consistently invited to speak at community functions and organizations ranging from campus programs to worldwide agencies and institutions; and, in summary, Dr. Fischer was an exemplary professor, serious-minded scholar and public advocate, especially when it came to severe challenges to our environment, and a civically engaged advocate, with his roots steeped in his teaching, research, and writings within the traditions of sociological thought and practice as well as the values and import of a liberal arts education in higher education;

Therefore, Be It Resolved: That Dr. Henry Fischer be granted the distinguished title and honor of Professor Emeritus of Sociology.