

**Faculty Senate Minutes
December 2, 2014**

The meeting was called to order at 4:13 p.m. All departments were in attendance except Music and Philosophy.

I. Minutes of previous meeting

The minutes of the November 18, 2014 meeting of the Faculty Senate were approved as corrected without dissent.

II. Proposed Courses and Programs

NEW UNDERGRADUATE CURRICULUM

(1) AEST: BS Automation & Intelligent Robotics Engineering Technology. Proposal for a degree in study of robotics and controls suitable for designing and implementing projects with advanced programming needs using multiple types of technology was approved without dissent.

NEW UNDERGRADUATE COURSES

(2) GOVT 331: Modern Political Thought, 3 credits. Proposal for course examining political thinkers and questions regarding human nature, the ideal state, the tensions between principles of freedom and equality, critique of existing systems was approved without dissent.

(3) MATH 419: Actuarial Science Seminar, 1 credit. Proposal for course to develop knowledge of fundamental probability tools for quantitatively assessing risk.

CHANGES TO UNDERGRADUATE COURSES

(4) ITEC 492: Technical Entrepreneurship. Proposal to update title, description, objectives, and pre-requisites was approved with 2 dissenting votes and 2 abstentions.

Concern was raised about the qualifications of instructors for this course regarding business-related content. It was noted this is a current course already offered with similar content and geared towards technology students.

CHANGE TO GRADUATE CURRICULUM

Proposals from GCPRC were made available to senators with at least one week for review to allow suspension of the two-meeting rule as approved at the November 18 senate meeting.

- (5) ART: Masters in Education, Art Education. Proposal to put ART 521 in moratorium and include new course ART 603 was approved without dissent.

NEW GRADUATE COURSES

- (6) ART 602: Qualitative Research and Arts-based Research Methods, 3 credits. Proposal for course to provide opportunity to investigate and consider applications of qualitative and arts-based research methods was approved without dissent.
- (7) ART 603: Assessment in Art Education, 3 credits. Proposal for course to examine theories and methods of assessment of why, what, and how to assess art was approved without dissent.
- (8) SPAN 532: Pragmatics in Professional Communication in Spanish, 3 credits. Proposal for course to apply philosophical, sociological, and linguistic theory to the use of language in the professional workplace was approved without dissent.
- (9) NURS 700: Advanced Practice Nursing: Transformational Leadership, 3 credits. Proposal for course to synthesize political action related to the structure of healthcare delivery.
- (10) NURS 701: Health Policy & Healthcare Economics, 3 credits. Proposal for course emphasizing the roles of the advanced practice nurse as a clinical scholar, clinical expert, and leader in evidence-based practice and transformation of health care.
- (11) NURS 702: Evidence-Based Practice Models and Applied Research, 3 credits. Proposal for course examining relationships among basic and applied research, translational science, and evidence-based practice in healthcare settings.
- (12) NURS 703: Epidemiology and Health Promotion, 3 credits. Proposal for course focused on integration of evidence-based practice and epidemiological approaches to promote consistent and equitable care for diverse populations.
- (13) NURS 704: Complex Healthcare Systems, 3 credits. Proposal for course focused on major theories and approaches to sustainable healthcare business practices.
- (14) NURS 705: Evidence-Based Practice Process, 3 credits. Proposal for course focused on developing skills needed for applying EBP processes in the context of practice setting, health care organization, or community.
- (15) NURS 706: Statistical Methods, 3 credits. Proposal for course to explore statistical methods commonly used by advanced practice nurses to understand human health patterns.
- (16) NURS 707: Capstone Design Seminar, 2 credits. Proposal for course focused on designing and defending student-proposed capstone projects.

- (17) NURS 708: Informatics and Data Management, 3 credits. Proposal for course to design, select, and use information system/technology to evaluate programs of care, outcomes of care, and care systems.
- (18) NURS 709: Capstone Implementation Seminar, 2 credits. Proposal for course focused on implementation of student capstone project and collection of specified outcome data.
- (19) NURS 710: Transforming Healthcare, 3 credits. Proposal for culminating course reflecting student ability to assume leadership role, employ effective communication and collaboration skills, evaluate practice, and successfully negotiate transformational change in the healthcare setting.
- (20) NURS 711: Capstone Evaluation Seminar, 3 credits. Proposal for course to evaluate the specified capstone outcome measures, analyze project results, and disseminate project findings to healthcare community.

Question raised regarding economics perspectives in NURS 701 and the trend of departments offering all courses for a program even when content is related to broader fields. It was noted that content is highly tailored to the applications relevant to the program. Nursing indicated using essential content as specified by DPN accrediting body and developing the NURS 701 course with the help of an adjunct instructor with an MBA and collaborating with an instructor with experience teaching math and social statistics. New courses NURS 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711 were approved with one dissenting vote and one abstention.

- (21) SOWK 616: Leadership Dynamics in Social Work Practice, 3 credits. Proposal for course focused on leadership theories and practices relevant to professional social work was approved without dissent.
- (22) SOWK 617: Addictions in the Field of Social Work, 3 credits. Proposal for course focused on addictions, preparing student to recognize and intervene with clients and their families demonstrating addiction problems was approved without dissent.

CHANGES TO UNDERGRADUATE POLICY

Discussion was held regarding proposal to change wording of functions 1, 2, and 3 in the bylaws for the University Honors College Curriculum Committee. UHCC Chair, Dr. McPherson reported that UHCC twice voted to adopt the proposed language, indicating that “at the discretion of” is in line with governance. Concerns were expressed that this language does not reflect the collaborative nature that should be embraced between a program director and committee.

A Kelly/Bagchi motion to vote on each individual clause was approved with four dissenting votes and one abstention. The proposed language change to function 1 was

approved with two dissenting votes and one abstention. The proposed language change to function 2 was approved with 11 approving, 10 dissenting, and five abstaining votes. The proposed language change to function 3 was approved with 12 approving, 10 dissenting, and four abstaining votes.

III. Report of the Faculty Senate Chairperson

Faculty Senate Chair Börger-Greco urged faculty to attend commencement on Sunday, December 14 at 2:00 p.m. Dr. Börger-Greco noted that there are two curriculum proposals being presented today and recommended an electronic vote in January rather than meeting on January 20, the first day of classes. The proposal for Faculty Senate not to meet January 20 unless needed for curriculum approval was approved with one abstention. Dr. Börger-Greco indicated a need to return to discussion of the course review process to help increase clarity in its navigation.

IV. Report of the Student Senate

Student Senate President Chrismer encouraged faculty advisors for student organizations to attend sessions explaining the new funding strategy being implemented for appropriations.

V. Report of the Graduate Student Association

None.

VI. Report of the Administrative Officers

Associate Provost

Dr. Adams distributed a proposal for structure of a campus common hour. By compressing the time between T/R classes from 15 to 10 minutes, the 12:05-1:10 block would be available for organization meetings. The daytime meeting time would enhance the integration of commuter students into activities that often meet in evenings now. This could also be a time used for faculty events or CAE workshops. Departments with studio or lab times that extend over that time frame could consider ways to accommodate, recognizing that some might not be able to keep that time open. Concern was expressed about how well campus would adjust to having T/R courses having unusual start times and whether participating in multiple student organizations would be limited if they all meet with the same schedule. It was noted that departments should discuss the concept and consider the value and concerns. A question was raised about inclusion of a student member on the Agility Team discussing this but not faculty.

Dean/Associate Provost for Civic & Community Engagement

Dr. DeSantis reported on Millersville's EdD in Educational Leadership degree being considered by COT and then PASSHE along with the Doctorate in Social Work. He noted concerns related to providing appropriate library and resource access for graduate students, particularly in programs offered jointly with other schools. It was noted that the program budgets did include adding relevant resources for these programs and that PASSHE is considering the unique impact of this issue for these programs. A question was raised about the extent to which doctoral programs would be using adjunct instructors.

VII. Curricular Notices

(1) BUAD 3XX: Data and Information Management, 3 credits. New course.

(2) CHEM 111: Introductory Chemistry I. Change pre-requisite.

VIII. Reports of the Faculty Senate Standing Committees

UCPRC

CHANGES TO UNDERGRADUATE CURRICULA

(1) BA, Psychology. Proposal to require successful completion of PSYC 211 prior to completing 90 credit hours and successful completion of two required course and two core electives prior to completing 90 credit hours.

This helps address getting students through time-sensitive courses to graduate in a timely fashion. It was suggested that perhaps the 90-credit point is too late to identify struggles. Psychology noted that it is not ideal and advising recommends taking courses earlier, but 90 credits represents the latest point where students can effectively transition to an alternate degree and also accommodates issues with transfer students.

(2) BSE, Mathematics. Proposal to include MATH 301: History of Mathematics as a required course.

GCPRC

Dr. Mowrey thanked the GCPRC members for the hard work required to aid in the review and development of recent doctoral programs and courses.

IX. Reports of the Faculty Senate Special Committees

None

X. Faculty Emeriti

A Wallace/Kelly motion that Dr. Julie W. Ambler be granted the honorary title of Professor of Biology Emerita was approved without dissent.

A Wallace/Robinson motion that Dr. Larry N. Reinking be granted the honorary title of Professor of Biology Emeritus was approved without dissent.

XI. Other/New Business

Senator Sciarretta noted 93% faculty response on advisee retention efforts but concerns about 2nd-year persistence.

Meeting was adjourned at 5:46 p.m.

Respectfully Submitted,

Aimee L. Miller
Faculty Senate Secretary

Action Summary:

The minutes of the November 18, 2014 meeting of the Faculty Senate were approved as corrected without dissent.

- (1) AEST: BS Automation & Intelligent Robotics Engineering Technology. Proposal for a degree in study of robotics and controls suitable for designing and implementing projects with advanced programming needs using multiple types of technology was approved without dissent.
- (2) GOVT 331: Modern Political Thought, 3 credits. Proposal for course examining political thinkers and questions regarding human nature, the ideal state, the tensions between principles of freedom and equality, critique of existing systems was approved without dissent.
- (3) MATH 419: Actuarial Science Seminar, 1 credit. Proposal for course to develop knowledge of fundamental probability tools for quantitatively assessing risk.
- (4) ITEC 492: Technical Entrepreneurship. Proposal to update title, description, objectives, and pre-requisites was approved with 2 dissenting votes and 2 abstentions.
- (5) ART: Masters in Education, Art Education. Proposal to put ART 521 in moratorium and include new course ART 603 was approved without dissent.
- (6) ART 602: Qualitative Research and Arts-based Research Methods, 3 credits. Proposal for course to provide opportunity to investigate and consider applications of qualitative and arts-based research methods was approved without dissent.
- (7) ART 603: Assessment in Art Education, 3 credits. Proposal for course to examine theories and methods of assessment of why, what, and how to assess art was approved without dissent.
- (8) SPAN 532: Pragmatics in Professional Communication in Spanish, 3 credits. Proposal for course to apply philosophical, sociological, and linguistic theory to the use of language in the professional workplace was approved without dissent.
- (9) NURS 700: Advanced Practice Nursing: Transformational Leadership, 3 credits. Proposal for course to synthesize political action related to the structure of healthcare delivery.
- (10) NURS 701: Health Policy & Healthcare Economics, 3 credits. Proposal for course emphasizing the roles of the advanced practice nurse as a clinical scholar, clinical expert, and leader in evidence-based practice and transformation of health care.
- (11) NURS 702: Evidence-Based Practice Models and Applied Research, 3 credits. Proposal for course examining relationships among basic and applied research, translational science, and evidence-based practice in healthcare settings.

- (12) NURS 703: Epidemiology and Health Promotion, 3 credits. Proposal for course focused on integration of evidence-based practice and epidemiological approaches to promote consistent and equitable care for diverse populations.
 - (13) NURS 704: Complex Healthcare Systems, 3 credits. Proposal for course focused on major theories and approaches to sustainable healthcare business practices.
 - (14) NURS 705: Evidence-Based Practice Process, 3 credits. Proposal for course focused on developing skills needed for applying EBP processes in the context of practice setting, health care organization, or community.
 - (15) NURS 706: Statistical Methods, 3 credits. Proposal for course to explore statistical methods commonly used by advanced practice nurses to understand human health patterns.
 - (16) NURS 707: Capstone Design Seminar, 2 credits. Proposal for course focused on designing and defending student-proposed capstone projects.
 - (17) NURS 708: Informatics and Data Management, 3 credits. Proposal for course to design, select, and use information system/technology to evaluate programs of care, outcomes of care, and care systems.
 - (18) NURS 709: Capstone Implementation Seminar, 2 credits. Proposal for course focused on implementation of student capstone project and collection of specified outcome data.
 - (19) NURS 710: Transforming Healthcare, 3 credits. Proposal for culminating course reflecting student ability to assume leadership role, employ effective communication and collaboration skills, evaluate practice, and successfully negotiate transformational change in the healthcare setting.
 - (20) NURS 711: Capstone Evaluation Seminar, 3 credits. Proposal for course to evaluate the specified capstone outcome measures, analyze project results, and disseminate project findings to healthcare community.
- New courses NURS 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711 were approved with one dissenting vote and one abstention.
- (21) SOWK 616: Leadership Dynamics in Social Work Practice, 3 credits. Proposal for course focused on leadership theories and practices relevant to professional social work was approved without dissent.
 - (22) SOWK 617: Addictions in the Field of Social Work, 3 credits. Proposal for course focused on addictions, preparing student to recognize and intervene with clients and their families demonstrating addiction problems was approved without dissent.

A Kelly/Bagchi motion to vote on each individual clause was approved with four dissenting votes and one abstention. The proposed language change to function 1 was approved with two dissenting votes and one abstention. The proposed language change to function 2 was approved with 11 approving, 10 dissenting, and five abstaining votes. The proposed language change to function 3 was approved with 12 approving, 10 dissenting, and four abstaining votes.

The proposal for Faculty Senate not to meet January 20 unless needed for curriculum approval was approved with one abstention.

A Wallace/Kelly motion that Dr. Julie W. Ambler be granted the honorary title of Professor of Biology Emerita was approved without dissent.

A Wallace/Robinson motion that Dr. Larry N. Reinking be granted the honorary title of Professor of Biology Emeritus was approved without dissent.

Attachment #1

Common Hour Proposal

The common hour agility team recommends creating two 65 minute common-hour slots in the weekly schedule, at approximately noon on Tuesdays and Thursdays. Specifically, the “standard” Tues-Thurs schedule would be adjusted as follows:

<i>Current</i>	<i>Proposed</i>
8:00-9:15	8:00-9:15
9:30-10:45	9:25-10:40
11:00-12:15	10:50-12:05
	COMMON HOUR 12:05-1:10
1:00-2:15	1:10-2:25
2:30-3:45	2:35-3:50
4:00-5:15	4:00-5:15

Under the proposed schedule, early classes begin at the same time and late classes end at the same time as the current schedule. Further, no time slot is moved by more than 10 minutes. The breaks between classes are set at 10 minutes, which is the same as on the standard Monday, Wednesday, Friday schedule.

Challenges – The biggest challenge is that there are many classes that are not taught on according to the standard schedule. This includes:

- Math class, many of which are taught for 50 minutes on M, T, R, F.
- Labs and studios, which are taught for extended periods (2-4 hours) at various times throughout the week.
- Other course, which for a variety of reasons, are regularly scheduled in non-standard time slots.

The team recommends that departments consider whether classes such as those above could be scheduled to avoid the common hour time and also to avoid overlapping two standards slots (where feasible). However, we do not recommend a firm mandate that no classes be scheduled during this time as this may create scheduling and room utilization issues that will ultimately harm student access to classes.

Implementation – The team recommends implementation for the fall semester of 2015. The focus for the first semester will be on adjusting the schedules for those course normally taught in the standard Tues-Thurs schedule. Guidance will be provided to departments when the scheduling materials are distributed in early December. Deans will review proposed schedules and adjust to the new schedule as appropriate. To make this easier, we will provide an updated spreadsheet in which the new standard times will be available as drop-down selections. Proposed schedules that do not follow the standard time slots will need to be entered manually (as they are now).

For those courses that do not follow the standard schedule, Deans will work with department chairs to look for solutions that minimize the overlap of classes and the common hour time slot.

**RESOLUTION CONFERRING FACULTY EMERITUS STATUS
UPON
DR. JULIE W. AMBLER**

- WHEREAS Dr. Julie W. Ambler served as a faculty member of the Biology Department of Millersville University since 1992, a total of 22 years; and
- WHEREAS Professor Ambler was a dedicated and devoted teacher, who was able to communicate to her students her passion for biology, especially in the areas of ecology, conservation, ecosystem management and marine ecology; who taught a wide range of courses, covering Principles of Ecology and Evolution, Chesapeake Bay System, Ecosystems, Problems in Environmental Management, Ecological Applications of GIS, Biodiversity and the Sixth Great Extinction, Marine Biology Seminar, Biological Oceanography, and Coastal Environmental Oceanography; and
- WHEREAS Dr. Ambler encouraged her students to participate in research so that they could experience the excitement, challenge and delight of scientific endeavors, and she supervised well over 45 students over the years in independent study projects and Honor's Projects which led to numerous scientific publications and publications for her students; and she received numerous grants and awards from agencies including the National Science Foundation, Smithsonian Institution, NASA, Lancaster Environmental Foundation, and the Pennsylvania Department of Environmental Protection; and
- WHEREAS Professor Ambler has served professional organizations in many ways, including serving as an Associate Editor of the journal *ESTUARIES* since 2007, Newsletter Editor for the Atlantic Estuarine Research Society, Nominations Chair for the Atlantic Estuarine Research Society, and serving as a referee for a variety of granting agencies, journals and professional organizations, such as the National Science Foundation, and serving as Millersville University Director for the Marine Science Consortium (now Chincoteague Bay Field Station); and
- WHEREAS Professor Ambler thoroughly supported her many students, from non-science majors to Biology majors, and taught them to use a creative approach to scientific inquiry and to think critically in all areas of their lives and work, and to respect and care for the environment around them; and
- WHEREAS Professor Ambler is a highly esteemed and respected colleague, who was prepared to take on many arduous responsibilities in her department, such as Department Assistant Chairperson, Acting Department Chairperson, Faculty Advisor to the Conestoga Club and the Ocean Science Club, served on a number of Faculty Search Committees, and was a member or Chair of

countless other committees, including the Evaluation Committee, and the Scheduling Committee; and

WHEREAS Professor Ambler has served on University-wide committees, such as University Undergraduate Course and Program Review Committee, Steering Committee for the Millersville University Environmental Institute, University Commencement Committee, and participated in the Summer Student Training Program (SSTP); and

WHEREAS Dr. Ambler could always be counted on to make critical and salient contributions to debates about crucial or controversial department and university issues, with contributions characteristically reflecting carefully measured assessments of the relevant information, personal and professional wisdom, and, above all, her keen concern for the betterment of the University and her department; and

WHEREAS Professor Ambler has worked on wide-ranging research projects with both colleagues and students, including microscopic plants and animals of the oceans, diurnal distribution of copepods in mangrove islands, characteristics of zooplankton swarms, nitrogen dynamics in oxic and hypoxic soils and sediments, and diurnal cycles of molting, mating, egg sac production and hatching in the swarm forming cyclopoid copepod; and

WHEREAS Professor Ambler published in excess of 24 papers in many different journals and attended and participated in myriad professional conferences at which she presented numerous papers bringing recognition to herself, her students and Millersville University; and

WHEREAS As a true scientist, Professor Ambler participated in a number of scientific expeditions traveling to areas from the Mid-Atlantic shelf, to Belize, to the Pacific Northwest, and to the Great Barrier Reef in Australia; and

WHEREAS Dr. Ambler and her husband, Dr. John Ambler, served the university and local community through being Board Members of the Little Conestoga Watershed Alliance and Educators for the Master Naturalist Program, leading Service Learning Projects for the Lancaster Conservancy Conservation District and Millport Conservancy, and conducting Career Fairs for Local High School and Middle School Groups; and

WHEREAS Julie will be greatly missed by all of her colleagues at Millersville as she spends more time in various other professional and leisure pursuits;

THEREFORE BE IT RESOLVED: That in recognition of her long service and contributions to her Department, her School and the University, the Biology Department of Millersville University requests that Dr. Julie W. Ambler be granted the honorary title of Professor of Biology Emeritus.

Attachment #2
**RESOLUTION CONFERRING FACULTY EMERITUS STATUS UPON
DR. LARRY N. REINKING**

- WHEREAS Dr. Larry N. Reinking served as a faculty member of the Biology Department of Millersville University since 1981, a total of 33 years; and
- WHEREAS Professor Reinking was a committed and enthusiastic teacher, who was able to communicate to his students his passion for biology in general and zoology, animal physiology, and, cardiopulmonary physiology in particular; who taught a wide range of courses covering General Biology, Concepts of Zoology, Animal Physiology, Cardiopulmonary Physiology, Honors Zoology Seminar, and a number of Topics courses, among others; and
- WHEREAS Dr. Reinking encouraged his students to engage in research so that they could experience the thrill, challenge and enjoyment of scientific endeavors and supervised numerous students over the years in independent study projects; and
- WHEREAS Dr. Reinking has continued his interest in animal physiology, environmental physiology, biological data mining, the use of *Paramecium* and zebra fish in undergraduate labs and independent research, the use of digital imaging techniques in the undergraduate curriculum and *Hydra* colonization dynamics, and
- WHEREAS Professor Reinking completely supported his many students, from non-science majors to Biology majors, and taught them to use an innovative and imaginative approach to scientific inquiry and to think critically in all areas of their lives and work; and
- WHEREAS Dr. Reinking served as the MU Biology representative to the Commonwealth of Pennsylvania University Biologists (CPUB) for many years and as the Coordinator of the Spring 2005 CPUB meeting at Millersville; and
- WHEREAS Professor Reinking is a highly revered and valued colleague, who was prepared to take on many difficult and demanding responsibilities for his department as a member or Chair of many *ad hoc* and standing committees, such as Acting Department Summer Chairperson, Coordinator of the Department's Allied Health Programs, Coordinator for the Biology Colloquium Series, member or Chair of countless committees, including the Institutional Animal Care and Use Committee, the Graduate Program Committee, various scholarship committees, numerous Search Committees, Curriculum Committees, thesis committees, the Evaluation Committee, the Scheduling Committee, among others; and
- WHEREAS Professor Reinking has served on many School and University-wide committees, such as the Building Security Committee, the School Advancement Committee, Coordinator of the annual Fall and Spring undergraduate student research poster displays, trips with and for the Admissions Office, the Enrollment Management Committee, among others and a special assignment as Assistant to the Dean of the School of Science and Mathematics for coordination of the construction of the new science building that became Caputo Hall; and
- WHEREAS Professor Reinking is a member of a number of professional organizations, such as the American Association for the Advancement of Science (AAAS), the American Physiological Society, and CPUB for which he served as the MU liaison for many years; and

WHEREAS Dr. Reinking has published more than 20 scientific and instructional papers, including electronic works dealing with cardiovascular physiology, which he used as a textbook, and he has applied the innovative use of Image J for image capture in his Concepts of Zoology course; and

WHEREAS Professor Reinking has participated in obtaining a significant amount of extramural funding from the National Science Foundation and the Whitaker Foundation; and

WHEREAS Dr. Reinking could always be counted on to make insightful and wise contributions to debates about crucial or controversial department and University issues, contributions characteristically filled with good humor, sagacity, and, above all, he has consistently endeavored to foster the betterment of the University and his department; and

WHEREAS Professor Reinking often entertained the Department with clever photographic machinations, posted important and humorous articles in the Department office, played a few creative pranks and shared his great sense of humor with members of the Department and his students; and

WHEREAS Professor Reinking served his country in the United States Army with tours of duty in the United States and the Republic of South Vietnam; and

WHEREAS Larry will be greatly missed by all of his colleagues at Millersville as he spends more time in other professional and various leisure pursuits, including his grandchildren; and

THEREFORE BE IT RESOLVED: That in recognition of his long service and contributions to his Department, his School and the University, the Biology Department of Millersville University requests that Dr. Larry N. Reinking be granted the honorary title of Professor of Biology Emeritus.