

**Millersville University**  
**Faculty Senate - Meeting Minutes**  
**11/21/2023**

The hybrid meeting was called to order at 4:06p.m. All departments were in attendance except for Computer Science (CSCI), Management and Marketing (MGMK), and Music (MUSI).

Also in attendance: Dr. Gail Gasparich (Provost), Dr. James Delle (Associate Provost), Alison Hutchinson (Registrar), Dr. Robyn Davis (APSCUF), Dr. Tiffany Wright (GCPRC), Jovanne Cortez (SGA)

- I. Welcome and Introductions**
- II. Minutes of the Faculty Senate**
  - a. Minutes from the 11/7/2023 meeting were approved as revised via a Cook/Davis motion.
- III. Report of the Faculty Senate Chairperson – Jeri Robinson**
  - a. Announcements
    - i. Faculty Senate Meeting Dates AY2023-2024 (1st and 3rd Tuesday @ 4:05pm)
      1. February 6th, 20th
      2. March 19th
      3. April 2nd, 16th
      4. June 4<sup>th</sup>
- IV. Proposed Curricular Frameworks for endorsement**
  - a. None
- V. Proposed Courses and Programs for approval**
  - a. Consent Agenda
    - i. None
- VI. Out for campus approval:**
  - a. See Course Dog attachment.
- VII. APSCUF Updates**
  - a. Dr. Robyn Davis (APSCUF)
    - i. Contract negotiations ongoing.
- VIII. Report of the Student Government Association**
  - a. Jovanna Cortez (SGA)
    - i. SGA is recruiting undergraduate and graduate students for variety of roles, contact SGA president via email, Camree Patterson.
      1. There are minimal requirements to serve.
      2. Suggest you approach students directly.
    - ii. Textbook grant is accepting applications, deadline 11/29
- IX. Report of the Graduate Student Association**
  - a. None
- X. Report of the Administrative Officers**
  - a. Dr. James Delle (Assoc. Provost)
    - i. First semester with Course Dog and it seems to be working mostly as planned.
      1. Some scripts have been added to make things more streamlined.
    - ii. Meet and Discuss, discussed the expedited workflow for core courses in GenEd.
      1. Writing, Quantitative, Information literacy.
    - iii. CourseLeaf is moving to CourseDog for catalog switch.

- b. Dr. Gail Gasparich (Provost)
  - i. Expressed gratitude to the faculty and attendees for all they are doing for MU.
- c. Alison Hutchinson (Registrar)
  - i. Indicated that registration is going well.

**XI. Announcement of new courses, programs or changes to existing courses/program**

- a. None

**XII. Reports of the Faculty Senate Standing Committees**

- a. APC, Chair Joe Behun
  - i. Academic Honesty Policy (Change)
    - 1. Approved as revised (Cardwell/Hower).
  - ii. Area Curriculum Committee Policy (Change)
    - 1. Approved.
- b. GERC, Chair Jeff Wimer
  - i. New GenEd
    - 1. Discussed the workflow to approve expedited cornerstone courses such as: ENGL110, COMM100, UNIV103, Foundational Mathematics courses MATH 100, 102, 104, 105, 107, 108, 120, 130, 151, 160, 161, 163, others?
    - 2. Courses will be labeled to exist in parallel with existing GenEd program.
      - a. Question: Do we need everyone to submit UNIV103?
        - i. No, only one main course.
  - ii. Memo to senate from GERC (see email/attached)
    - 1. Outlines key questions still outstanding and ways to move forward.
  - iii. Cornerstone Edits (see email/attached)
    - 1. Presented revised definitions and outcomes document coming forward for senate approval.
      - a. Approved via electronic vote 6 for / 3 against / 0 abstentions at GERC.
    - 2. Questions/Suggestions/Discussion
      - a. Dr. Davis: Suggested there is too much jargon in revised outcomes, many are not measurable, suggested we should go back to recommended outcomes. These are foundational courses designed to introduce students to these concepts, these SLO's are not consistent with that role.
      - b. Dr. Baldys: Explained the suggested changes to the introductory writing SLO that came from ENWL department.
      - c. Dr. Walsh: Noted that the fundamental discussion surrounding SLO will continue with variation in Bloom's taxonomy. Explained that some of the outcome language comes from AACP.
      - d. Discussion regarding procedural process of voting and proposing amendments. Suggestion was made to potential vote on each item separately (Blazer). This would require first voting down revision from GERC.
      - e. Dr. Craven: Who is the audience for SLO's? Students? If so, why are they so complicated, can we simplify them? Let's focus on making these relevant to the students.

- f. Dr. Yang: potential change to oral communication definition “to entertain and comfort audience members, and/or to make promote change”
        - g. Question: When is the decision on major based UNIV103 courses going to be made? We need to put classes on the schedule and colleagues want/need to know they are teaching.
        - h. Question to Provost: Is another Task force possible for summer 2024?
          - i. A: Perhaps if we have clear need/goal.
  - 3. Senators: Come prepared to vote next spring on this. Perhaps get feedback from your departments the following.
    - a. Vote for entire package/proposal.
    - b. Vote for sections separately.
    - c. Vote if original outcome presented as amendments.
    - d. Or perhaps some combination of these.....?
  - iv. GCPRC, Tiffany Wright (Chair)
    - 1. Announced a forthcoming revision to the M.Ed. Core Policy – Professional Core for M.Ed. Degree Programs.
- XIII. Reports of the Faculty Senate, Convened Committees, Area or Special Committees**
  - a. None
- XIV. Faculty Senate Elections**
  - a. Call for Senate/Leadership Nominations
    - i. Nomination received – Dr. Shaun Cook (Pro Tempore)
- XV. New Business**
  - a. None

Meeting adjourned at 5:52pm via a Cardwell/Walsh motion that was approved without dissent.

Respectfully Submitted,  
 Ethan Frost  
 Faculty Senate Secretary

## **MEETING SUMMARY – 11/21/2023**

Minutes Approved

- 11/07/2023

Policies Changes Approved

- Academic Honesty Policy
- Area Curriculum Committees Policy

## **APPENDED**

- GERC Memo
- GERC Revisions
- Revised Academic Honesty Policy
- Revised Area Curriculum Committees Policy

## Memorandum

**TO:** Jeri Robinson-Lawrence, UCAPC/Faculty Senate Chair

**FROM:** Jeff Wimer, Gen Ed Review Committee Chair and  
Krista Higham, Gen Ed Implementation Taskforce Co-Chair

**CC:** James Delle, Associate Provost for Acad. Admin./GERC ex-officio

**DATE:** November 17, 2023

**SUBJECT:** Crucial Steps and Documentation needed before students' schedule for courses in the new Gateway General Education program

At present, the new Gateway General Education program lacks an overall comprehensive plan. This memo outlines several steps that will be needed before students' schedule for courses in the new Gateway General Education program. Failure to implement these important steps could have detrimental effects on recruitment and retention; especially if the new Gen Ed courses are advertised and offered before they have been formally approved. GERC recommends the following:

### Design

- Finalize and approve course definitions and student learning outcomes for Cornerstone phase.
- Review faculty feedback, revise, and approve course definitions and student learning outcomes for Gateway phase.
- Define student learning outcomes for Keystone and Capstone phases, allowing time for open forums and surveys, review of feedback, revisions, and final approval.
- Certificates need to be established so that students can make an informed determination of Gen Ed selections, primarily in the Gateway phase.
- Define percentage of time-on-task requirements and other course obligations for each new Gen Ed focus area.

### Assessment

- Finalize assessment rubrics, guidelines for assessment plans, course requirements, and other procedural assessment changes.
- Align focus area SLOs to overall Gen Ed SLOs to be able to assess the Gen Ed program.

- Formalize a master timeline for assessment.
- Investigate assessment plans and practices used by sister institutions.
- In conjunction with the Office of Institutional Assessment and Planning, procure an external consultant to review AOAC's assessment plan and procedures.

### **Policies and Procedures**

- Finalize policy edits, bylaws changes, and other modifications to committee roles and functions that will become necessary to successfully operate the new course approval process.
  - Define internal committee (GERC, AOAC, UCPRC) procedures, rubrics, and provide examples for evaluation within each new Gen Ed focus area.
  - Revise UCAPC/Faculty Senate membership rosters and election procedures to account for increased committee workload and new committee functions.
  - Develop guidelines for the submission of courses and examples of successful Gen Ed course proposals.
- Explore opportunities for departments to inform and operationalize First Year Seminar procedures. Many departments continue to express preference for major-based FYS courses. Work with departments to decide what is best for each department (i.e., major-based vs. student choice vs. selected choice).
- Update the General Education website and FYS materials to reflect recent and ongoing changes (<https://www.millersville.edu/gened/>).

### **Timeline**

- Develop and implement educational and training opportunities for faculty on advising and assessment best practices specific to the Gateway Gen Ed model.
  - Faculty will need to redesign an existing course to meet new Gen Ed student learning outcomes, including development of an assessment plan.
  - Faculty will need to submit existing or revised courses through the revised course approval process. The process of submitting a course to final approval takes a minimum of 10 weeks depending on committee schedules.
- Courses formally approved using new Gen Ed components should be taught for at least one year (two years would be better), to allow faculty and students to anticipate and plan schedules.

**GERC report**  
November 21, 2023

**Cornerstone courses**

- First-Year Seminar
- Introductory Writing
- Oral Communication
- Quantitative Literacy

Highlighted text = edit

**1. First-Year Seminar**

(a) Taskforce recommendation

CFYS 100: Cornerstone: ~~The~~ First-Year Seminar

First-Year Seminar (FYS) courses are designed to support students' successful transition to university life. These courses use high-impact educational practices to develop and foster skills that will lead to success in college, career, and personal life. Each seminar focuses on a different topic/theme of strong interest to faculty and students.

By the end of the Cornerstone Seminar, students will be able to:

1. Demonstrate autonomy and competence in planning for personal and academic goals.
2. Identify resources and practice strategies to support personal and academic success.
3. Develop effective communication, critical thinking skills and dispositions, and information literacy skills to explore academic content.
4. Recognize the value of diverse perspectives as a citizen of the university community.

(b) **GERC revision**

CFYS 100: Cornerstone: First-Year Seminar

**Definition:** First-Year Seminar (FYS) courses are designed to support students' successful transition to university life. These courses use impactful educational practices (for example, service learning, collaborative projects, learning communities, introspective activities, discovery, investigation, writing, information literacy, and other methods) to develop and foster methods that will lead to success in college, career, and personal life. Each seminar focuses on a different topic/theme of strong interest to faculty and students.

**Outcomes:**

A student will be able to:

1. Demonstrate autonomy and competence in planning for personal and academic goals.
2. Identify resources and practice strategies to support personal and academic success.
3. Develop effective communication, critical thinking skills and dispositions, and information literacy skills to explore academic content.
4. Recognize the value of diverse perspectives as a citizen of the university community.

**2. Introductory Writing**

(a) Taskforce recommendation

**Definition:** Introductory Writing courses facilitate the development of college-level proficiency in the use of writing processes, critical awareness when reading and writing, stylistic fluency, and technical accuracy.

**Outcomes:**

A student will be able to:

1. Compose a range of formal and informal texts by using an iterative writing process that includes collaboration with others to invent, draft, revise, and edit.
2. Communicate persuasively by crafting a thesis statement supported by well-reasoned arguments and using the English language effectively to accommodate audience, purpose, and context.
3. Analyze complex texts, concepts, and problems; identify an argument's major assumptions; and evaluate supporting evidence.
4. Research existing ideas and synthesize concepts in original ways to produce thought and work characterized by a high degree of innovation, divergent thinking, and intellectual risk taking.
5. Substantiate evidence and conclusions by employing the conventions of ethical attribution and citation.

(b) GERC revision

**Definition:** Introductory Writing courses facilitate the development of college-level proficiency in the use of writing processes, critical awareness when reading and writing, stylistic fluency, and technical accuracy.

**Outcomes:**

1. Compose a range of texts for different purposes by using an iterative

writing process that includes collaboration with others to invent, draft, revise, and edit.

2. Write persuasively by distinguishing and applying effective strategies of argumentation appropriate to a given rhetorical situation including audience, purpose, and context.
3. Analyze complex texts, concepts, and problems to identify an argument's major assumptions and evaluate supporting evidence to produce thoughtful conclusions about the texts and themselves as writers.
4. Research existing ideas and synthesize information to generate an original argument characterized by a considered balance of expectations and intellectual risks.
5. Produce texts that demonstrate ethical writing by conscientiously using conventions of academic discourse including citation, format, and style.

### 3. Oral Communication

#### (a) Taskforce recommendation

**Definition:** Oral communication courses focus on prepared, purposeful speaking designed to increase knowledge, to foster understanding, and/or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

**Outcomes:**

A student will be able to:

1. Demonstrate knowledge of communication concepts, theories, and processes.
2. Appropriately research, analyze, organize and synthesize a variety of reliable source materials into oral presentations.
3. Demonstrate ethical responsibility and cultural sensitivity towards audiences by adapting oral presentation delivery and messages.
4. Utilize critical thinking and evaluative skills to assess the appropriateness and effectiveness of presentational strategies.
5. Manage public speaking anxieties to deliver effective and engaging oral presentations.

#### (b) GERC revision:

**Definition:** Oral communication courses focus on prepared, purposeful speaking designed to increase knowledge, to foster understanding, and/or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

**Outcomes:**

A student will be able to:

1. Demonstrate knowledge of communication concepts, theories, and processes.



2. Appropriately research, analyze, organize, and synthesize a variety of reliable source materials into oral presentations.
3. Demonstrate ethical responsibility and cultural sensitivity towards audiences by adapting oral presentation delivery and messages.
4. Utilize critical thinking and evaluative skills to assess the appropriateness and effectiveness of presentational strategies.
5. Manage public speaking anxieties to deliver effective and engaging oral presentations.

#### 4. Quantitative Literacy

##### (a) Taskforce recommendation

**Definition:** Quantitative Literacy courses utilize mathematics to formulate and/or solve ~~arithmetic~~ equations and interpret numerical data. These courses incorporate critical thinking and problem-solving skills to help students develop an understanding of numbers to build a foundation for understanding mathematics in real-world contexts and solving more complex mathematics problems.

**Outcomes:**

A student will be able to:

1. Explain information presented in mathematical forms.
2. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagram, tables, words).
3. ~~Perform calculations (e.g., probabilities, percentages, frequencies) to solve problems.~~
4. Make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.

##### (b) GERC revision:

**Definition:** Quantitative Literacy courses utilize mathematics and/or statistics to formulate and/or solve equations and interpret numerical data. These courses incorporate critical thinking and problem-solving skills to help students develop an understanding of numbers to build a foundation for understanding mathematics and statistics in real-world contexts and solving more complex mathematics problems.

**Outcomes:**

A student will be able to:

1. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

2. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3. Make judgments and draw appropriate conclusions based on the quantitative analysis of data and/or mathematical models of phenomena or processes, while recognizing the limits of this analysis.
4. Make and evaluate important assumptions in estimation, modeling, and data analysis.
5. Express quantitative evidence in support of the mathematical/statistical argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

**Effective:** August 2008

## **Student Policy ACADEMIC HONESTY POLICY**

**Approved:** April 1, 2008, Faculty Senate, Deans' Council

Revised: August 7, 2019, Deans' Council

Revised: November 21, 2023, Faculty Senate

Students of the University are expected to adhere to Millersville University's values and be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an examination, to allow another person to commit, or assist another in committing an act of academic dishonesty, corrupts the essential process by which knowledge is advanced.

**Actions that Violate the Academic Honesty Policy** - *The below lists are for illustration only. They should not be construed as restrictive or as an exhaustive enumeration of the various forms of conduct that constitute violations of the academic honesty policy.*

### Plagiarism

Plagiarism is defined as intentionally or unintentionally using ideas, images, words, or data from another source without crediting that source (including online sources). Students are required to accurately acknowledge any ideas, images, words, or data they use from another source by properly citing the source with (1) an in-text citation in the body of the paper and (2) a complete entry in the reference list at the end of the paper. By placing their name on an assignment/paper/project, students certify that, unless properly cited, all work is original. Students will avoid being charged with plagiarism if they properly acknowledge/cite when doing one or all of the following:

1. quoting source's actual words, including words generated by Artificial Intelligence (AI);
2. using another person's ideas, opinions, or theories, including those generated by an AI, even if they are completely paraphrased in their own words;
3. borrowing facts, statistics, or other illustrative materials, including those generated by an AI, unless the information is common knowledge.

These guidelines should be followed for all source types, including books, newspapers, pamphlets, journal articles, websites, AI-generated content, and other online resources. *The above list is for illustration only. It should not be construed as restrictive or as an exhaustive*

*enumeration of the various forms of plagiarism that constitute violations of the academic honesty policy.*

### Fabrication

Fabrication is the falsification of research or other findings, or sources. *The below list is for illustration only. It should not be construed as restrictive or as an exhaustive enumeration of the various forms of fabrication that constitute violations of the academic honesty policy.*

1. Citation of information not taken from the source indicated.
2. Listing in a bibliography fabricated sources or sources not actually consulted.
3. Inventing data or other information for research or other academic projects.

### Cheating

Cheating is the act or attempted act of deception by which students try to misrepresent that they have mastered subject matter in an academic project or the attempt to gain an advantage by the use of illegal or illegitimate means. *The below list is for illustration only. It should not be construed as restrictive or as an exhaustive enumeration of the various forms of cheating that constitute violations of the academic honesty policy.*

1. Copying from another student's test or assignment (e.g., paper, project, homework).
2. Allowing another student to copy from their test or assignment.
3. Using the course textbook, or other material such as a notebook, brought to class meetings but unauthorized for use during a test.
4. Collaborating during a test with another person by receiving or providing information without the permission of the instructor.
5. Using or possessing unauthorized materials during a test or assignment (e.g., notes, formula lists, AI chatbots, online test repositories such as Chegg, formulas within calculators or other electronic devices, notes written on student's' clothing or person) that are unauthorized.
6. Unauthorized collaboration with other students on a test or assignment meant to be completed individually.

### Academic Misconduct

Academic misconduct is the violation of University policies by tampering with grades or participating in the distribution of any part of a test before its administration. *The below list is for illustration only. It should not be construed as restrictive or as an exhaustive enumeration of the various forms of academic misconduct that constitute violations of the academic honesty policy.*

1. Stealing, buying, or otherwise obtaining all or part of test or assignment (e.g., paper, project, homework).
2. Selling or giving away all or part of test or assignment, including answers to test.
3. Bribing, or attempting to bribe, any other person to obtain test or assignment, or any information about it.
4. Buying, or otherwise acquiring, another's coursework and submitting it as their own work, whether altered or not.
5. Entering a building, office, computer, or network for the purpose of changing a

- grade in a grade book, on a test, or another assignment.
6. Changing, altering, or being an accessory to changing and/or altering a grade in a grade book, on a test or assignment on a "Change of Grade" form, or other official academic University record which relates to grades.
  7. Entering a building, office, computer, or network for the purpose of obtaining an unadministered test or assignment.
  8. Continuing to work on an exam or assignment after the specified allotted time has elapsed.
  9. Completing an assignment or taking a test or course for someone else or permitting someone else to do the same in their place.
  10. Giving or receiving unauthorized aid in a take-home exam, online exam, or other assignment.
  11. Submitting work for a class that was already submitted for another class, when unauthorized, or allowing another student to submit or copy from previously submitted class work.

### **Actions which may be taken for violations of the Academic Honesty Policy.**

When a faculty member suspects that a violation of the academic honesty policy has occurred, they will meet with students to:

- a) discuss the alleged act;
- b) hear any defense students may have;
- c) discuss any proposed academic sanctions;
- d) inform students of their rights to appeal faculty-imposed sanctions to the department chair and/or dean of the college

Academic sanctions that may be imposed by the faculty member include:

- a) verbal reprimands;
- b) written reprimands;
- c) requiring the students to redo/resubmit the assignment, test, or project;
- d) lowering the grade for the assignment, test, or project;
- e) not accepting the assignment, test, or project which results in a zero on the assessment.

*The above list is for illustration only. It should not be construed as restrictive or as an exhaustive enumeration of the various sanctions that may be imposed by instructors for violations of the academic honesty policy. Academic sanctions that require a formal charge be filed with the Associate Provost for Academic Administration include:*

- a) any sanction in excess of lowering the grade for or not accepting an assignment, test, or project;
- b) assigning students a failing grade for the course;
- c) recommending temporary or permanent suspension from the academic major or University.

Regardless of the level of academic sanction imposed or requested above, faculty members are encouraged to submit a report for each violation of the Academic Honesty Policy to the Associate Provost for Academic Administration. If more than one (1) such report is filed for a student, even in the case of sanctions imposed only by the faculty member, then the Associate Provost for Academic Administration will meet with the student to discuss these occurrences and possibly impose additional academic sanctions.

**Confidentiality**

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, any information relating to an alleged violation of the University's Student Code of Conduct or to the outcome of a judicial hearing must be treated as strictly confidential by members of the faculty.

**Effective:** January 2017

## Faculty Senate AREA CURRICULUM COMMITTEES

**Approved:** February 7, 2017, Faculty Senate  
**Revised:** December 12, 2018, July, 2023, Deans Council  
**Revised:** November 21, 2023, Faculty Senate

Standing subcommittees of the Faculty Senate. The five (5) Area Curriculum Committees (ACCs) are: the Arts and Humanities ACC, the Education and Human Services ACC, the Science and Technology ACC, the Social Sciences ACC, and the Business ACC.

### Membership

1. **Chairperson:**
  - a. **Election:** Elected by each committee from its membership before the end of the spring semester for the following academic year.
  - b. **Term:** One-year term beginning and ending at the start of the fall semester of the appropriate year.
  - c. **Limits:** No one department/school may have representatives chairing more than one ACC.
  - d. **Responsibilities:** Convenes and meets with the committee on a regular basis and oversees docket of curricular proposals from the appropriate academic area. Communicates with UCPRC and/or Faculty Senate regarding areas of concern and approval status of proposals. Communicates with proposers regarding approval of submitted proposals. Reports membership and leadership changes to Faculty Senate and administration.
2. **Faculty Representatives:** One member from each department/school within their primary designated curriculum area and one non-voting member from any additional department/school requesting representation on an annual basis (as announced at the first April Faculty Senate meeting).
  - a. **Selection:** Selected by department/school before the end of each spring semester.
  - b. **Term:** One-year term beginning and ending at the start of the fall semester of the appropriate year.
  - c. **Limits:** Representatives of any departments outside of the ACC's primary designated curriculum area agree to work on that ACC for the entire academic year.
  - d. **Responsibilities:** Meets with the committee to discuss curricular proposals from the appropriate area. Receives notification of all curricular proposals entering the review process on campus. Voting members review

and vote on proposals under consideration by the committee.

### **Functions**

1. Review all proposed new curriculum and curricular changes within their academic area. Communicate with their department about proposals of potential interest. Provide proposers with related recommendations that enhance development of quality academic offerings. Request additional review by UCPRC for proposals with flagged concerns. Provide approval recommendations to the Faculty Senate.
2. Undertake interdepartmental communication and interaction among departments most likely to have overlapping curricular interests. Consider assignment of General Education designations related to the appropriate academic area. G1: Arts and Humanities ACC; G2: Science and Technology ACC; G3: Social Sciences ACC.

### **Document History**

Developed fall 2016