TO: The Faculty Senate

FROM: Harold W. Baillie, Ph.D.
Provost and Vice President for Academic Affairs

DATE: May 13, 2010

SUBJECT: Provost’s Report for May Report

Board of Trustees:
The Women’s Studies Major and the Latin American Studies Major received Board of Trustees approval at their May meeting. The Board also approved the language changes presented to them regarding Short-Term Illness or Disability, 13.1; Family and Medical Leave, 13.3; STD and Family and Medical Leave Act Transition, 13.4; Continuity of Service, 13.5; Irregular Loads for Faculty Specialists, 5.5 A; Sabbatical Application Deadlines, 12.2.

Faculty Searches:
Since my last report we have hired Teresa Conte as an Instructor in the Nursing Department. As of today thirteen positions have been filled.

Fulbright Scholars:
I am delighted to report that Janine Grosso is our fourth Fulbright winner. She will be going to South Korea.

The process for next year’s applications began on May 1st with a general information session in which 76 students attended. Dr. Trussler reports that 22 juniors have signed up for the hands-on application workshop on May 15th.

Pilots of the Freshmen Seminar
On Thursday of this week, we held a session to discuss the task of piloting the proposed three-credit freshmen seminars. Approximately fifteen faculty members attended and there was lively discussion. Attached as appendix one is my outline of expectations for the pilots. The main issue of discussion was the question of content possibly to be included regarding 1) the Ignatian tradition and pedagogy of the university; and 2) the historical reality of St. Ignatius himself and the development of the Jesuits as a religious order. Those interested in pursuing a pilot seminar will continue that discussion as we develop the seminar. Topics and a brief description of the proposed seminar are due to the Provost’s Office by Friday, May 21. Arrangements to advertise the offerings and appropriate adjustments to the CAPPS of any students taking the pilots will be made as soon as possible.

Faculty Book Discussion and Dinner
Twenty-five faculty participated in this year’s faculty book discussion. The book chosen for this year’s discussion was The Marketplace of Ideas by Louis Menand.
Rwanda
Next year is being developed by the university as the year of Rwanda. More of this will come from Student Affairs and the President’s Office, but in the meantime, I propose that we have a faculty book read in September or October on the book freshmen will be asked to read, *A Thousand Hills: Rwanda’s Rebirth and the Man Who Dreamed It* by Stephen Kinzer. It is a long but relatively easy read, so I will offer the book to faculty this month and you can take the summer to read it.

Faculty Club
The end of the year faculty club is scheduled for Friday, May 21, 2010. Donna Ramos, Assistant Librarian I will be retiring at the end of this academic year will be honored. The reception will be held in The Heritage Room in the Library from 4:00 pm to 6:00 pm.

Faculty Research Committee
FRC approved 15 faculty research grants during the spring 2010 review process. They also awarded 6 student-faculty Presidential Research awards for summer 2010.

Faculty Development Committee
FDC awarded one Clavius Grant during the spring 2010 review. Five summer faculty research grants were also approved.

Conference Committee on Curriculum
The committee reviewed 30 course proposals during the academic year. The number of GE designations awarded to these courses are: W 16; S 5; E a; CH c; CL 4; CF 3; CI 0, D 11; P 2. Early conversations about a comprehensive assessment plan for Curriculum 2000 and general education occurred with a goal of developing a plan draft for presentation to the Faculty Senate in fall 2010.

Sustainability Workshop
Drs. Sharon Meagher and Michael Cann will be facilitating the sixth sustainability workshop on May 27th and 28th and June 11th. The workshop explores how we can meaningfully integrate the broadly defined issues of sustainability into our classrooms. Over the last four years 52 faculty have participated and completed the workshop.

Junior Faculty Seminar
Fr. Ron McKinney, S.J., and I will be offering a seminar to explore the roots of the Catholic intellectual tradition and how those roots support our institution and a centuries-old network of colleges and universities. Invitations to junior faculty have gone out.

Catholic Intellectual Tradition
On April 14th, Fr. Pilarz announced that the summer seminar on the Catholic Intellectual Tradition will take place June 7-11 2010, from 8:30 a.m. – 3:00 p.m. daily. The seminars are organized by Brian Benestad and Jo’D Dunn.

Curriculum Approvals:
New Programs:
Latin American Studies Major
Women’s Studies Major
posted 11/24/09
posted 1/06/10
Program Changes:
Revision of German Major to German Cultural Stud. posted 1/18/10
SJLA Program Changes posted 3/1/10
COMM Major - minimum GPA posted 1/18/10
Biochemistry, Cell, and Molecular Biology (BCMB) posted 3/20/10
Communication and the Law posted 3/24/10
Secondary Education Changes posted 12/11/09
  • Biology
  • Chemistry
  • Citizenship with Political Science
  • Communication
  • English
  • General Science
  • Latin
  • Math
  • Modern Languages
  • Physics
Secondary Education: Citizenship with History posted 12/16/09
Enterprise Resources Planning (ERP) posted 4/16/10

New Course:
ESL 101-102: Academic ESL posted 2/23/10
PHIL 230 German Philosophy posted 12/8/09
NSCI 105: Science in the Cinema posted 1/7/10
ITAL 321: Italian Short Story posted 1/6/10
ITAL 322: Italian Theatre posted 1/6/10
GERM 320E/320F: Sex in the City & Modernity in Weimar Germany posted 1/7/10
GERM 315: Violence in Twentieth Century Germany posted 1/18/10
ENLT: 423J: Classics of Western Literature II posted 1/22/10
FREN 333/GERM 333/ITAL 333: French, German, Italian Practicum posted 2/18/10
EDUC 246: Interdisciplinary Assessment for High School posted 12/11/09
PHED 412: CPR/AED for the Professional Rescuer Instructor Trainer posted 4/2/010
ERP 516: Enterprise Applications Development posted 4/16/10
ERP 512/MKT 512: Customer Relationship Management posted 4/16/10
IB 505: International Business posted 4/16/10

Course Change:
E CE 340: Digital Systems posted 3/11/10
EE 241: Circuit Analysis posted 3/11/10
EE 450: Control Systems posted 3/11/10
EE 451: Communication Systems posted 3/11/10
Math Catalog Revisions posted 2/11/10
  MATH 101: Mathematics Discovery
  MATH 102: Fundamentals of Numerical Math
MATH 105: Fundamentals of Geometric Math
Pre-requisite changes in:
MATH 103: Pre-Calculus Mathematics
MATH 106: Quantitative Methods I
MATH 114: Calculus I
MATH 103: Pre-Calculus, 106: Quantitative Methods I, and 114: Calculus I: Pre-req changes posted 2/3/10
HAD 517: Global Health Management posted 3/10/10
EDUC 223: Educational Psychology for Grades 4-12 posted 12/11/09
EDUC 142: Exceptional Lives posted 12/11/09
EDUC 222: Educational Psychology for PreK-4 posted 4/6/10
EDUC 224: Integrating the Arts, Motor Development & Health posted 4/6/10
EDUC 240: Literacy Foundations for Preschool Level posted 4/6/10
EDUC 241: Foundations of Reading, K-1 posted 4/6/10
EDUC 242: Math for Pre-K posted 4/6/10
EDUC 245: Interdisciplinary Assessment posted 4/6/10
EDUC 250: Early Development & Intervention posted 4/6/10
EDUC 252: Assessment in Early Childhood Education posted 4/6/10
EDUC 256: Family & Community Relations posted 4/6/10
EDUC 257: Family & collaboration & Diversity posted 4/6/10
EDUC 280: Field Experience II posted 4/6/10
EDUC 312: The Secondary School Mathematics Curriculum posted 4/6/10
EDUC 314: Specific Subject Methods posted 4/6/10
EDUC 360: Assessment for the Middle School Curriculum posted 4/6/10
MIS 548/ERP 515: Business Intelligence posted 4/16/10
MBA Program Change: Enterprise Resources Planning posted 4/16/10
MBA 510 to ERP 510: Integrated Enterprise Management Systems posted 5/6/10
Delete Courses:
COMM 232: Film History posted 1/7/10
COMM 332: Documentary Film posted 1/7/10
COMM 427: International Film posted 1/7/10
COMM 432: Film Theory and Criticism posted 1/7/10

Academic Publication
The results of the competition to name the new publication of academic affairs are in. The selection committee was Fr. Pilarz and me. There were many clever and not so clever submissions, including a number that were inside jokes by people who clearly have been here too long. The selected title is Ignite: The Work of the Faculty at The University of Scranton. The winning submission was from Anne Marie Stamford. Look forward to the Ignite’s appearance in September.
Thank You
I would like to extend my appreciation to all of you for serving on the Faculty Senate this past year. It has been a good and productive year, one that involves a fair amount of commitment and work. In particular, I would like to thank Rob Waldeck for his service as President and all of his executive committee for the great work he, and they, have done. I note in particular the work of Christie Karpiak and her curriculum committee for vigilantly staying on top of an enormous workload.

Issues for Next Year (randomly and incompletely cited)
- Freshman Seminar and General Curriculum Requirements
- Concerns about the nature and definition of plagiarism
- Student Advising
- Speaker Policy
- Responsibility for interdisciplinary courses and programs
- Learning Outcomes Assessment

Appendix One

RE: PILOT FRESHMEN SEMINARS FOR FALL 2010  
From: Hal Baillie  
DATE: May 13, 2010

This is a three hour seminar, limited to 18 students. We will advertise the list of pilot seminars for students entering this fall. Administrative adjustments will be made to ensure that students are excused from their existing one credit seminar GE requirement and are protected from the possible result that they will end their four years with only 129 credits. By offering a pilot seminar, faculty members are asked to freely share their results and thoughts about the effort.
General Issues:
1. What are the outcomes for the contribution this seminar is to make to the freshmen who take the course as an introduction to college?
2. What are the content outcomes for the seminar?
3. How do you blend them?
4. What are the obstacles?

Outcomes for Freshmen Orientation to College:
Introduce the Ignatian heritage and mission of The University of Scranton, with a focus on the Jesuit pedagogy involving “Context, Experience, Reflection, Action, and Evaluation.” Loosely translated, this implies the following:
- A mentoring relationship between the faculty member and students in the seminar;
- Acknowledge the complexity and richness of life of the mind (including the uncertainty that implies) and encourage comfort with that;
- Introduce the task of gathering and analyzing information (recognizing that there are different approaches to this task);
- Introduce the task of developing an argument or the defense of a hypothesis;
• Encourage comfort with and *eloquentia perfecta* in presenting information and argument (in oral and written form, using technology where appropriate);
• Develop the ability to handle and respond to criticism;
• Introduce the task of reflection and re-evaluation of information and arguments;
• Promote action resulting from reflection (action may be a presentation or a civic commitment) and begin the cycle again.

An Issue:
The description above is not designed to introduce anyone to a specific major (although it is certainly compatible with the different methodologies of the disciplines). In other words, the above description of Outcomes does not include the outcome of choosing a major, though guidance of students by faculty members in defining their academic interests and the selection of a major is integral to the very idea of mentoring. As the Faculty Senate Report notes, there are many undeclared majors and many students change their major during their stay here. These numbers do not encourage the thought that the freshmen seminar is a major-oriented exercise. This creates a different milieu for the discussion of majors and how they are chosen. If the Freshmen Seminar is to “genuinely reflect our highest ideals” should it focus on the selection of a major or allow that to develop out of an introduction to the life of the mind (recognizing that in cases where a major interest is already identified by the student, there is no reason to discourage the student from pursuing that interest in an FS). What kind of help beyond consultation with faculty do students actually need in choosing a major?