

University Senate

March 25, 2010

Members Present

Members present at the meeting: 81

Call to Order

Senate Chair Miller-Hooks called the meeting to order at 3:37 p.m.

Approval of the Minutes

Chair Miller-Hooks asked for additions or corrections to the minutes of the March 3, 2010 meeting. Hearing none, she declared the minutes approved as distributed.

Report of the Chair

Chair Miller-Hooks gave a brief update. She announced that there would be an additional Senate meeting on April 29, 2010 at 3:45 p.m. She also encouraged speakers to be brief in their comments because the agenda was full.

Report of the Chair of the University of Maryland College Park Presidential Search & Screening Committee (Information)

Miller-Hooks introduced Don Kettl, Chair of the Search Committee & Dean of the School of Public Policy.

Overview

Kettl explained that the committee was charged by the Chancellor to get widespread input but to keep the process confidential. The reason for confidentiality was to ensure that potential candidates would at least consider speaking with the committee without the fear of their current institution finding out. The search committee will put forward 3-5 finalists to the Chancellor and Board of Regents (BOR). Their goal is to have a new president in place by the start of the upcoming fall semester. The committee hopes to have a widespread conversation about where we are going and how we can identify the leader to take us there.

Process

The search committee is holding a series of "listening sessions" before narrowing down the qualifications. They have already held sessions with the faculty, staff, undergraduates, and graduate students. They have planned two more, one on April 7, 2010 at 2:30 p.m. for the whole campus and one on April 14, 2010 at 7:00 p.m. for the College Park community. Those that wish to comment, can

comment through the online form on the website, email, U.S. mail, and phone. The search committee has already held an organizational meeting and is working on hiring a search firm to help with the effort.

Kettl thanked the Senate and encouraged everyone to get involved and share suggestions of questions and potential nominees.

Committee Reports

PCC Proposal to Terminate Inactive Graduate Programs in the College of Education (Senate Document#: 09-10-32) (Action)

Alex Chen, Chair of the Programs, Curricula and Courses Committee, presented the proposal to the Senate and provided background information. Miller-Hooks opened the floor to discussion; hearing none, she called for a vote of the Senate. **The motion to approve the proposal passed.**

PCC Proposal to Terminate Inactive Special Education Undergraduate Programs (Senate Document#: 09-10-33) (Action)

Alex Chen, Chair of the Programs, Curricula and Courses Committee, presented the proposal to the Senate and provided background information. Miller-Hooks opened the floor to discussion; hearing none, she called for a vote of the Senate. **The motion to approve the proposal passed.**

Recommendation to Establish a Family Care Resource and Referral Service at the University of Maryland (Senate Document#: 09-10-36) (Action)

Elisabeth Smela, Member of the Faculty Affairs Committee, presented the proposal to the Senate and described the committees' work. The review by the Faculty Affairs, Staff Affairs, Student Affairs and Human Relations Committees, recognized the long-standing need for family care services at our university. Smela also described the specifics of the recommendation. Miller-Hooks opened the floor to discussion; hearing none, she called for a vote of the Senate. **The motion to approve the proposal passed.**

Special Order of the Day

Discussion of the Draft Report from the General Education Task Force: Transforming General Education at the University of Maryland (Senate Document#: 09-10-34)

Miller-Hooks introduced Ken Holum, Past Chair of the Senate.

Holum gave a brief overview of the genesis of the task force. He explained that the Senate Chair and the Provost created the membership jointly. Their objective was to attain the appropriate diversity including students, administration and

faculty. The faculty membership includes representatives from nine colleges. Holum emphasized the collaborative process. He also explained that he and the Provost jointly charged the task force with concentrating on the plan, not how it should be implemented.

Miller-Hooks introduced Ira Berlin, Chair of the General Education Task Force & Distinguished University Professor of History.

Overview

Berlin introduced the members of the task force and thanked Chair Miller-Hooks and the Provost. He also thanked the Senate and explained that the task force was a creature of the Senate. He explained that the goal was to create the perfect plan but settled on creating the best plan. The task force structured the new program so that it speaks across the campus so that everyone can participate. They believe that the plan speaks to who we are and who we want to be.

Berlin explained that there were two large questions that have been raised. First, can we afford this program? They have begun to examine the issue, and they think that it is affordable, particularly because it will be enacted over time and in phases. He stated that he has confidence that the program is affordable, because of the strong support by the Provost, who has already made a considerable investment in the I-courses. Second, how will the plan be implemented? He stated that he is confident that the program can be administered. The task force has some ideas of how to do it and will incorporate those into their report. He stated that implementation would be a learning process.

Miller-Hooks made a motion to adopt time restrictions proposed by the Senate Executive Committee (SEC). The plan would be reviewed in five major areas and each area would be allowed 15 minutes for discussion. Each speaker would be allowed one minute to speak. The purpose was to get as much input as possible.

Senator Tilley, Faculty, College of Agriculture & Natural Resources, stated that he felt that the time restrictions would structure the discussion too much. He made a motion to only limit speakers to one minute but to have no other restrictions. The motion was seconded.

Miller-Hooks called for a vote of Senator Tilley's motion. **The motion failed.**

Hearing no further discussion on the motion for time restrictions, Miller-Hooks called for a vote. **The motion passed.**

Miller-Hooks announced that Chair-Elect Mabbs would time all speakers and Montfort would time each section.

Miller-Hooks opened the floor to discussion on the Fundamental Studies section of the report.

Fundamental Studies

Senator Kahn, Faculty, College of Life Sciences, stated that we should absolutely not let students out of the writing classes as proposed on the plan.

Senator Doherty, Faculty, College of Arts & Humanities, stated that she was concerned about the potential conflict between the intention of the fundamental studies requirement and the current limits on admission of undergraduate students in English and math courses. She is concerned about who is going to teach these courses and would hate to see the exploitation of adjuncts.

Jeanne Fahnstock, Member of the General Education Task Force, stated that the proposal contains a recommendation for a writing board. She also commented on the benefits for the graduate students to be involved in teaching. She believes that adjunct faculty bring a unique perspective as well.

Dean Harris, College of Arts & Humanities, stated that he is proud that we are going to add so many seats but the real issue is where we get the money to pay for this. What we deliver right now is delivered through graduate students. However, our current students are already teaching too much and increasing the number of graduate students doesn't help them, because there are no jobs out there for them.

Dean Townshend, College of Behavioral & Social Sciences, stated that he would like the task force to consider the minimum passing grade to be a C instead of a D-.

Ira Berlin, Chair of the General Education Task Force, stated that the task force shares the concern and discomfort with this issue. We do not have the ability to control the minimum grade, because it is a University System of Maryland (USM) articulation decision. The task force would welcome a sentiment from the Senate to start a process where the minimum grade could be raised.

Senator Heymann, Graduate Student, College of Life Sciences, stated that there is a difference between undergraduates teaching and graduate students teaching. It would be nice to have graduate students teach and allow them to actually have a position.

Dean Caramello, Graduate School, stated that he likes the idea of no exemptions for freshman English, but had concerns about who is going to teach the freshman courses. Adjunct lecturers work well for professional writing but may not be appropriate for freshman English. We don't want to burden the graduate students with this task.

Senator Tilley, Faculty, College of Agriculture & Natural Resources, called for a point of order about limiting the responses of the task force members.

Miller-Hooks explained that task force members would respond to questions, but it may not be appropriate for every comment.

Jeanne Fahnestock, Member of the General Education Task Force, stated that we could expand, to other departments, the graduate student base of those eligible to teach.

Senator Gulick, Faculty, College of Computer, Mathematical & Physical Sciences, asked what kinds of courses and what kinds of units will apply to fundamental studies. He is worried that all math courses would apply.

Senator Simpson, Faculty, College of Behavioral & Social Sciences & Member of the General Education Task Force, stated that higher-level math would be one way to fill the requirement, but not a lot of students would want to do that. There are a number of other courses in the behavioral and social sciences, like statistics and scientific research methods that could qualify. There are also classes in philosophy and logic or computer science that could apply. This is an implementation question, but we think there are a lot of courses out there that can do it.

Senator Buchanan, Faculty, College of Agriculture & Natural Resources, stated that there are new means of writing, but there are no specific examples of a course that fits in this criteria. Are you going to develop new courses that fit into this category and if so, what kind of faculty will you get to teach them?

Jeanne Fahnestock, Member of the General Education Task Force, stated that there is a new course this semester entitled, "Writing in a Wireless World". The hope is that as academic writing is developed there will be more options like this new course.

Dean Harris, College of Arts & Humanities, stated it is an implementation issue, but there are solutions that are varied, like online not just graduate students and adjuncts. This is something that can be done by hiring post docs and permanent visiting faculty, but there are resource implications. This is not a problem. We can do it.

Ira Berlin, Chair of the General Education Task Force, stated that all of the four fundamental studies areas, writing, oral communications, analytic reasoning and math, are not just additive. We are rethinking the structure of the courses. For example, if we eliminate the writing exemption, we want to give students an opportunity to take more creative courses.

Miller-Hooks opened the floor to discussion on the Distributive Studies & I-series sections of the report.

Distributive Studies/I-series

Senator Tervalá, Undergraduate, College of Arts & Humanities, stated that he liked the concept of scholarship in practice, but would like more detail as to what these courses would look like. Are there courses in ARHU or BSOS or liberal sciences that would fit into this requirement, because otherwise it would increase the load?

Sheryl Ehrman, Member of the General Education Task Force, replied that scholarship and practice is a home for the applied courses on campus and they could come from anywhere.

Elizabeth Beise, Member of the General Education Task Force, gave examples of courses that would fit in this requirement including: creative writing, language translation, music performance, and studio art, depending on how the courses are developed.

Senator Tilley, Faculty, College of Agriculture & Natural Resources, stated that paying \$10,000 for each of the 50 I-series courses does not seem cost effective.

Ira Berlin, Chair of the General Education Task Force, clarified that there is a one-time \$5,000 stipend for instructors who develop an I-course. There is also a supplement to each unit, equivalent to supporting one teaching assistant, each time the I-course is taught. The funding of this plan is affordable. It is not just adding on, but moving money from one pile to the other.

Dean Halperin, College of Computer, Mathematical & Physical Sciences, suggested that in scholarship and practice the tone of the language suggests that you are talking about applications of scholarship they learned somewhere else. Better to phrase it as the interaction between scholarship and applied subjects.

Senator Tilley, Faculty, College of Agriculture & Natural Resources, stated that he could only vote for this if the actual cost was specified. We are in a time of shrinking budgets. He also asked whether we could have the new plan without the I-series?

Ira Berlin, Chair of the General Education Task Force, stated that the I-series is a signature piece of the new plan that transforms our curriculum. He believes that it gives students the good stuff up front by allowing them to address a big question right at the beginning. It is an essential piece of the plan and we would not like to see that removed.

Senator Kahn, Faculty, College of Life Sciences, stated that the I-series courses are great, but how portable are they from faculty member to faculty member? It would help the report if you added a list of the courses and who on campus can teach them.

Ira Berlin, Chair of the General Education Task Force, stated that the hope is that several faculty or a whole department will embrace a course, so that there is knowledge within the department of what the course should be. We put startup money into these courses; but once they start, we hope they will become a part of our campus culture. We will not be adding 80 new courses, but rather refresh the program with a few new courses.

Senator Levermore, Faculty, College of Computer, Mathematical & Physical Sciences, asked that the task force clarify that the I-courses must be taken here and not transferred in. He also thinks that there should be several faculty that can teach the same I-courses.

Elizabeth Beise, Member of the General Education Task Force, stated that in the request for proposals, there was guidance that the course should be designed to be taught by multiple faculty. She gave a specific example that the Physics Department's, Physics for Decision-Makers, courses have been taught by four different faculty over the past two years. It is the intention of the task force for students to take it on campus, but it is an implementation issue that we will have to grapple with later.

Ira Berlin, Chair of the General Education Task Force, stated that he would like for the I-series to be our signature. We would like our students to have something in their experience that speaks to a Maryland experience, and this is it.

Senator Hayes, Undergraduate, College of Engineering, stated that he was a TA for an I-course. The content is wonderful, but the class size is challenging. Content is great, but the ability of the students to engage is challenging.

Ira Berlin, Chair of the General Education Task Force, stated that these programs are not fixed. We are learning and adjusting from our experience. In the long run, we hope to reduce the size of I-courses, but it is a matter of resources. However, not all small courses are necessarily better because they are smaller.

Senator Simpson, Faculty, College of Behavioral & Social Sciences & Member of the General Education Task Force, yielded her time to Matthew Popkin, Undergraduate. He shared his experience of taking an I-course. The course is completely worth it. He has learned much already. The I-courses are very similar to the honors courses in that they are part discussion, part lecture and part moderated debate. He really enjoys the fresh perspective in these courses.

Senator Sandstrom, Full-Time Instructor, College of Arts & Humanities, stated that she was teaching an I-course and thinks it is a fabulous idea. She stated that the courses will not work unless we can hire a TA for 3-4 years.

Ira Berlin, Chair of the General Education Task Force, stated that the task force has thought about it, but it is an implementation question. There are different structures in different departments for the use of TAs. He was confident that the implementation committee would address this issue.

Senator Pound, Non-Tenured Research Faculty, College of Computer, Mathematical & Physical Sciences, stated that the task force was missing an opportunity by not including research faculty.

Ira Berlin, Chair of the General Education Task Force, felt that his idea was an excellent suggestion.

Miller-Hooks opened the floor to discussion on the Diversity and Cultural Competency sections of the report.

Diversity/Cultural Competency

Senator Leone, Faculty, College of Behavioral & Social Sciences, stated that he found a rebirth for anthropology on this campus in the proposed plan. The document is inspiring. He spoke to competency and the concerns about the over-professionalization of an undergraduate experience. He stated that nothing in this plan compromises, through professionalization and competence, the notion of scientific procedure learned in anthropology. It does not compromise the use of general knowledge from the past of our field, anthropological theory or any type of social theory.

Senator Klank, Faculty, College of Arts & Humanities, stated that exposure to elements of culture develops the culture. There is so much quality to be experienced around here on campus and locally.

Dean Harris, College of Arts & Humanities, stated that the best part of the plan is the diversity section. It is the most needed. His undergraduate board has uniformly questioned the depth of the current diversity program. This promises something that is really important and very basic.

Senator Madhavan, Faculty, College of Behavioral & Social Sciences, stated that there is not enough on inequality and social justice and how we balance teaching about the U.S. and international contacts and how the two can be done more fluidly and comparatively.

Ira Berlin, Chair of the General Education Task Force, stated that she had some important suggestions. The revised plan will speak to questions of material differences and equality. The faculty who are teaching these courses have to come forward and want to do that. We do not want to prescribe what the courses include. The focus of this program is to create a structure where faculty will see new possibilities.

Senator Simpson, Faculty, College of Behavioral & Social Sciences & Member of the General Education Task Force, yielded her time to Addison Ramen, undergraduate, who advocated for inter-group dialogue courses. He stated that they address a very specific controversial topic and provide a safe zone for speaking openly. It is a small group course, and he has learned a lot. There is dialogue and discussion, but they also do many readings and have an out-of comfort zone experience. The course is unlike any other.

Ira Berlin, Chair of the General Education Task Force, spoke about cultural competency. He stated that the task force was asked to expand the understanding of general education. They were charged with rethinking the idea and cultural competency is one of those areas.

Senator Soltan, Faculty, College of Behavioral & Social Sciences, stated that he did not feel that this section has real seriousness and rigor.

Darrell Gaskin, Member of the General Education Task Force, stated that there has been an emphasis on improving health care by giving physicians cultural competency training. Providing students with cultural competency will help them navigate in a world where the population is diverse.

Senator Heymann, Graduate Student, College of Life Sciences, asked the task force to also consider Latinos and Hispanics in their discussion of diversity. She also asked if there would be any courses that emphasized Hispanic and Latino culture as a result of this requirement.

Ira Berlin, Chair of the General Education Task Force, stated that diversity speaks to diversity.

Senator Mar, Faculty, College of Arts & Humanities, yielded her time to Jeffrey Herf. He stated that students should be competent in the cultures of the West. It

is controversial, but does not stand for just one thing, but does stand for tradition. He urged the task force to address traditions of other cultures in the report.

Ira Berlin, Chair of the General Education Task Force, stated that the issue is addressed within the report, but we could speak to it explicitly as well.

Senator Leone, Faculty, College of Behavioral & Social Sciences, stated that the job of his field is to unsettle people. It is not that we have to invent new courses. It transfers what we have into something that is more centrally available. This is a way of enhancing the effort of tradition.

Miller-Hooks opened the floor to discussion on the Experiential Learning section of the report.

Experiential Learning

Senator Kahn, Faculty, College of Life Sciences, stated that implementation could not be separated from the goal. We cannot ignore that it takes the same time to teach a large lecture as a small lab.

Ira Berlin, Chair of the General Education Task Force, stated that currently 80% of our students do participate in experiential learning already. We are pretty close to full participation. We have not made this a requirement, because there are some students who work or have children that will not be able to do this. Even with our limited resources, we are close to full participation, but we are looking at new ways to make this happen.

Senator Klank, Faculty, College of Arts & Humanities, stated that the involvement in the process of something gives a special kind of learning that students need. Not just the making of something but the cultural development is important. Students have more passion and involvement when you expose them to culture.

Sheryl Ehrman, Member of the General Education Task Force, stated that the task force wanted to open this aspect up. They wanted to give students a chance to sample and create. We have created a program that allows us to create students who are a product of a comprehensive university.

Miller-Hooks opened the floor to discussion on all remaining sections of the report.

Miscellaneous

Senator Doherty, Faculty, College of Arts & Humanities, asked about competence in language and if the idea was to make that across the board and use language courses to fill a variety of different requirements? Are you leaving

the second category of advanced studies to the general rules of the colleges as to how many courses must be taken at the upper level?

Ira Berlin, Chair of the General Education Task Force, stated that there is an advanced studies requirement in the current CORE program. Most departments do not honor it. However, we think that advanced studies is the business of departments. The question of language can be addressed in the scholarship in practice piece of the plan.

Senator Pease, Faculty, College of Behavioral & Social Sciences, stated that we still need to address the short time between classes.

Senator Roberts, Faculty, College of Computer, Mathematical & Physical Sciences, asked whether the task force considered requiring that our degree programs embed factors like oral communications and experiential learning into their learning outcomes. That could reduce the course load.

Ira Berlin, Chair of the General Education Task Force, stated that the issue of embedding was discussed. Oral communication could be incorporated in a class, but it is difficult to evaluate on that aspect versus the main purpose of the course.

Senator Levermore, Faculty, College of Computer, Mathematical & Physical Sciences, thanked the task force and applauded their work.

Nariman Farvardin, Provost, expressed his gratitude on behalf of the entire University community to the task force and the members of the Senate for their constructive suggestions. He hopes that in the end we will be able to develop a program that is a model for many universities.

Senator Buchanan, Faculty, College of Agriculture & Natural Resources, asked whether a well-designed internship program could qualify as scholarship in practice and experiential learning?

Elizabeth Beise, Member of the General Education Task Force, stated that experiential learning is not a required category. However, a well-designed internship program could apply directly to any of the distributive studies requirements.

Ira Berlin, Chair of the General Education Task Force, thanked the speakers for their feedback. He explained that their suggestions would be incorporated into the final report. He encouraged the Senate to send any follow-up questions directly to him or other members of the task force.

New Business

There was no new business.

Adjournment

Senate Chair Miller-Hooks adjourned the meeting at 5:17 p.m.