

Faculty Assembly Meeting Minutes
2700 Posvar Hall
January 29, 2008

| Topic/Discussion | Action |
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| <u>Call to Order.</u> President Baker called the meeting to order at 3:03pm. | The meeting commenced. |
| <u>Approval of the Minutes of the November 27 Faculty Assembly Meeting.</u> President Baker asked for approval of the minutes of the November 27, 2007 Faculty Assembly meeting. A motion was made, and seconded, to approve the minutes. | The minutes were approved as written. |
| <u>Introduction of Items of New Business.</u> President Baker asked for new items of business to be brought forward. | No new items were brought forward. |
| <p data-bbox="186 657 1052 688"><u>Report of the President.</u> President Baker gave the following report:</p> <p data-bbox="186 730 1089 1087">The Senate Elections Committee is still taking nominations for the Senate Officer positions, open Faculty Assembly seats and open Senate committee seats. Anyone who is interested in running for one of these positions or would like to nominate someone to run for one of them should contact Lori Molinaro or Cindy Brendel in the Senate Office. President Baker asked Immediate Past-President Frieze if she wanted to say something further about the Senate elections. Professor Frieze reiterated that there is a need for people to run for officers and committees. Anyone willing to volunteer and put their name forward would be greatly appreciated.</p> <p data-bbox="186 1136 1097 1675">At the end of the Fall term, I had Lori ask all members of Faculty Assembly if they knew of anyone having problems with the new Blackboard 7 that CIDDE was planning to implement this term. I was trying to gather information because some faculty had expressed concerns to the Senate on two issues concerning Blackboard 7. The first concern had to do with the fact that most courses created in earlier versions of Blackboard could not be cloned, so faculty would have to re-load their courses manually into Blackboard 7, which would take time. The concern was whether faculty had enough time to re-load their course materials before the start of this term. I think it's safe to say that this has not proved to be a major problem. The second concern was that courses on the Blackboard 6 server would no longer be available to faculty or students after May, 2008. This might be a problem for students with G grades who require access to the old course materials to finish their course work.</p> <p data-bbox="186 1717 1094 1892">I have asked both the Senate Educational Policies Committee and the Senate Computer Usage Committee to monitor the adoption of Blackboard 7 in case problems should arise. If anyone has concerns about Blackboard 7, please let us know. CIDDE has been very helpful in implementing the transition to Blackboard 7, so I do not anticipate</p> | President Baker's report was approved as submitted. |

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| <p>any major problems arising from this. Immediate Past President Frieze asked if anyone had difficulties with transition; no comments were made. President Baker offered that, in his experience, CIDDE has been very helpful.</p> <p>President Baker concluded his report and asked for questions or comments.</p> <p>Assembly member Bircher asked if vendors, in subsequent editions of Blackboard, intend to correct what appears to be a deficiency. If a course is already created and in the new edition software, faculty should be able to use that version versus reloading the course. President Baker responded that he had the impression faculty will be able to clone what they are creating now for the future and any subsequent editions. Assembly member Munro added that there is a new feature where faculty can upload materials into a folder that can be placed into any course. This should make it easier to go into new versions of Blackboard. Assembly member Pike offered that some of the back issues were related to problems that CIDDE and CSSD experienced transposing old information into the new platform. Blackboard should be asked why they did not build more compatibility into their product line, especially since Pitt is not the only school dealing with this issue. A cautionary note for faculty is to make sure their courses are updated and at least comparatively revised so as not to run into these problems.</p> | |
| <p><u>Unfinished Business and/or New Business.</u> <i>The Honors College: Where We Came From, What Are We and Where Are We Going.</i> President Baker introduced G. Alec Stewart, Dean of the Honors College. Dean Stewart gave a presentation about the Honors College, which is attached to these minutes, where he outlined the genesis of the Honors College. The Honors College was started about 1980 with the creation of the honors program. In 1987, at the bi-centennial of the University, the degree structure was added to the program. The Honors College was designed to meet the academic and co-curricular needs of students who are able, motivated, curious, inquisitive and intellectually engaged. The Honors College fosters high attainment for undergraduate students who find this an attractive objective, and it is available University-wide.</p> <p>Students are participants in, not members of, the Honors College, and there are requirements to participate in the endeavors the College promotes: coursework, research opportunities and field programs; advising; fostering of academic/intellectual community; and the provision of incentives and recognition for academic attainment. Most of the coursework is without prerequisites, but the courses are demanding yet manageable. Advising goes beyond the curriculum</p> | <p>Information only; no action needed.</p> |

planning and focuses on the students' individual goals (advising in action). The College has an endowment that helps to support undergraduate students. Dean Stewart shared numerous examples of students who attained their goals through inspirational advising by faculty. The College utilizes faculty resources throughout the University that are of particular utility to undergraduate students.

Providing intellectual community is attained through the central office of the Honors College, which is open 24 hours a day. It also occurs outside of the Honors College via designated housing. There is programming that students decide upon themselves. Creative enterprises, such as thematic book clubs, Friday night movie series, and off-campus activities are made available through the College. Faculty ask to teach within the Honors College, and are supportive of these creative enterprises. There are four publications each year from the Honors College students.

The Brackenridge Summer Fellows Program is a unique program; students are paid to work closely with faculty on research; they meet weekly for discussion and food to talk about their research projects. This Program fosters an interdisciplinary community on disciplinary scholarship projects. The Honors College can award a degree for students who complete an approved program of study, write a senior thesis, and present the thesis to a board of faculty that includes a faculty examiner from outside of the University. The student's faculty advisor selects the outside examiner, and the examiner is paid for by the Mesta Machine Works Endowment. The Honors College degree, a Bachelor of Philosophy (Bphil) in Discipline, is awarded.

There are a number of collaborative ventures within the Honors College and outside of the College, such as the University of Wyoming, the National Aviary, Carnegie Museum and the private sector. Dean Stewart stated he is interested in integrating development efforts with educational vision. Future programming efforts will concentrate on refining field experiences, including international work, and fostering degrees within other disciplines, such as nursing and health and rehabilitation sciences. Another area is to offer a certificate program in the history of medicine. The Honors College will continue to recruit curious, inquisitive students into the Honor's program and the University, and will continue to foster the spirit, style and tone that is needed to attract students who are able, motivated and inquisitive into the Honors College.

President Baker asked if there were questions for Dean Stewart. Assembly member Lotze asked how past and future success is measured. Dean Stewart replied that success is measured through opportunities for high attainment in the form of national scholarships,

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| <p>for example. The University has won more Rhodes and Marshall scholarships in the past 20 years than any other college in Pennsylvania. The Honors College will continue its development efforts—integrating vision with raising funds. There is a need for a real merit scholarship program within the University. Assembly member J.F. Carr shared an antidote about teaching an Honors College English composition course, which had a mixture of honors and non-honors college students in the class. This was a wonderful experience among the students. Dean Stewart replied that the Honors College tries to avoid privilege, where no students take all of their courses in the Honors College. Again, there are only participants in the honors college. The College needs to work harder to explain that they are here to promote human attainment among their common values.</p> <p>Assembly member Withiam asked when students from the branch campuses might be expected to participate in the Honors College. Dean Stewart responded that in his experience, the branch campuses have valued their autonomy. Rather than wanting to participate in the main campus program, it may make more sense for them to set up their own honors program. Assembly member Withiam added that the collaboration between branch campuses would be natural. Assembly member Slimick offered that when Bradford attempted to have its own honors college, the faculty understood that the response was that there was only one honors college. The faculty could have courses like the Honors College, but not their own Honors College. Dean Stewart thanked Assembly member Slimick for the information.</p> <p>President Baker affirmed that Pitt does not have scholarships for upperclassman. Dean Stewart concurred, saying that while a few named scholarships are available, most of financial aid is front-end loaded for freshmen. Assembly member Novosel added that CGS has some money for scholarships. President Baker thanked Dean Stewart for his presentation.</p> | |
| <p><u>Reports by and Announcements of Special and Standing Committees of the Senate.</u> <i>Ad Hoc Committee for Gender Equity.</i> Professors Irene Frieze and Giuseppina Mecchia will carry over this report to the February Faculty Assembly meeting. Immediate Past President Frieze stated that handouts related to their presentation were available on the back table. Assembly members should contact Professor Frieze with any questions or concerns.</p> | <p>Place the Ad Hoc Committee for Gender Equity report on the February Faculty Assembly agenda.</p> |
| <p><u>Announcements.</u> President Baker reminded the Assembly that the next Faculty Assembly meeting is February 26, 2008.</p> | <p>Information only; no action needed.</p> |
| <p><u>Adjournment.</u> The meeting was adjourned at 4:04pm.</p> | <p>Meeting adjourned.</p> |

Members attending:

Baker, Balaban, Beatty, Belle, Bernardo, Bircher, Butt, Carr, J.F., Cham, Chasens, Close, Coley, Coontz, Costantino, Daley, Deasy, Frieze, Gallagher, Greeno, Hampton, Hansen, Harbert, Hartman, Hoffmann, Hughes, Juffs, Kelly, Kirkwood, Lotze, McKinney, Molinaro, Munro, Novosel, Olson, Pike, Sanders, Seitz, Siskin, Skledar, Slaughter, Slimick, Smitherman, Tuite, Twiss, Wendell, Wion, Withiam

Members not attending:

Bauer, Carr, S. L., Chattopadhyay, Coat, Delude, Erlen, Fabian, Feuer, Hall, Hawthorne-Burdine, Jones, Lausberg, Petracchi, Rechter, Rohrer, Saunders, Shear, Smethurst, Smolinski, Soska, Stilley, Stuckart, Tress, Weiss, Yarger

*Excused attendance:

Aaron, Brush, Carlin, Constantine, Flynn, Husted, Muenzer, Nicoletti, Rubin, Sanders, Stoy, Towers

Others attending:

Blair, Brendel, Fedele, Hart, Klinzing, Mecchia, Stewart

*Notified Senate office

20 Years of the University Honors College

Faculty Assembly Jan 29, 2008

Alec Stewart, Dean UHC

D'où venons-nous? *Where do we come from?*
Que sommes-nous? *What are we?*
Où allons-nous? *Where are we Going?*
-Gauguin, 1897

Genesis of the Honors College

- Bottom Up
- A creation of faculty and senate with oversight expectations

Mission of the Honors College

Assist the larger University in meeting academic and co-curricular needs of students who are:

- Able
- Motivated
- Curious and intellectually engaged

Values Precede Policies:

What do you believe in?

- Quality in all endeavors is measured by individual human attainment
- Invest in people over programs
- University-wide availability

What do we do to facilitate undergraduate attainment?

- Course work, research opportunities, and field programs
- Advising
- Foster academic/intellectual community
- Provide incentives and recognition for academic attainment

Collaborations

- Other schools (internal and external)
- Admissions
- Residence Life
- Property Management
- Museums
- Aviary
- Private Sector

Continuing Emphases

- Integrate development with educational vision
- Refine Summer Field Experiences
- Foster Bachelor of Philosophy (B. Phil) throughout the university
- Recruiting: Curiosity trumps intelligence