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SALVE REGINA UNIVERSITY FACULTY ASSEMBLY

Minutes of the Meeting of February 5, 2001

Terrence Gavan, Speaker of the Assembly, presided.

1. **Call to Order and Minutes:** The meeting was called to order at 2:05 PM. The minutes of the meeting of December 4 were approved.
2. **Announcements:** The Speaker announced that there was a quorum and thanked everyone for making the effort to come during a snowstorm. **Report from the Treasurer:** There is about \$3400 in the Assembly's account; 67 individuals have paid dues. **Writing Center:** The Writing Center is open. Students should call in advance for an appointment (x2462). Walk-in hours are limited. Students with appointments are given priority. **Social:** Fr. Michael Malone is organizing a social for Friday, February 23. Wine and cheese. Chamber music will be performed. He will send out RSVP invitations with more information.

Web-site: The Assembly's "discussion" page for **threaded discussion** is now up and running (Home Page or <http://inside.salve.edu/assembly>). The Speaker has started a threaded discussion with a comment on the core curriculum and he invites responses. The passwords are the faculty member's E-mail address (before the @) and "assembly" in lower case. If there are any difficulties, contact Jason Black, x2426 or blackj@.

Ronald Atkins made two announcements. **"Awards":** He is accepting nominations for humorous awards to be presented at the end-of-the-year dinner (May 22). **Study in Japan:** Salve Regina now has a two-way student exchange program with a university in Japan. Contact George Antone, Ronald Atkins, or Stephen Trainor for more details.

Dr. James Garman will give a lecture titled, ***The Newtown/Kerry Hill Project: A First Look at Newport's Earliest Community of Color***, in celebration of Black History Month. The lecture will address ongoing research on the history of Newport's Kingston Avenue neighborhood. Tuesday, February 13, 2001, 7:30pm

Carol Gibbons made two announcements. **Faculty Development Committee:** This committee has invited a guest speaker [Dr. William Buskist, of Auburn University] to address the faculty at a workshop on April 30, from 1:00 to 3:00 PM. The topic will be "What Makes a Master Teacher: the Behavior and Practices of Excellent Teachers." **FACSB:** The Faculty Advisory Committee on Salary and Benefits has expanded its list of "comparison institutions." The committee is working with William Hall, V.P Business/Financial Affairs, on an agreement as to what constitutes a "comparison institution." It is also looking into the issues of teaching large classes, number of sabbaticals granted per year, and use of Mass. General. Feedback from the faculty is welcome.

Accreditation team visit: The Speaker announced that the accreditation team will be available to meet with the faculty on April 2, from 3:00 to 4:00PM. This meeting will follow an Assembly meeting scheduled on the same day, starting at 2:00.

3. **Pell Scholars:** Before the meeting, the members of the Assembly and others received a document entitled “Proposal for an Honors Program: The Pell Scholars Honors Program.” At this meeting, Stephen Trainor, Dean of Undergraduate Studies, further amplified the points made in the Rationale and History sections of the document. With the inspiration of the University’s Vision Statement and the legacy of Senator Pell, with the Pell Center and its activities, Salve Regina is in a position to develop an honors program that would stand out among similar programs in the nation.

The Dean spoke of the importance of the proposed program as a way of attracting and retaining dedicated students who would welcome the challenge of an honors program. He noted that 56 freshmen transferred to other institutions at the end of their first semester here – 11% of the freshman class. Their combined average was 3.2, and that includes students who “bombed out” and ceased to be engaged in their courses. Exit interviews reveal no patterns. The reasons given for transferring are varied. It is possible that a number of these good students transferred because the University could not give them a countervailing incentive to stay. The Dean hopes that the honors program will provide this type of incentive.

The proposed program is not elitist. Students in it will be well-integrated into general core courses, which they will take along with other students. The Pell Scholars will be a leaven for the intellectual environment; all students will benefit. Some students who are not receiving scholarships will be invited into the program.

The University, he noted provides all kinds of assistance for students who have some kind of learning need and then added, “Could we not be doing something for the better students.”

At this point the Dean distributed an addendum to the proposal document: “Admission to the Honors Program at the Sophomore Level.” The student’s achievement during the freshman year predicts a student’s capabilities better than SAT scores. Because of this, some provision has to be made for admitting students in the sophomore year.

Richard Nuccio, the Director of the Pell Center, took the floor and spoke on the relationship between the Pell Scholars and the Pell Center. The word “service,” he said, could best describe the focus of the Pell Center – in the first place, service to the University, then to the locality and the state, then to the world beyond.

The activities at the Pell Center will make contributions to the undergraduate life of this University and the Pell Scholars Program will transform the building into something that is both an “integrated whole” and “integrated into the community.” Invited speakers and conferences at the Center will be of interest to undergraduates. Distinguished guest speakers are often delighted to speak with young people.

There were questions from the floor: *Course of Study:* Some decisions will have to wait until the core curriculum is revised. *Number of Pell Scholars?:* Perhaps 30-35 in the first year, rising to 50 or 60 in subsequent years. *Conflict with VIA?:* VIA is a program for students who are interested in its courses and goals; it is not an honors program. *Funds for special library support material?:* The Pell Center has received a grant that will help to defray some expenses. *Link between the Pell Center and the Pell Scholars:* The ideal of public service, as found in the public service in the career of Senator Pell, and public policy are themes of this honors program. The program will culminate in a student’s senior year with a thesis on public policy. Specific courses, however, have not yet been determined. Residency in the Pell Center is “the least of the links.”

Internships and study abroad: These matters are still at the discussion stage.

Courses specific to the program: There would be no specific public policy courses for the student in the first year. The liberal arts that the students take and the program itself should “cast as broad a net as possible.” Pell Scholars should be integrated into the “common experience of other students.” “Pell-specific” courses – especially team-taught, interdisciplinary courses – would come after the first year.

The Speaker closed this section of the meeting by noting that the proposal was submitted in accordance with the Assembly’s Protocol for a “Substantial Curriculum Change.” A question from the floor concerned the remaining steps to be taken. The Speaker concurred with the opinion that steps one and two of the Protocol have been substantially accomplished already. The Speaker, however, did not make a ruling on the matter.

4. **Course Reduction for the Speaker of the Faculty Assembly.** A Motion concerning a course reduction for the Speaker of the Assembly was presented and seconded. An amendment to add the following words was presented and seconded: “or compensation equivalent to a one-course overload per semester.” The amendment and the Motion were both passed unanimously by voice vote. The amended motion reads as follows:

BE IT RESOLVED:

- a. That the following Motion passed by the Assembly on October 4, 1999 be rescinded:

“That the Faculty Assembly recommend to the President and the Vice President for Academic Affairs that the Speaker of the Faculty Assembly receive a course reduction of one course each semester s/he is Speaker, provided that the course reduction not create an ‘overload,’”

and

- b. That the Faculty Assembly recommend to the President and Vice President for Academic Affairs that the Speaker of the Faculty Assembly be eligible for a course reduction of one course each semester s/he is Speaker or compensation equivalent to a one-course overload per semester.

The meeting adjourned at 3:05 PM