MOTIONS PASSED IN THE SENATE MEETING

OF MAY 8, 1995

Motion on General Education

A motion was made that the Academic Senate approve the implementation of the General Education Proposal items one through five, by the provost by September of 1996, and that the Executive Committee of the Academic Senate appoint a blue-ribbon commission identified in item six, to begin as soon as possible but no later than September of 1995.

An amendment was made that general education proposal one be approved in principle and that a committee be formed out of the General Education and Academic Standards Committees, to develop an implementation plan including a set of flexible criteria which can be used to identify or develop writing-intensive courses. The guidelines should be presented at the November meeting of the Academic Senate for final approval before implementation.

A vote was taken on the amendment and the main motion, and both passed.

Motion One on Harassment

A motion was made that it be the policy of the University of New Hampshire to uphold the constitutional rights of all members of the university community and to abide by all laws applicable to the harassment of individuals and that, in accordance with those laws, all members of the UNH community will be responsible for maintaining a university environment that is free of intimidation and harassment. Therefore, no member of UNH may engage in intimidating or harassing behavior that unjustly interferes with any individual's required tasks, career opportunities, learning or participation in university life in any location under the control of the university. The motion passed.

Motion Two on Harassment

A motion was made that the draft of the Harassment Committee be circulated for community-wide discussion. The motion passed.
Reforming the General Education Program (final version, 4/95)

On the basis of a careful assessment of the General Education Program and extensive discussions with faculty and students, the General Education Committee proposes and the Academic Standards Committee endorses the following changes in requirements and procedures.

(1) "Writing Intensive" Courses. All undergraduate students will be required to complete Freshman Writing plus three "writing intensive" courses, at least one of which will be in the major.

The present writing requirement built into the GenEd program (Groups IV-VIII) is no longer feasible, and students can and do avoid GenEd courses with significant writing components. This new requirement will insure that students attend to writing throughout the undergraduate career. Courses designated "writing intensive" will be identified in GenEd (by the GenEd Committee) and in each undergraduate major (by the department or program faculty). Sufficient seats now exist in GenEd classes of less than 30 to accommodate as many students as might wish to fulfill this requirement with two GenEd courses. The University Writing Center will provide not only individual assistance to students but also consultation to faculty as they attempt to implement "writing across the curriculum." Writing in the major will take many forms, from senior theses and projects to special major courses.

(2) Laboratory Science Courses. Faculty who offer laboratory science courses in the GenEd program will be encouraged to utilize new teaching technologies.

We have already learned that investments in instructional equipment (including computer hardware and software) can augment and sometimes replace "hands on" laboratory experience in introductory courses. Any changes in the GenEd laboratory science courses must, however, be initiated by the faculty who teach them, and therefore this is not a proposal to change requirements but an encouragement. Such changes may well require initial investment of one-time funds.

(3) GenEd "Clusters." Faculty will be invited to propose thematically related "clusters" of GenEd courses to satisfy groups of GenEd requirements.

Students need to be encouraged to view the GenEd program as an opportunity to discover and explore their interests by linking one GenEd course with another. A model exists in the Humanities Program for "clusters" of courses that to some extent "discount" requirements as an incentive to students to build from one GenEd course to the next. That is, it might be possible to design clusters of three courses that satisfy four GenEd requirements. But the purpose of "clustering"
courses is to convey to students that they can discover and pursue interests in the GenEd program. (In response to the concern of ABET, the professional accreditation society in engineering, that students' experience in general education have more depth, CEPS has begun to advise majors into sequences of GenEd courses.) Any such "clusters" would be voluntary for students and designed at the initiative of faculty.

(4) GenEd Resources and Facilities. When a new GenEd course is proposed, the Committee will require information about the conditions in which the course will be taught (class size, facilities, instructional equipment, etc.).

Here, the objective is to make the GenEd Committee a force for improving conditions for instruction across campus.

(5) Evaluating the Effectiveness of GenEd. The GenEd Committee will more closely monitor the effects of the GenEd program on students.

Through surveys of student and faculty views and perhaps more direct measures, the Committee will attempt to evaluate the program on a continuing basis.

(6) Blue-Ribbon Review of the GenEd Program.

The proposals above are designed to make the present GenEd Program more effective. Because fundamental questions about the nature and purposes of GenEd have been raised as these proposals have been discussed, the time is right for the Senate to commission a comprehensive review.

If these changes in the program are approved by the Senate, they will be implemented as quickly as possible. Only the first proposal represents a new requirement for students: we propose that students entering the University in Fall 1996 and after be subject to this new requirement. Any already matriculated student will have the option of changing to the new requirement.
Motion by the Academic Senate Executive Committee on the UNH Harassment Policy:

Moved that it be the policy of the University of New Hampshire

to uphold the constitutional rights of all members of the university community,

to abide by all United States laws applicable to the harassment of individuals,

and that in accordance with those laws that all members of the UNH community will be responsible for maintaining a university environment that is free of intimidation and harassment. Therefore, no member of UNH may engage in intimidating or harassing behavior that unjustly interferes with any individual’s required tasks, career opportunities, learning or participation in university life in any location under the control of the university.