



One University. A World of Experiences.

FACULTY SENATE NEWSLETTER

February 2019

A MESSAGE FROM THE CHAIR OF FACULTY

Colleagues,

General Education Program: The General Education Program Review Committee is busy processing all of the information gathered last year from faculty/staff survey, the student survey, and the many focus groups. Thank you to everyone who took the time to provide the committee with insights about our current GEP and ways it could be improved. Mike Mathias and Sally Boniece, co-chairs of the GEPRC, will be making a report to the Faculty Senate on Feb. 6 about the committee's progress and the next steps for the coming semester.



Excellence in Academic Advising: The nine conditions committees of the Excellence in Academic Advising task force are hard at work gathering their own evidence to assess the state of academic advising at Frostburg State University. The next big event will be open campus meetings later in the semester to gather feedback and input on the task force's work. Jay Hegeman and I will be sharing more information as we finalize the details.

State of Shared Governance: Every year in March, the Chair of the Faculty (or equivalent) at each USM institution provides a report to CUSF (the Council of University System Faculty) on the State of Shared Governance at each institution. Information from these reports is shared confidentially with the Chancellor. As I did last year, I will ask Faculty Senators and other faculty leadership for feedback regarding the specific questions on the report. However, I welcome feedback on this matter from all members of the faculty. Please send me any feedback you have about the strengths and weaknesses of faculty shared governance at FSU and any ideas for improvement. If you can support your feedback with specific examples, that would be even better.

Faculty Governance Elections: Spring is the season for faculty elections. Engaged participation of the faculty is critical for the success of shared governance. When the calls for nomination come, please consider nominating yourself. Participation in shared governance is a great way to increase your contact with colleagues from other departments and colleges, to learn more about how the university works, and to improve the academic experience for faculty and students at FSU.

Faculty Senate Website: The new Faculty Senate website launched late last semester. You can check it out at <https://www.frostburg.edu/academics/faculty-senate/index.php>. I have already received some great feedback about the website and ways that it can be made even better. Keep it coming!

Stay Informed about the Faculty Senate: As always, the Faculty Senate meetings are open meetings, and all members of the campus community are welcome to attend. The next meeting is Wednesday, February 6, at 4 PM in room 397 Gira CCIT. The electronic agenda and copies of all supporting documentation are available at the Faculty Senate SharePoint site <https://frostburg.sharepoint.com/sites/facultysenate>. Additionally, the Faculty Senate Agenda, minutes of the previous meeting, and the monthly reports of the Faculty Senate Committees are distributed campus-wide as part of the Faculty Senate Newsletter. Faculty Senators and a small number of others receive a courtesy paper copy of the Faculty Senate Agenda. If you would like to be added to or removed from that list, please let me know.

Stay warm and enjoy your semester!

Best,

Benjamin Norris
Associate Professor of Chemistry
Chair of the Faculty
345 Compton Science Center
301.687.4157
bnnorris@frostburg.edu

Learner Input Strategic Ideation Individualization

FACULTY SENATE ROSTER

Faculty Senate Steering Committee

Benjamin Norris, Chair of the Faculty
Holly Currie, Vice Chair of the Faculty
Sally Stephenson, Secretary
Mike Murtagh, Chair of the University Chairs Council
Travis English, Chair of the Academic Affairs Committee
Justin Dunmyre, Chair of the Faculty Concerns Committee
Jamelyn Tobery-Nystrom, Interim Chair of the Graduate Council
Mike Flinn, Chair of the Institutional Priorities and Resources Committee

Academic Affairs Committee

Travis English, Visual Arts
Jacqueline Durst, Kinesiology & Recreation
Daniel Filer, Philosophy
Stefanie Hay, Nursing
Darrell Rushton, Theatre & Dance
Joanna Shore, Management
Gerald Snelson, English & Foreign Languages and Literature

Graduate Council

Ali Ashraf, Marketing & Finance
Richard Raesly, Biology
In addition to the two Senators serving on the course, Graduate Council also has faculty representatives from the various graduate programs.

Faculty Concerns Committee

Justin Dunmyre, Mathematics
Shoshana Brassfield, Philosophy
Skott Brill, Philosophy
Jennifer Browne, English & Foreign Languages and Literature
Jennifer Earles, Sociology
Sean Henry, Library
Heather Hurst, Educational Professions
Jamison Odone, Visual Arts
Chelsea Schrader, Accounting

Institutional Priorities and Resources

Michael Flinn, Computer Science & Information Technologies
Phillip Allen, Geography
Diane Blankenship, Kinesiology & Recreation
Erica Kennedy, Psychology
Randall Lowe, Library
Brent Weber, Music
William Wetherholt, Geography

Council of University System Faculty Representatives

Robert Kauffman, Kinesiology & Recreation
John Lombardi, Communication
Kelly Rock, Nursing

FACULTY SENATE AGENDA

Wednesday, February 6, 2019

4:00 PM

397 Gira CCIT

I. APPROVAL OF THE MINUTES

Faculty Senate Minutes of December 5, 2018 (Distributed electronically)

II. ANNOUNCEMENTS

A. Future Faculty Senate Meetings (4:00 PM in Lane Center Atkinson Room)

Wednesday, March 6, 2019

Wednesday, April 3, 2019

Wednesday, May 1, 2019

B. Future Faculty Assembly Meetings

March Faculty Assembly: TBA

April/May Faculty Assembly: TBA

III. REPORTS & INFORMATION

A. [Chair's Report](#) (Distributed electronically)

B. [Academic Affairs Committee \(AAC\) Report](#) (Distributed electronically)

C. [Faculty Concerns Committee \(FCC\) Report](#) (Distributed electronically)

D. [Graduate Council \(GC\) Report](#) (Distributed electronically)

E. [Institutional Priorities & Resources Committee \(IPR\) Report](#) (Distributed electronically)

F. [Council of University System Faculty \(CUSF\) Report](#) (Distributed electronically)

G. President's Report (oral)

H. Provost's Report (oral)

IV. OLD BUSINESS

Supporting Documents for all proposals can be found on the U: Drive (\\FSUNAS1) at:

AAC: [U:\AAC\Senate](#)

FCC: [U:\Faculty Concerns Committee\Senate](#)

GC: [U:\GC\Senate Items](#)

IPR: [U:\IPR Committee\Senate](#)

Supporting documentation is also available at <https://frostburg.sharepoint.com/sites/facultysenate>

VOTE NOT REQUIRED: AAC 18-33

| Summary Proposal | Rationale |
|---|--|
| <p>The Department of Biology requests the following: The approval of a new course BIOL 360 Virology.</p> | <p>Rationale: This course was first offered in the Summer 2018 as BIOL 490 Special Topics in Biology: Virology and was well received by students. This course will fulfill the upper-level (300 and above) elective requirements for the Biology and Health Science majors. Elective courses often reach full enrollment capacity during the academic year, so by offering this course in the summer and online will provide students with more flexibility to students in satisfying the elective course requirements.</p> |

VOTE REQUIRED: AAC 18-34

| Summary Proposal | Rationale |
|--|---|
| <p>The Department of Chemistry requests the following:</p> <ol style="list-style-type: none"> 1. Change in Catalog Descriptions and Prerequisites: <ol style="list-style-type: none"> a. CHEM 150 b. CHEM 201 c. CHEM 305 d. CHEM 321 e. CHEM 322 f. CHEM 441 g. CHEM 442 h. CHEM 455 i. CHEM 457 j. CHEM 492 k. CHEM 493 l. CHEM 495 2. Delete course: <ol style="list-style-type: none"> a. CHEM 394 3. Change in Existing Program's Requirements: Chemistry Major, all tracks and concentrations: <ol style="list-style-type: none"> a. Allow students to take CHEM 493 Advanced Chemical Research or CHEM 495 Internship in Chemistry in place of CHEM 491 Seminar in Chemistry. b. Increase the total credits required in the 491/493/495 requirement from 1 to 2 | <ol style="list-style-type: none"> 1. These changes 1) reflect updates to course descriptions to match current curriculum, 2) simplify student progression to upper level courses that are service courses to Biology and Health Science, and 3) homogenize the prerequisites for courses leading to our Capstone. 2. This course existed to support undergraduate learning assistants for the original CHEM 201 redesign in 2013. That model proved unsustainable, and CHEM 201 has been altered to no longer require ULAs. This course was last offered in the fall of 2016. It is not a requirement for any program. 3. We are adding CHEM 493 Advanced Chemical Research and CHEM 495 Internship in Chemistry as options in the Core course sequence for all tracks/concentrations. These changes allow students to compete an advanced research project or an internship in place of our senior seminar requirement. Many students are already doing one or both, and this change rewards them for taking steps to develop professional skills in chemistry. The increase in credits in the CHEM 491/493/495 requirement will have our students completing 3 credits of |

| | |
|--|---|
| <p>4. Remove all mention of the former Teaching Certification Option and Secondary Education Track</p> | <p>capstone-level coursework after they complete CHEM 492. This change makes the chemistry requirement comparable to other programs.</p> <p>4. The Secondary Ed. Option/Track was discontinued in 2016.</p> |
|--|---|

VOTE REQUIRED: AAC 18-35

| Summary Proposal | Rationale |
|--|---|
| <p>The Liberal Studies Program requests the following: To roll back changes made to LBST in 18-05 due to unforeseen complications. These changes were:</p> <ul style="list-style-type: none"> • Change the program description in the catalog. • Remove the requirement for a C or better in the satisfaction of the program’s major requirements. • Change of course descriptions for LBST 450, 494, and 495. • Change of credits for LBST 494 and 499. • Change of title for LBST 450. | <p>These changes (of which only the removal of the C or better requirement is currently in effect) have or will produce unforeseen issues in the program from the standpoint of the Registrar’s Office making it more difficult to track students in the program. Furthermore, these changes will result in a decrease in the integrity and rigor of the program.</p> <p>The College of Liberal Arts and Sciences requests that these changes, designated as AAC 18-05, be “rolled back” and the program and course descriptions in the 2017-2019 catalog continue in the 2019-2021 catalog. The exception being that a Program Coordinator in the College of Liberal Arts and Sciences has yet to be identified and the name of the previous Program Coordinator should be removed and the area in the side bar left blank in the 2019-2021 catalog.</p> |

VOTE REQUIRED: AAC 18-36

| Summary Proposal | Rationale |
|---|--|
| <p>The Department of Political Science requests the following: Changes to the credit hours within the major, the description of POSC 490, and the addition of a bullet point to explain additional capstone options to reflect changes made last year.</p> | <p>The first issue is the number of credits in the major. The current catalogue copy states that there are 37 credits required in the Political Science major. The change in the capstone requirement, allowing students three different avenues for completion, makes this requirement variable from 36-37 credits.</p> |

| | |
|--|---|
| | <p>The second issue is with the specific courses within the capstone. The two additional courses, POSC 435 Model OAS and POSC 492 Internship fulfill distribution requirements within the major. Our intention was that these courses would meet the capstone requirements while continuing to fulfill the distribution requirements. This needs to be specified so that the registrar can generate correct degree audits for these students.</p> |
|--|---|

VOTE REQUIRED: AAC 18-37

| Summary Proposal | Rationale |
|--|--|
| <p>The Department of Education Professions requests the following:</p> <ol style="list-style-type: none"> 1. Editorial Corrections and Updates: <ol style="list-style-type: none"> a. Corrections on Course Numbers and OR options b. Graduation requirements - Exit Interview c. Revise Nomenclature for Program Semesters d. Apprenticeship e. Assistantship f. Internship I g. Internship II 2. Change in Existing Program’s Requirements <ol style="list-style-type: none"> a. Elem- Social Science and Civics, STEM b. Graduation requirements – Teaching Performance Assessment 3. Change of Course Title: EDUC 100 | <p>EDUC 100 Title Change: The proposal is to change the course title from Career Analysis in Education to Introduction to Teacher Education. A title change for EDUC 100 would reflect a more accurate label for the existing course and may encourage non-majors or undecided students to take this exploratory course if they have an interest in learning more about Teacher Education. This title change would impact the P-9 and Sec/P-12 program course requirements.</p> <p>Concentration Revisions for Elementary (SS/C and STEM) majors: The proposal is to revise some of the requirements for the existing Elementary concentration in Social Science and Civics and STEM. The Geography department is adjusting their offerings for courses that are currently part of the concentrations.</p> |

VOTE REQUIRED: AAC 18-38

| Summary Proposal | Rationale |
|--|---|
| <p>The Department of Educational Professions, in the College of Education, requests the following:</p> <ol style="list-style-type: none"> 1. The following statement should be removed from the Secondary Education page: “<i>Secondary Teacher Education candidates must double major in one of the following disciplines...</i>”. Rationale: Secondary Education is NOT a double major; it is a Teacher Certification Option. 2. The following programs, outside of the College of Education, have inaccurate statements related to Secondary | <p>Rationale: Changed necessitated by inaccuracies in the current catalog.</p> |

Teacher Education: Economics, Political Science, Psychology, and Sociology. Rationale: Secondary Education is not a major, nor do the preceding content areas lead to teacher certification. Hence, the following section should be completely removed from the catalog from each program page:

a. *Summary of Requirements for a Double Major in Secondary Education*

- *Complete a BA/BS in....*
- *Declare a second major in Secondary Education. See Secondary Teacher Education Coordinator for details.*
- *In addition to regular major requirements....*

3. The following programs do lead to teacher certification but have inaccurate statements on each catalog page: English, Foreign Language and Literature, Mathematics, and Social Science. Hence, the following statements should be removed:

- a. *Summary of Requirements for a Double Major in Secondary Education*
- b. *Declare a second major in Secondary Education. See Secondary Teacher Education Coordinator for details.*

It should instead read “*Summary of Requirements for the Secondary Teacher Certification Option:*

- *Select Teacher Certification Option. See Secondary Education Coordinator for details.”*

4. The Social Science major should be removed from the College of Education section of the catalog. Rationale: It belongs in the College of Liberal Arts and Science, as 5 of the 6 tracks within the major are housed in CLAS.
5. In order for students to enroll in EDUC 310- *Diversity and Social Justice in Education-*, they must have completed 45 hours of coursework (Prerequisite to be added to course description). The course description in the back of the catalog should also have “Spring” instead of “Variable”.
6. EDUC 100 has been renamed to Introduction to Teacher Education. Rationale: This title better reflects course content (p.07 form is being submitted by Dr. Jodi Welsch,

| | |
|---|--|
| <p>as it pertains to multiple programs, not just Secondary Education)</p> | |
|---|--|

VOTE REQUIRED: FCC 18-17(H)

| Summary Proposal | Rationale |
|--|--|
| <p>The Faculty Concerns Committee requests the following:</p> <p>Update the Table regarding Standards Governing Promotion in Academic Rank for Instructional Faculty on page A-93 of the Faculty Handbook.</p> <p>The proposed updates to the table on page A-93 and the unchanged table on page A-94 are found at the end of the agenda.</p> | <p>The goal of this proposal is to update and clarify the table on page A-93 to accurately reflect the tenure and promotion process; in the current handbook, some information is missing from the table. This change clarifies when an applicant may apply for full professor, and that they must have a full evaluation in the year before they apply. FCC did not discuss making analogous changes to the table for library faculty on page A-94. The Faculty Senate may wish to consider a motion regarding such parallel changes.</p> |

VOTE REQUIRED: GC 18-05

| Summary Proposal | Rationale |
|--|--|
| <p>The Graduate Program in Counseling Psychology requests the following:</p> <ol style="list-style-type: none"> 1. Change in Program requirements <ol style="list-style-type: none"> a. Removal of Psychology 618, Child Psychopathology, from program requirements. Maintain the course in the catalogue listing b. Removal of Psychology 680, Advanced treatment strategies with Children, Adolescents, & Families from the program emphases requirements. Maintain in course listings c. Addition to degree requirements, replacing Psychology 618, Psychology 590, Special Topics (this is an existing course) 2. Changes in course title and catalogue description <ol style="list-style-type: none"> a. Change in title of Psychology 617 from Adult Psychopathology to Adult and Child Psychopathology. 3. The removal of language describing circumstances by which non-degree seeking | <ol style="list-style-type: none"> 1. The PSYC 618 course will be combined with PSYC 617, a course covering similar content for a different population. Combining these courses will allow for a more appropriate delivery of the content addressing both child and adult psychopathology within the same course. See justification below for course title change for more information. Combining both courses will free up 3 credits in the program to allow for the addition of a PSYC 590 Special Topics course to allow additional content in the program which is critical and relevant to student’s preparation for practice after graduation. 2. The new description combines Psychology 618, child psychopathology, with adult psychopathology, 617. Most abnormal psychology textbooks cover both child and adult psychopathology. This will not be a deviation from standards in the field. The consolidation will allow us to add a special topics 3 credit course to address a critical area in the field. |

| | |
|---|--|
| <p>students might take one of the two emphasis options offered.</p> <ol style="list-style-type: none"> 4. Change in course credit hours for Psychology 695 and Psychology 696 from 5 -12 to 6 -12 credits of internship per semester. 5. Change in program prerequisites: <ol style="list-style-type: none"> a. Elimination of prereq requirement for PSYC 520, PSYC 530 or PSYC 686 or equivalent. 6. Change in credit requirements for emphases: change requirement for practicum to be minimum of 14 credit hours from 6 credit hours as required by accreditation. This change, along with course changes above will change the requirement of credits for each emphasis as below: Addictions Counseling 29 credits to 38 Child and Family Counseling 26 credits to 32 credits | <ol style="list-style-type: none"> 3. These option for emphasis are only available to students within the MS Counseling program. These changes are being made to reflect current practice. Allowing students entry into the emphasis without being a degree seeking student was a practice when these emphases were certificates but were eliminated many years ago. This change makes the required correction to be in align with current practice. 4. This is a correction in the course description in the catalog and description listings to align with catalog text in the program pages of the catalog which indicates the course is 6-12 credit hours. 5. This is a correction to catalog copy as these courses were moved to be part of the program requirements several years ago. This change was missed in earlier catalog changes. 6. With the above changes outlined in items 1 and 2 above and the need to change the requirement of internship from 5 credits to 14 to be in alignment with accreditation, the emphasis credits will increase as outlined below. |
|---|--|

V. NEW BUSINESS

As needed.

VI. ADJOURNMENT

Standards Governing Promotion in Academic Rank for Instructional Faculty (**Recommended additions in red**)

| Rank | Teaching Performance | Professional Achievement & Development | Service | Experience Requirements |
|---------------------|---|--|---|--|
| Assistant Professor | <p>Effective and competent and shows potential for excellence.</p> <p>Will show potential for excellence in advising.</p> | <p>Must hold an earned doctorate or recognized terminal degree in area of specialization.</p> <p>Shows potential for excellent performance in one or more of the four dimensions of professional development.</p> | Shows potential for excellent service to University, College, and Department. | None. |
| Associate Professor | A record of success on the annual Teaching Evaluation criteria for Teaching shown by an evaluation rating of 3.0 or above and shows potential for excellence. | <p>Must hold earned doctorate or recognized terminal degree in area of specialization.</p> <p>A record of success on at least one of the four dimensions of professional development and achievement as shown by an evaluation rating of 3.0 or above.</p> | A record of success on criteria for Service shown by an evaluation rating of 3.0 or above. | <p>Will have a minimum of six (6) years of full time university/college teaching experience with at least five years in Assistant Professor rank.</p> <p>Exceptions may be made for comparable professional activity or research.</p> |
| | | | | |
| | | | | <ul style="list-style-type: none"> • Will have been judged at least 4.0 overall on the annual evaluation instrument for the preceding three (3) evaluation cycles. • A record of excellent performance in ONE of three major areas of evaluation: teaching OR service OR one of the four dimensions of professional achievement. • Meets professional responsibilities and ethical standards, maintains professional behavior that facilitates collegial relationships and productive interpersonal interactions, and supports the mission of the University and its initiatives such as diversity, technology, and service learning. |
| Professor | Demonstrated excellence. | A continuing record of success in professional achievement and development as shown by an evaluation rating of 3.0 or above. | A continuing record of success in service as shown by an evaluation rating of 3.0 or above. | <p>Ordinarily will have a minimum of ten years of full-time university/college teaching experience with at least seven years in Associate Professor rank.</p> <p>Exceptions may be made for comparable professional activity or research.</p> <p>Note: Applications may be submitted after you have completed six full years at Associate Professor rank.</p> |
| | | | | |
| | | | | <ul style="list-style-type: none"> • Will have been judged at least 4.0 overall on the annual evaluation instrument for the preceding three (3) evaluation cycles. • A record of excellent performance in teaching and EITHER service OR one of the four dimensions of professional development and achievement. • Will have completed a full annual evaluation in the year preceding application for promotion. |

A-93

Standards Governing Promotion in Academic Rank for Library Faculty

| Rank | Job Performance | Professional Achievement & Development | Service | Experience Requirements |
|---|---|--|---|---|
| Librarian II | <p>A record of success of FSU evaluation criteria for job performance and shows potential for excellence.</p> <p>Demonstrated growth in the theoretical knowledge of academic librarianship.</p> | <p>Shows potential for excellent performance in one or more of the four dimensions of professional achievement and development as defined under the Faculty Promotion Standard in the Faculty Handbook.</p> | <p>Shows potential for excellent service at the University, Library, and community.</p> | <p>Ordinarily will have a minimum of three years of progressively responsible professional experience at FSU.</p> <p>Effective professional knowledge and skills significantly above those expected of a Librarian I.</p> |
| Librarian III | <p>A record of success of FSU evaluation criteria for job performance as shown by a consistent evaluation rating of 3.0 or above on performance evaluations, showing potential for excellence.</p> <p>Willingness and ability to take on new and more complex responsibility.</p> | <p>A record of success on at least one of the four dimensions of professional achievement and development as shown by a consistent evaluation rating of 3.0 or above in this category on performance evaluations.</p> <p>A record of meaningful contributions in professional achievement and development.</p> | <p>A record of success on criteria for service shown by a consistent evaluation rating of 3.0 or above in this category on performance evaluations.</p> <p>A record of meaningful contributions to service on committees, task forces, and civic organizations.</p> | <p>Ordinarily will have a minimum of six years of professional experience (three years at FSU), three of which must be at a level comparable to the rank of Librarian II at FSU.</p> |
| -AND- | | | | |
| <ul style="list-style-type: none"> • Will have been judged at least 4.0 overall on the annual evaluation instrument for the preceding two (2) evaluation cycles. • A record of excellent performance in ONE of three major areas of evaluation: job performance OR service OR one of the four dimensions of professional achievement and development. • Meets professional responsibilities and ethical standards, maintains professional behavior that facilitates collegial relationships and productive interpersonal interactions, and supports the mission of the University and its initiatives such as diversity, technology, and service learning. | | | | |
| Librarian IV | <p>Demonstrated excellence</p> | <p>A continuing record of success in professional achievement and development as shown by a consistent evaluation rating of 3.0 or above in this category on performance evaluations.</p> <p>A record of distinctive contributions in professional achievement and development.</p> | <p>A record of success in service as shown by a consistent evaluation rating of 3.0 or above in this category on performance evaluations.</p> <p>A record of distinctive contributions to the Library, University, USM, profession or community.</p> | <p>Ordinarily will have a minimum of nine years of professional experience (three years at FSU), at least three of which must be at a level comparable to the rank of Librarian III at FSU.</p> |
| -AND- | | | | |
| <ul style="list-style-type: none"> • Will have been judged at least 4.0 overall on the annual evaluation instrument for the preceding two (2) evaluation cycles. • A record of excellence in job performance and EITHER service OR one of the four dimensions of professional achievement and development. | | | | |

A-94

REPORTS TO THE FACULTY SENATE

CHAIR'S REPORT

Welcome to the “spring” semester of 2019! I want to use this report to update you on a few things. Stay warm and enjoy your semester!

General Education Program: The General Education Program Review Committee is busy processing all of the information gathered last year from faculty/staff survey, the student survey, and the many focus groups. Thank you to everyone who took the time to provide the committee with insights about our current GEP and ways it could be improved. Mike Mathias and Sally Boniece, co-chairs of the GEPRC, will be making a report to the Faculty Senate on Feb. 6 about the committee’s progress and the next steps for the coming semester.

Excellence in Academic Advising: The nine conditions committees of the Excellence in Academic Advising task force are hard at work gathering their own evidence to assess the state of academic advising at Frostburg State University. The next big event will be open campus meetings later in the semester to gather feedback and input on the task force’s work. Jay Hegeman and I will be sharing more information as we finalize the details.

State of Shared Governance: Every year in March, the Chair of the Faculty (or equivalent) at each USM institution provides a report to CUSF (the Council of University System Faculty) on the State of Shared Governance at each institution. Information from these reports is shared confidentially with the Chancellor. As I did last year, I will ask Faculty Senators and other faculty leadership for feedback regarding the specific questions on the report. However, I welcome feedback on this matter from all members of the faculty. Please send me any feedback you have about the strengths and weaknesses of faculty shared governance at FSU and any ideas for improvement. If you can support your feedback with specific examples, that would be even better.

Faculty Governance Elections: Spring is the season for faculty elections. Engaged participation of the faculty is critical for the success of shared governance. When the calls for nomination come, please consider nominating yourself. Participation in shared governance is a great way to increase your contact with colleagues from other departments and colleges, to learn more about how the university works, and to improve the academic experience for faculty and students at FSU.

Faculty Senate Website: The new Faculty Senate website launched late last semester. You can check it out at <https://www.frostburg.edu/academics/faculty-senate/index.php>. I have already received some great feedback about the website and ways that it can be made even better. Keep it coming!

Stay Informed about the Faculty Senate: As always, the Faculty Senate meetings are open meetings, and all members of the campus community are welcome to attend. The next meeting is Wednesday, February 6, at 4 PM in room 397 Gira CCIT. The electronic agenda and copies of all supporting documentation are available at the Faculty Senate SharePoint site <https://frostburg.sharepoint.com/sites/facultysenate>. Additionally, the Faculty Senate Agenda, minutes of the previous meeting, and the monthly reports of the Faculty Senate Committees are distributed campus-wide as part of the Faculty Senate Newsletter. Faculty Senators and a small number of others receive a courtesy paper copy of the Faculty Senate Agenda. If you would like to be added to or removed from that list, please let me know.

ACADEMIC AFFAIRS COMMITTEE

Tuesday, December 11th, 2018

1:30 pm

Compton 237

Attending: Travis English, Chair; Gerry Snelson; Jackie Durst; Daniel Filer; Stefanie Hay; Benjamin Forrest, SGA; Doris Santamaria-Makang, Provost's Office; Jodi Ternent, Office of the Registrar; Dee Dee Campbell, Interim Dean of CLAS/Chairs Council Representative; Lea Messman-Mandicott, Director of the Library (Ex Officio member); Nazanin Tootoonchi (reporting on behalf of UUCR)

Proposal Representatives: David Puthoff; Biology, Robert Larivee, Chemistry; Scott Fritz, Liberal Studies; Jodi Eirich, Educational Professions

Excused: Darrell Rushton; Melody Kentrus, UUCR

- I. Call to order at 1:31
- II. Approval of the 11/14/2018 minutes without amendment
- III. Reports:
 - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: No reporting items.
 - b. Dean's Council-Dr. Dee Dee Campbell: 1) CLAS Dean search committee meets today; a decision will be made next week. 2) New programs in Construction Management and Criminal Justice are being created, along with a 3+4 year cooperation between FSU and Shenandoah University.
 - c. Registrar's Office-Ms. Jodi Ternent: Please follow the 48-hour policy regarding submission of final grades.
 - d. [UUCR](#)-Dr. Nazanin Tootoonchi (on behalf of UUCR): Today's Chemistry and last month's Physics & Engineering proposals were approved.
 - e. AAC Chair-Dr. Travis English: All November voting items were passed by Faculty Senate.
- IV. New Business:

| | | | |
|-------|---|--|-------------------------------------|
| 18-33 | <p>The Department of Biology requests the following: The approval of a new course BIOL 360 Virology.</p> | <p>Rationale: This course was first offered in the Summer 2018 as BIOL 490 Special Topics in Biology: Virology and was well received by students. This course will fulfill the upper-level (300 and above) elective requirements for the Biology and Health Science majors. Elective courses often reach full enrollment capacity during the academic year, so by offering this course in the summer and online will provide students with more flexibility to students in satisfying the elective course requirements.</p> | <p>No Vote Required</p> |
| 18-34 | <p>The Department of Chemistry requests the following:</p> <p>1. Change in Catalog Descriptions and Prerequisites:</p> <ul style="list-style-type: none"> a. CHEM 150 b. CHEM 201 c. CHEM 305 d. CHEM 321 e. CHEM 322 f. CHEM 441 g. CHEM 442 h. CHEM 455 i. CHEM 457 j. CHEM 492 k. CHEM 493 l. CHEM 495 <p>5. Delete course:</p> <ul style="list-style-type: none"> a. CHEM 394 <p>6. Change in Existing Program's Requirements: Chemistry Major, all tracks and concentrations:</p> <ul style="list-style-type: none"> a. Allow students to take CHEM 493 Advanced Chemical Research or CHEM 495 Internship in Chemistry in place | <p>Rationale:</p> <ul style="list-style-type: none"> 5. These changes 1) reflect updates to course descriptions to match current curriculum, 2) simplify student progression to upper level courses that are service courses to Biology and Health Science, and 3) homogenize the prerequisites for courses leading to our Capstone. 6. This course existed to support undergraduate learning assistants for the original CHEM 201 redesign in 2013. That model proved unsustainable, and CHEM 201 has been altered to no longer require ULAs. This course was last offered in the fall of 2016. It is not a requirement for any program. | <p>Vote Required; passed</p> |

| | | | |
|--|--|--|--|
| | <p>of CHEM 491 Seminar in Chemistry.</p> <p>b. Increase the total credits required in the 491/493/495 requirement from 1 to 2</p> <p>7. Remove all mention of the former Teaching Certification Option and Secondary Education Track</p> | <p>7. We are adding CHEM 493 Advanced Chemical Research and CHEM 495 Internship in Chemistry as options in the Core course sequence for all tracks/concentrations. These changes allow students to compete an advanced research project or an internship in place of our senior seminar requirement. Many students are already doing one or both, and this change rewards them for taking steps to develop professional skills in chemistry. The increase in credits in the CHEM 491/493/495 requirement will have our students completing 3 credits of capstone-level coursework after they complete CHEM 492. This change makes the chemistry requirement comparable to other programs.</p> <p>8. The Secondary Ed. Option/Track was discontinued in 2016.</p> | |
|--|--|--|--|

| | | | |
|---------------------|---|---|-------------------------------------|
| <p>18-35</p> | <p>The Liberal Studies Program requests the following: To roll back changes made to LBST in 18-05 due to unforeseen complications. These changes were:</p> <ul style="list-style-type: none"> • Change the program description in the catalog. • Remove the requirement for a C or better in the satisfaction of the program’s major requirements. • Change of course descriptions for LBST 450, 494, and 495. • Change of credits for LBST 494 and 499. • Change of title for LBST 450. | <p>Rationale: These changes (of which only the removal of the C or better requirement is currently in effect) have or will produce unforeseen issues in the program from the standpoint of the Registrar’s Office making it more difficult to track students in the program. Furthermore, these changes will result in a decrease in the integrity and rigor of the program. The College of Liberal Arts and Sciences requests that these changes, designated as AAC 18-05, be “rolled back” and the program and course descriptions in the 2017-2019 catalog continue in the 2019-2021 catalog. The exception being that a Program Coordinator in the College of Liberal Arts and Sciences has yet to be identified and the name of the previous Program Coordinator should be removed and the area in the side bar left blank in the 2019-2021 catalog.</p> | <p>Vote Required; passed</p> |
| <p>18-36</p> | <p>The Department of Political Science requests the following: Changes to the credit hours within the major, the description of POSC 490, and the addition of a bullet point to explain additional capstone options to reflect changes made last year.</p> | <p>Rationale: The first issue is the number of credits in the major. The current catalogue copy states that there are 37 credits required in the Political Science major. The change in the capstone requirement, allowing students three different avenues for completion, makes this requirement variable from 36-37 credits. The second issue is with the specific courses within the</p> | <p>Vote Required; passed</p> |

| | | | |
|---------------------|--|---|-------------------------------------|
| | | <p>capstone. The two additional courses, POSC 435 Model OAS and POSC 492 Internship fulfill distribution requirements within the major. Our intention was that these courses would meet the capstone requirements while continuing to fulfill the distribution requirements. This needs to be specified so that the registrar can generate correct degree audits for these students.</p> | |
| <p>18-37</p> | <p>The Department of Education Professions requests the following:</p> <ol style="list-style-type: none"> 1. Editorial Corrections and Updates: <ol style="list-style-type: none"> h. Corrections on Course Numbers and OR options i. Graduation requirements - Exit Interview j. Revise Nomenclature for Program Semesters k. Apprenticeship l. Assistantship m. Internship I n. Internship II 2. Change in Existing Program’s Requirements <ol style="list-style-type: none"> 4. Elem- Social Science and Civics, STEM 5. Graduation requirements – Teaching Performance Assessment 8. Change of Course Title: EDUC 100 | <p>Rationale:</p> <p>EDUC 100 Title Change: The proposal is to change the course title from Career Analysis in Education to Introduction to Teacher Education. A title change for EDUC 100 would reflect a more accurate label for the existing course and may encourage non-majors or undecided students to take this exploratory course if they have an interest in learning more about Teacher Education. This title change would impact the P-9 and Sec/P-12 program course requirements.</p> <p>Concentration Revisions for Elementary (SS/C and STEM) majors: The proposal is to revise some of the requirements for the existing Elementary concentration in Social Science and Civics and STEM. The Geography department is adjusting their offerings for courses that are currently part of the concentrations.</p> | <p>Vote Required; passed</p> |

| | | | |
|---------------------|--|---|-------------------------------------|
| <p>18-38</p> | <p>The Department of Educational Professions, in the College of Education, requests the following:</p> <p>7. The following statement should be removed from the Secondary Education page: <i>“Secondary Teacher Education candidates must double major in one of the following disciplines...”</i>. Rationale: Secondary Education is NOT a double major; it is a Teacher Certification Option.</p> <p>8. The following programs, outside of the College of Education, have inaccurate statements related to Secondary Teacher Education: Economics, Political Science, Psychology, and Sociology. Rationale: Secondary Education is not a major, nor do the preceding content areas lead to teacher certification. Hence, the following section should be completely removed from the catalog from each program page:</p> <p style="padding-left: 40px;">a. <i>Summary of Requirements for a Double Major in Secondary Education</i></p> <ul style="list-style-type: none"> • <i>Complete a BA/BS in....</i> • <i>Declare a second major in Secondary Education. See Secondary Teacher Education Coordinator for details.</i> | <p>Rationale: Changed necessitated by inaccuracies in the current catalog.</p> | <p>Vote Required; passed</p> |
|---------------------|--|---|-------------------------------------|

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • <i>In addition to regular major requirements....</i> <p>9. The following programs do lead to teacher certification but have inaccurate statements on each catalog page: English, Foreign Language and Literature, Mathematics, and Social Science. Hence, the following statements should be removed:</p> <ol style="list-style-type: none"> a. <i>Summary of Requirements for a Double Major in Secondary Education</i> b. <i>Declare a second major in Secondary Education. See Secondary Teacher Education Coordinator for details.</i> <p>It should instead read <i>“Summary of Requirements for the Secondary Teacher Certification Option:</i></p> <ul style="list-style-type: none"> • <i>Select Teacher Certification Option. See Secondary Education Coordinator for details.”</i> <p>10. The Social Science major should be removed from the College of Education section of the catalog. Rationale: It belongs in the College of Liberal Arts and Science, as 5 of the 6 tracks within the major are housed in CLAS.</p> | | |
|--|---|--|--|

| | | | |
|--|--|--|--|
| | <p>11. In order for students to enroll in EDUC 310- <i>Diversity and Social Justice in Education</i>-, they must have completed 45 hours of coursework (Prerequisite to be added to course description). The course description in the back of the catalog should also have “Spring” instead of “Variable”.</p> <p>12. EDUC 100 has been renamed to Introduction to Teacher Education. Rationale: This title better reflects course content (p.07 form is being submitted by Dr. Jodi Welsch, as it pertains to multiple programs, not just Secondary Education)</p> | | |
|--|--|--|--|

V. Adjournment

FACULTY CONCERNS COMMITTEE

Meeting Room: CLAS Dean’s Conference Room (Compton). Meeting Time: December 12, 2018, 4:00pm

Excused from attending this meeting:

- I. **Call to order @ 4:03pm**
- II. **Approval of the Minutes of Wednesday, November 14, 2018** Approved by unanimous consent.
- III. **Reports**
 - a. **Chair of FCC**
 President of the SGA successfully presented an strong argument against FCC 18-12(H). The Senate voted to send this item back to FCC, it will reappear on our February agenda.
 - b. **Council of University System Faculty**
 R. Kauffman presented information regarding salary compensation compression. CUSF passed a resolution recommending certain strategies for dealing with the issue. Salary comparisons were based on AAUP/Carnegie salary listing. System seems very supportive of the addressing this issue. See included resolution and supporting materials.

CUSF will be part of a convene to take place in March dealing with academic integrity. Changes in technology, perception of “cheating”, perception of faculty/student roles, increased business opportunities has led to shift in thinking on academic integrity.

System is reframing sick leave to be both sick and safe leave. Briefly, safe leave is time that you can take off of work regarding you or your family’s safety related to the Maryland Healthy Working Families Act. For example, if you are being stalked, the goal is to be able to use leave to not come to campus. System is also making the definition of child more flexible, *in loco parentis*.

c. **University Chair’s Council**

The Chairs of academic departments are concerned that the library has been closed on Saturdays. Work continues on UCC Priorities, especially workload.

d. **Promotion and Tenure / Permanent Status**

13 applicants for tenure and/or promotion. Update letters to be sent out before end of semester. Change to be requested regarding materials to be submitted in application packets (they will be requesting previous Tenure and Promotion recommendation letters to be included in next promotion application).

e. **Faculty Development and Sabbatical / Professional Leave Subcommittee**

5 sabbatical applicants; approved 4 One application was approved contingent on a successful Fulbright application.

f. **Faculty Handbook Subcommittee**

Working on fixing table of contents and index in handbook.

IV. **Orders of the day:**

a. **Special orders (none)**

b. **Unfinished business**

1. **FCC 18-17(H): Clarifying table regarding promotion and tenure** (*blue papers*) A motion was made, see below.

2. **FCC 18-13a(H): Update to grievance committee in faculty governance section of handbook** (*pink papers*)

We discussed this, and as it is intricately involved with FCC 18-13b(H), they will be presented to Senate together in a future meeting.

3. **FCC 18-13b(H): Update to grievance committee in faculty as employee section of handbook** (*yellow papers*)

We discussed this in detail. FCC will be discussing and voting on this in the new year.

4. **FCC 18-16(H): Corrections and Information on Instructional Design and Delivery** (*text appears inline*)

Did not discuss due to time.

5. **FCC 18-19(H): Update the FCC charter to include Chair of Faculty Senate as ex-officio member of FCC.** *(text appears inline)* Did not discuss due to time.
6. **FCC 18-20(H): Update the FCC charter to change timing of elections of officers.** *(text appears inline)*
Did not discuss due to time.
7. **FCC 18-21(H): Update the handbook to use they/them/their language.** *(text appears inline)*
Did not discuss due to time.

c. **Scheduled business**

1. **FCC 18-22(H): Correcting a typo in Handbook Subcommittee Charter** *(text appears inline)*
Did not discuss due to time.
2. **FCC 18-23(H): Including the Policy on parental leave and other family supports for faculty into the policies section of handbook** *white papers* Did not discuss due to time.

d. **Unscheduled business**

v. **Business scheduled for the February FCC meeting**

- a) **FCC 18-12(H) Updating faculty handbook regarding electronic device usage (it's baaaack...)**

vi. **Adjournment @6:31pm**



Business for the Senate floor:

FCC 18-17(H) : FCC moves that we remove the table on page A-93, and replace it with the version attached to this report.

Note from FCC Chair: This goal of this proposal is to update and clarify the table on page A-93 to accurately reflect the tenure and promotion process; in the current handbook, some information is missing from the table. This change clarifies when an applicant may apply for full professor, and that they must have a full evaluation in the year before they apply. FCC did not discuss making analogous changes to the table for library faculty on page A-94. The Faculty Senate may wish to consider a motion regarding such parallel changes.

This report respectfully submitted by Justin Dunmyre, with noble support by stand-in secretary, John Lombardi

GRADUATE COUNCIL

The Graduate Council (GC) met on Monday, December 10, 2018, at 4:00.

Present: Ali Ashraf, Jennifer Bishoff, Natalia Buta, Heather Hurst, Kenneth Levitt, Vickie Mazer, Kara Platt, Rich Raesly, Trina Redmond-Matz, Brad Rinard, Doris Santamaria-Makang, Jodi Ternent, Jamelyn Tobery-Nystrom (via phone), Pam Williams, Eyad Youssef,

Absent: Mike Flynn, Alli Graf, Chris McGhee, Kara Platt, Tom Serfass, David Zheng

Minutes recorded by Rich Raesly, Secretary

Call to Order

- Meeting was called to order by Natalia Buta (Graduate Council Chair)

Approval of Minutes

- Motion to approve: P. Williams, seconded by J. Bishoff
- **Minutes approved by unanimous vote**

Chair Report – N. Buta

- Graduate credit hours are up (higher than expected)

Graduate Services Report – V. Mazer

- 100 head count behind – not unusual
- Requesting Program Coordinators reach out to students regarding enrollment. Emails will be sent from Graduate Services.
- Please contact Graduate Services if courses are cancelled.
- The Office of Graduate Services needs budget and credit hour targets from Program Coordinators.
- Public relations materials are also needed from Program Coordinators.
- All requested program changes should be submitted as early as possible in the spring.

Associate Provost Report – D. Santamaria-Makang

- The USM has approved the Athletic Training and Nursing proposals. MHEC has thus far approved the Nursing proposals.
- The adopted Portfolium Program is, at present, available only for students in ORIE. The program will be expanded; in January 2019 all faculty will receive an email announcement and notification of training. Graduate faculty will be trained prior to general launching.
- Portfolium will appear on the Canvas site.
- Portfolium is for assessment and student development of an electronic portfolio for employment.
- The Associate Provost's Office is currently working on Digital Badges for undergraduates, and these will eventually be available for graduate students. Problem-solving courses will be used

for pathways to digital badges. [Examples of undergraduate badges: leadership, problem solving.]

Old Business

- Graduate Assistantship Program (N. Buta) – Graduate Services is meeting with GAs regarding issues of minimum pay and length of contract. There are also meetings with L. Throop, N. Buta, T. Serfass, and T. Sigerstad regarding allocation of GAs and a number of other issues.
- V. Mazer – Empty positions are being pulled due to budget issues. Questions that are being discussed include: What is the institutional budget for the GA program? What is the value of GA work? What kinds of work are being done?
- N. Buta – “Let me know if you’re interested in being part of the GA group.” Ideally the group should include a member from educational professions.
- V. Mazer – the next meeting with the GAs is Tuesday 11 December 2018.

New Business

- Counseling Psychology (T. Redmond-Matz) – A summary of catalog changes requested for Fall 2019 was distributed and discussed. Motion to approve (E. Youssef), second (P. Williams).
- **Motion passed**
- Educational Professions (J. Tobary-Nystrom) – There are some pending changes that could affect our graduate program. She will provide the Graduate Council with a summary.

Meeting Adjourned

INSTITUTIONAL PRIORITIES AND RESOURCES COMMITTEE

In Attendance: Mike Flinn, Diane Blankenship, Randall Lowe, Ben Norris, Phil Allen, Erica Kennedy, Brent Weber, Bill Weatherholt, Lei Ye, Sherri Sheetz

Presenting proposals:

I. 4:00 pm – Call to Order

Bill Weatherholt has informed me that he cannot meet at 4pm in during the spring semester due to his teaching commitment. Thus, I would like to explore the possibility of moving the IPR meeting time to accommodate this schedule. If we cannot find an amicable time, Bill will have to step down from IPR and Senate.

As mentioned via email, we need to discuss whom would like to start attending the PACIE meetings and whom would like to be the vice chair. In the past, the Vice Chair has attended PACIE; however, we can split the duty for one semester if necessary. The intent of the vice chair is that we have a successor to the chair should no one else wish to serve as chair. We can have a brief discussion on both positions and have a vote. If you are interested, please consider self-nominating.

Finally, we have had a month to think about what role IPR should have in the review of underperforming programs process. I would like to continue our discussion and have invited Dr. Throop to the meeting to speak to the committee. It will be beneficial to hear her thoughts on the matter. I have asked for 10-15 minutes of her time. Unfortunately, she will be at a MHEC meeting. We'll attempt to get her to the meeting in February.

II. Chair's Comments

4:00 –

Report from the faculty Workload and Compensation subcommittee with brief discussion

Report from PACIE with brief discussion

4:05 –

Spring 2019 Meeting time change- Discussion, and vote, to move IPR monthly meetings to a different time for spring 2019. To expedite this conversation, I have created a Doodle:

<https://doodle.com/poll/6sgw58ehmatwiq63>

Remember, this would *only* for the Spring (4 meetings). Please mark all times that are *somewhat agreeable* for the second Monday or Tuesday of the month. Thank you for your consideration on this matter.

III. Old Business

Ben Norris—Update from Assessment & Institutional Effectiveness Council (formerly PACIE)

We have discussed what the appropriate metrics are for the 12 priorities in the new strategic plan. We are gearing up for next spring where we will review reports from every department on campus. We are going to divide up the labor as there will be more than 40 reporting.

This council concerns assessment—but the actual improvement itself is on the department/dean. The council is more concerned about whether goals are tied to university goals and are measurable.

We have added the associate dean from each college, so committee is somewhat larger.

Lei Ye—Update from Workload Subcommittee-

We had a good discussion about faculty workload complaints. We are going to send out a short survey to faculty and plan to build a database based on responses. We are going to start in the spring semester.

We plan to put a link in the directions for the survey to allow people to learn about how workload is calculated.

We will have information stating that the survey is anonymous. If people include their information, there will be a statement that only the subcommittee will see their information.

Discussion concerning IPR Vice Chair

MF—We need to be thinking about the next Vice Chair—will be linked to AIEC.

After inconclusive discussion in terms of who may be willing to serve in this position, it was decided to keep the position open for now. We will examine this more next year.

We are looking for someone to sit on AIEC. This council helps to make sure everyone is doing assessment properly (doing assessment of assessment). They usually meet once per month and focus on assessment of non-learning goals. Diane expressed interest in AIEC.

Discussion of low performing degrees report and what is IPR's place in this process.**Topics to consider for discussion:**

- a) Review Low performing degrees report
- b) Closing the loop with low performing degrees
- c) Review the low performing degree process
- d) Discussion of the low performing degree business process
- e) How do we approach this with the campus?
- f) Should this be topic for faculty assembly?

Next steps

If we move forward:

We will need to have a finalized process

We need a letter of support from the provost's office so that this process is supported and part of the governance process for future leaders of the campus

We will need to amend the IPR charter to reflect that this annual review process is part of the committee's responsibilities

Discussion:

IPR has had a tendency to approve new programs, but not review programs that are not performing. How can we create a process of assessing low performing programs that would be embraced by faculty?

The provost will be attending the next meeting to discuss potential process relating to this.

It is hoped that this would go to the Senate by the end of school year. There will be a faculty assembly on this.

It was noted that the cases that we present in an assembly should be hypothetical so we can detach from real life situations.

It was discussed that in departments that have one program, it is difficult to separate departments from programs. Suspending a program does not mean getting rid of a department.

The time frame of assessing a program was discussed, and it was questioned as to whether three years is enough time to provide enough data on a program. If program ends up on the watch list, how long will programs be given to come back?

It was noted that we will need more details on the process and mechanics involved. It is of importance to ensure fairness and allow options for programs to improve that have had low performance.

Programs that would not be considered low performing are those which have graduated 5 in the most recent year, or 15 in the past 3 years according to MHEC.

The time-frame to repair low performing programs was discussed, and whether a 3-year cycle would be enough time for programs to get more students. It was asked whether it would be helpful to request help from the new VP of Enrollment in order to recruit students to these programs.

This process is seen as a way to get help for struggling programs. Low performing programs can get help with funding/marketing.

There was also a discussion relating to how assessing low performing programs could affect morale, and the importance of including faculty in the discussion of the process. It was noted that while IPR could be involved in reviewing low performing programs, ultimately the decision to suspend a program would be up to the department, dean, and provost. It was noted that the whole process needs to be transparent and that based on objective data. It was also noted that programs that have low performance should have the opportunity to request more resources in order to recruit students.

IPR plans to have an additional meeting in January to discuss the process involved in assessing low performing programs.

It was proposed that IPR meet next semester at 3pm on Fridays.

Adjournment (5:30 pm)

COUNCIL OF UNIVERSITY SYSTEM FACULTY

1/17/19

Report

- I. Meeting called to order at 10am by Philip Evers
- II. Minutes approved from last meeting held 12/11/18
- III. Update from USM – Joann Boughman
 - i. Legislative session started last week. There have been approximately 95 bills introduced to date, with many more expected. Presently, USM is focusing on two:
 - o Veterans benefit bill. This bill will legislate minor changes to state law that reflects changes at the federal level
 - o Changes in pharmaceutical coverage benefits to retirees. This change was actually a part of a 2011 bill that was passed. Due to significant push-back from many stakeholders, the legislature is considering changes to amend.
 - ii. Governor's budget will be released 1/18/19. USM has every reason to believe that they will be vigorously defending/supporting it during the session.
 - iii. Faculty salary issues. Discussions at all levels are ongoing. Chancellor is supportive or making changes to improve the problem at USM. Federal government shut-down does have an impact on the state budget. USM will be monitoring the issue and is hopeful for a timely resolution.
 - iv. Board of Regents. Looking closely at their governance process and the way that information is received from all sources. Seeking a consultant to provide guidance. This is a response to issues that were highly publicized last year.
 - v. New workgroups. Ellen Herbst has been charged with developing risk management workgroups on campuses. These workgroups will look at risk management issues in a comprehensive way (budget, emergency procedures, school closures/weather-related, Title IX, academic policies, etc).
 - vi. Federal Dept of Education Title IX recommendations. USM is concerned about 2-3 of the recommendations made recently related to changes proposed to the law. They are working collaboratively with other organizations/associations to draft comments and submit for consideration. To date, the DOE has received over 50,000 concerned responses and expects to receive more. The concerns are related to:
 - o Requirement for direct cross-examination allowed. USM states that it does not have the resources to manage a courtroom process.

- Infractions and behaviors are ranked on subjective mild, moderate, severe kind of Likert scale, but this is unclear and will require more finite descriptions/definitions.
- UMBC is undergoing massive training process for all 4,000 employees. Each is required to attend a two-hour face-to-face training given issues that have been highly publicized at that institution
- vii. USM review of policies.
 - Faculty workload. CUSF FCC workgroup is working to provide guidance on this topic. USM wants to focus on a general policy as well as metrics for assessment. They would like to move to campus-wide aggregate number of credit hours generated and allow flexibility to each institution to make this successful. They want to create a policy that is less focused on the number of courses each faculty member teaches to allow for recognition of all of the other work (including hidden work) that is required in the role of faculty.
 - Promotion/tenure. Joann is hopeful that changes in the faculty workload policy will then impact changes at the promotion and tenure level in a positive way.
- IV. Group discussions re: course/faculty evaluations
 - i. CUSF members in attendance were asked to break up into small groups of 3-4 and answer questions asked re: course/faculty evaluations. This was an experiment to assess if these kinds of open discussions might be helpful to help CUSF become more intentional in providing guidance to BOR related to issues of concern. These kinds of short discussions will likely be deployed and assessed moving forward.
- V. Future of higher ed series: Open Educational Resources – MJ Bishop
 - i. OER implemented as a result of high textbook costs over the last 10-15 years. For 4-year students, textbooks accounted for 11% of total instructional costs. In Maryland, students paid over \$223 million annually on textbooks. OER operates on “5 R Principles”: retain, reuse, revise, remix, redistribute. To date, the initiative has supported 89 courses at 19 institutions. They are working on developing a website. They are now dealing with issues of sustainability given challenges from publishers/online course tools and decreasing costs. There was a lengthy discussion and questions asked by faculty regarding: how OER will impact faculty incentive to co-author textbooks, publish books, publish journal articles, how faculty will be financially compensated for their work, how developing OER materials will be acknowledged (scholarship, professional development), if OER materials can be used to supplement evaluation of teaching (in addition to student evaluations), etc. Many questions asked. Few definitive answers provided. Discussion ongoing.
- VI. Committee meeting reports
 - ii. Membership & Rules – reviewed process of election for CUSF executive committee.
 - iii. Legislative – Lobby Day in Annapolis is scheduled for 2/20 (tentative). Andy Clark will clarify via email.
 - iv. Faculty Concerns – working with Joann to provide guidance on faculty workload policy. This remains a work in progress. Summary: *“CUSF recognizes that the USM is placing the onus of defining teaching, research, and service workloads on each individual campus. In our advisory role as faculty members within the USM we wish to recognize that these are not three distinct activities but rather they have a significant amount of overlap and integration. We believe that the ways that these efforts are currently*

evaluated tends to be one-dimensional. As such, we highly suggest that our institutions attempt to provide improved measures for research, teaching, and service. For example, we suggest that each institution re-evaluate how coursework advising, transfer advising, hidden work (particularly minority faculty of all sorts of identities serving as mentors with others), student research, career advising, journal reviews, consultation, writing letters of recommendation, webinars, seminars, podcasts, and meaningful committee work is counted. The reason(s) for doing this is to demonstrate a more nuanced view of the professoriate workload in such a way that the state government can have a better understanding of the amount of time and effort that goes into this occupation.”

- v. Ed Policy – preparing for the convene. Instead of doing a face-to-face presentation at each campus, the decision has been made to conduct webinars with select committee (student, faculty, administration, etc.) as means of reenacting panel presentation. They are also looking at three key areas of concern: zero-tolerance policy, general policies to address, and whether these issues are recorded on the official transcript. Discussion ongoing. These issues may be years-long in comprehensively addressing.

VII. Faculty salary resolution

Resolution passed (attached). Resolution is the first step in addressing the problem. Robert Kauffman and Jay Zimmerman are aware of other inequities that skew the overall report and will be attempting to address in the future. [Example: presence of programs like medicine and law at select institutions skews the overall salary report for the entire faculty body.] The resolution was aimed at addressing current board policy only. This is only the first step in the process

VIII. Adjournment passed at 2:00pm

Respectfully submitted,
 Kelly M. Rock
 CUSF Representative

FSU’s CUSF Representatives for the 2018-2019 Academic Year are:

- John Lombardi (Communication)
- Kelly Rock (Nursing)
- Robert Kauffman (Kinesiology & Recreation)

The CUSF meeting schedule for the remainder of the 2018-2019 Academic Year is below. This year there will not be a meeting at FSU

| Month | Schedule of CUSF Council Meetings for 2018-2019 Academic Year | Location |
|----------|---|------------------|
| February | Wednesday, Feb 13 | UMUC |
| March | Wednesday, March 13 | UMCES, Baltimore |
| April | Friday, April 12 | Salisbury |
| May | Thursday, May 16 | Towson |
| June | Tuesday, June 18 (optional) | UB |

FACULTY SENATE MINUTES

Wednesday, December 5, 2018

4:00 PM

LUC Atkinson Room

MINUTES

Senators present: P. Allen, A. Ashraf., S. Brassfield, S. Brill, J. Browne, N. Buta, H. Currie, J. Dunmyre, J. Durst, J. Earles, T. English, D. Filer, M. Flinn, S. Hay, S. Henry, H. Hurst, R. Kauffman, E. Kennedy, J. Lombardi, R. Lowe, M. Murtagh, B. Norris, K. Rock, D. Rushton, J. Shore, G. Snelson, S. Stephenson, B. Weber

Absent (excused): J. Odone, R. Raesly, W. Wetherholt

Absent: D. Blankenship, C. Schrader

Administrators attending: President Nowaczyk, Provost Throop, Vice-President Wyden

The meeting was called to order at 4:05 p.m.

I. APPROVAL OF THE MINUTES

Faculty Senate Minutes of November 7, 2018 (Distributed electronically)

Daniel Filer moved to approve the minutes; Mike Flinn seconded. Motion carried.

II. ANNOUNCEMENTS

A. Future Faculty Senate Meetings (4:00 PM in Lane Center Atkinson Room)

Wednesday, February 6, 2019 (This meeting only will occur in 397 CCIT)

Wednesday, March 6, 2019

Wednesday, April 3, 2019

Wednesday, May 1, 2019

B. Future Faculty Assembly Meetings

February Faculty Assembly: TBA

April/May Faculty Assembly: TBA

III. REPORTS & INFORMATION

A. [Chair's Report](#)

B. [Academic Affairs Committee \(AAC\) Report](#)

C. [Faculty Concerns Committee \(FCC\) Report](#)

D. [Graduate Council \(GC\) Report](#)

E. [Institutional Priorities & Resources Committee \(IPR\) Report](#)

F. [Council of University System Faculty \(CUSF\) Report](#)

G. **President's Report (oral)**

1. Working with enrollment management: Ms. Cash is meeting with various groups to discuss enrollment management and marketing. We are looking for ways for students to share their experiences with potential students.
2. Resources: The Committee on Faculty Salaries is meeting to study the discrepancy of where we are compared to where USM says we should be; the chair is Lisa Hersch and faculty representatives are Jamison Odone and Erika Kennedy. They are studying data related to discipline rank, years in service, gender and compression (lack of raises) and inversion (impact of market forces that bring new hires in at a higher rate). We are looking at a 3-4 year plan to close the gap; it cannot be an across-the-board increase but needs to be based on merit and needs to address equity issues.
3. Assessment of support services: There is an RFP through the Office of Administration and Finance to assess support services (such as IT, library, housekeeping, facilities, etc.) at the university. We cannot do this internally; two firms are currently under consideration.
4. Committee on Diversity, Equity and Inclusion: This group (formerly the President's Advisory Council on Diversity, Equity and Inclusion) is being restructured with a focus on the following action item in the strategic plan: "Focus and sustain a campus culture that respects differences in people and ideas, values inclusion and diversity, and promotes cultural competence." The group will be larger with representation from faculty, staff and students (approximately 50%). They will report to the University Advisory Council. One topic of discussion is the possibility of turning the old Campus Police building into a cultural center.
5. Committee on Free Expression: This new committee is chaired by Brad Nixon and has faculty, staff and student representatives. The charge is to find positive and constructive pathways and avenues for free expression on campus and will address the chalking policy among other topics.
6. State-level issues: At the recent Board of Regents' meeting, affordability of a college education was a primary topic, along with academic programming. A variety of non-traditional programming options were discussed including programs for working adults, stackable credentials and certificate programs. Issues of harassment, Title IX concerns and the elimination of hazing were also topics of discussion.
7. Athletics: We are moving along with the application for Division II and hope to submit it in mid-to-late January. The NCAA will visit in April and a decision will be made in June-July.

H. Provost's Report (oral)

1. CLAS Dean search: One more Dean candidate is coming to campus; she will be meeting with Mike Flinn to select the finalist and hope to have an offer within ten days.
2. Interim Associate Provost: The internal search has concluded with several applicants. We hope to be announcing the finalist within the next few days; the person would start in January.
3. Middle States: Just returned from this and attended a number of sessions about assessing non-academic units; looking at how to conduct those assessments and what to do with that information. Middle States has accepted our report; faculty should have much of the credit for this.

4. Possible new majors: I have been approached by faculty about establishing a freestanding major in Criminal Justice as well as Construction Management.
5. Online instruction: Held a session yesterday about building online models. Will continue to hold those sessions next semester.
6. Excellence in Academic Advising project: The project continues with the self-study at the moment. People at Middle States were impressed we are part of that project.

Vice-President Wyden then gave a refresher on the budget and where we stand after the first third of the year. He reminded Senate that the budget is revenue-based, not expense-based, and that USM requires a fund balance contribution of 1% and facilities renewal spending to come off the top. The total enrollment has declined slightly over the past few years. We have had unexpected building issues with Cambridge and Guild and are consulting with industrial hygienists. A major challenge is health and retirees' health situations. Overall, still expect to have a balanced budget. In response to a question from the Chair of Senate, he said that there is no discussion that the state would ask for monies to be returned (as has happened in the past). The new residence hall is still on target and on schedule to open in 2020. Plans are now available for the proposed new Education and Health Science building. In the spring, students will be moved out of Cumberland into the newly renovated Annapolis in order to renovate Cumberland. In Fall 2019, both will be ready for students. The future of Cambridge is still in question.

IV. OLD BUSINESS

Supporting Documents for all proposals can be found on the U: Drive (\\FSUNAS1) at:

AAC: <U:\AAC\Senate>

FCC: <U:\Faculty Concerns Committee\Senate>

GC: <U:\GC\Senate Items>

IPR: <U:\IPR Committee\Senate>

Supporting documentation is also available at <https://frostburg.sharepoint.com/sites/facultysenate>

The Chair requested a change in the order of business in order to address proposal AAC 18-32 before Greg Wood had to leave. Robert Kauffman so moved; Shoshana Brassfield seconded the motion. Although it appears in these minutes in the original sequence, please note that this proposal was addressed first.

VOTE REQUIRED: FCC 18-18(H) – NOTE THIS ITEM NEEDS A MOTION TO REMOVE IT FROM THE TABLE

| Summary Proposal | Rationale |
|--|--|
| <p>The President of Frostburg State University Requests the following:</p> <ol style="list-style-type: none"> 1. Update to the charter of the Athletic Program Advisory Group: <ol style="list-style-type: none"> a. Changing the name to the Athletic Advisory Council b. Changing the Chair to the Faculty Athletic Representative c. Expanding the membership to include more faculty and students d. Changing the administrator members to include the Senior Woman Administrator, the Asst. Athletic Director for Compliance, the VP for Student Affairs, and the VP for Advancement. e. Changing the role of the group to reporting to the President and supporting the work of the FAR to assist in maintaining institutional control over the athletics program. 2. Include in the Faculty Handbook a position description for the Faculty Athletic Representative (FAR), where none previously existed, which: <ol style="list-style-type: none"> a. Specifies the duties and responsibilities of the FAR. b. Creates a selection process for the FAR. c. Specifies the compensation to be received by the FAR. d. Complies with the NCAA Division II FAR requirements and expectations | <p>These changes reflect best practices proposed by the NCAA. In particular, these changes meet the Division II expectation for 1) expanded faculty engagement in the institutional control of athletics and 2) a stronger role of the FAR as a faculty advocate for student-athletes reporting directly to the President.</p> <p>This item has two approved amendments from the November 9, 2018 meeting:</p> <ol style="list-style-type: none"> 1. Specifying that out faculty member of the AAC must be female 2. Restating the student membership to state one student from a male team and one student from a female team <p>Dr. Nowaczyk proposes the FAR selection process below in response to feedback from the Faculty Senate.</p> |

At least six months prior to the beginning of a term for the FAR, the President and the Faculty Senate Chair will jointly issue a request for nominations (including self-nominations) for the position. Individuals interested in serving as the FAR will submit a current Curriculum Vitae and Letter of Interest to the Office of the President. The Letter of Interest, no more than two pages in length, should address the candidate’s interest and appropriate experience with regard to the FAR’s responsibilities. The deadline for submission should provide the Faculty Senate Steering Committee with at least 21 calendar days for review of all materials.

The Faculty Senate Steering Committee will meet with the President and share its recommendations as to the acceptability or not of each candidate for the FAR position as well as each candidate’s perceived strengths or weaknesses.

The President will select the FAR from the list of unranked acceptable candidates after consulting with the Faculty Senate Steering Committee. In the unlikely event that the recommended candidates are not acceptable to the President, the President and Faculty Senate Steering Committee will reopen the process and seek further nominations and candidates. The candidates forwarded to the President are recommendations and the final decision on the appointment of the FAR rests with the President.

Robert Kauffman moved to remove to table, Joanna Shore seconded it, and the motion carried.

The remaining concern was role of the Faculty Senate Steering committee; the President has provided additional information. (See above which replaces the original sentence that says the President will consult with the Faculty Senate Steering committee.

Robert Kauffman moved to amend the proposal to include the new language in place of the old wording. Joanna Shore seconded it. There was no further discussion on the amendment or the proposal which passed with one opposed.

VOTE NOT REQUIRED: AAC 18-28B

| Summary Proposal | Rationale |
|---|--|
| <p>The PASS Office requests the following: Changes in course descriptions to reflect the change from DVMT 100 to DVMT 099. The following courses are affected:</p> <ul style="list-style-type: none"> • CHEM 103 Foundations of Chemistry • GEOG 317 Principles of Geographic Information Science • DVMT 095 Pre-Algebra Mathematics • DVMT 100/099 Intermediate Algebra • MATH 118 Applied Mathematics for Business • MATH 119 College Algebra | <p>To align the catalog with current USM policy.</p> |

VOTE NOT REQUIRED: AAC 18-29

| Summary Proposal | Rationale |
|--|---|
| <p>The Department of Geography requests the following: A new course, GEOG 452 Rural Geography (3 cr.).</p> | <p>Frostburg is ideally situated for a course on rural geography. Western Maryland is dominated by rural characteristics, such as resource dependency, brain drain, tourism driven by natural capital, poverty, and population decline.</p> |

VOTE REQUIRED: AAC 18-30

| Summary Proposal | Rationale |
|---|---|
| <p>The Department of Geography requests the following:</p> <ol style="list-style-type: none"> 1. Changes to course frequency: <ol style="list-style-type: none"> a. GEOG 222 – Introduction to Cities b. GEOG 320 – Geography of Latin America c. GEOG 324 – Urban Geography d. GEOG 335 – Oceanography e. GEOG 404 – Geog of Middle East & Central Asia f. GEOG 427 – Geog of Languages and Religions g. GEOG 454 – Geography of Tourism* h. GEOG 455 – Tourism Planning* 2. Course Deletion <ol style="list-style-type: none"> a. GEOG 423 – Geography of the Suburbs | <p>Changes due to the suspension of the Urban and Regional Planning degree, faculty retirements and shifting teaching duties.</p> |

A discussion on this motion brought up the following points:

- Deleting a course from a program that is on suspension would impair ability to reactivate the program, and the President thinks it may be reactivated in the future.
- The Chair believes that GEOG 423 is not required but an elective.

- Faculty interest and focuses have shifted.
- The program could be reactivated with a different focus.

Shoshana moved to split the proposal into two parts: part 1, non-voting items, and part 2, the course deletion. Justin seconded. The motion to split the proposal carried with one opposed. The course deletion motion then carried with one opposed and one abstention.

VOTE REQUIRED: AAC 18-31

| Summary Proposal | Rationale |
|---|--|
| <p>The Department of Physics and Engineering requests the following:</p> <ol style="list-style-type: none"> 1. New Courses: <ol style="list-style-type: none"> a. ENEE 481, Project Development in Electrical Engineering b. ENME 481, Project Development in Materials Engineering 2. Change in the description of ENES 491 – Engineering Seminar 3. Change in the prerequisite statement for <ol style="list-style-type: none"> a. ENME 350, Electronics and Instrumentation I b. ENEE 435, Introduction to Wireless Sensor Networks c. ENEE 439, Topics in Signal Processing d. ENEE 461, Control Systems e. ENEE 475, Power Electronics f. ENME 272, Introduction to Computer-Aided Design g. ENES 310, Mechatronic and Robotic Design h. ENES 320, Wind and Solar-Powered Generation System Design i. ENES 401, fundamentals of Energy Engineering j. ENES 220, Mechanics of Materials k. ENES 221, Dynamics 4. Change in Existing Program’s Requirements: <ol style="list-style-type: none"> a. Change the ABET Program Outcomes for the BS Engineering Program b. Change in the BS Engineering Program – List of core courses 5. Change in the Collaborative Mechanical Engineering Program’s admission criteria | <ol style="list-style-type: none"> 1. We were offering ENES 491, Engineering Seminar in two sections, one for Electrical Engineering and the other one for Materials Engineering concentrations. We will continue to offer ENES 491 as a flexible seminar course for all engineering concentrations. Two new courses, ENEE 481, Project Development in Electrical Engineering and ENME 481, Project Development in Materials Engineering, will be added, each required for the corresponding concentration. Each course will separately address specific project development process in the discipline and prepare students to their Capstone Design Project. This will also eliminate the confusion as to which pre-capstone course the students should take for their concentration. 2. This course is no longer offered as a preparation to Capstone Design project. 3. UMD wants to see the content of the entire physics sequence covered before allowing students to enroll in ENME 350. For the other courses listed, the enrollment requirements for each of these courses are sufficient in determining enrollment eligibility of students. Students must earn a C or better in the PHYS 261-264 sequence and in MATH 236, 237, 238, and 432. They should earn a C or better in MATH 237 before they take these courses. 4. ABET has revised the Program Outcomes for the Engineering program -- from A-K to 1- 5. Updated admission criteria to be added to the catalog for students interested in entering the Collaborative Mechanical Engineering program with the University of Maryland. These admission criteria are subject to change |

| | |
|--|---|
| | based on feedback from the Clark School of Engineering at Maryland. |
|--|---|

Travis explained they were splitting their capstone project into two specific choices, corresponding to concentrations. There was no further discussion on the motion which carried.

VOTE REQUIRED: AAC 18-32

| Summary Proposal | Rationale |
|--|--|
| <p>The University Honors Program requests the following: Change the requirements for the Honors Program for transfer students.</p> <p>Transfer Student Option for Honors</p> <p>Students who transfer to FSU after 2 years completed at a community college that did not have credit-bearing honors courses may be eligible for the Transfer Student Option for the completion of honors credits. All transfer students in honors should ask the Honors Director about their eligibility for this option:</p> <p>a) ENGL 312</p> <p>b) 6 credit hours from the following: IDIS 351 Honors Advanced Colloquium IDIS 491 Honors Seminar</p> <p>c) 6 credit hours in honors electives</p> | <p>This proposed variation of honors requirements is designed for transfer students who have completed a 2-year course of study at a community college that lacked a credit-bearing honors program. As is, if they wanted to study honors at FSU, these transfer students would arrive with only 2 remaining years to complete our honors requirements. For these transfer students without honors credits, the usual 24 credit hours required in FSU honors isn't feasible within the time frame of only 4 remaining semesters.</p> |

An extensive discussion on this proposal ensued. There was concern that students transferring after two years in a four-year institution without an Honors program should also be given this option. Justin Dunmyre moved to amend the proposal to include those students; Robert Kauffman seconded the amendment and it carried. The Senate then voted on the amended proposal and it carried.

VOTE REQUIRED: FCC 18-12(H)

| Summary Proposal | Rationale |
|---|---|
| <p>The Academic Department Chairs Council requested the following:</p> <p>For FCC to review and determine whether FSU needs a policy on electronic device usage, particularly video recording.</p> <p>FCC drafted and proposes an addition to FSU Policy 2.025 Course Syllabus to include a suggestion for faculty to include a statement on classroom recording.</p> | <p>The Chairs Council became aware of faculty members who were video recorded without their knowledge and consent. Video recordings could be edited to convey different messages than the original recording.</p> <p>The following proposal is a result of the Chairs Council and FCC working in conjunction with Brad Nixon, FSU's General Counsel, and taking the time to craft language that was respectful of student and instructor privacy as well as academic freedom.</p> |

| | |
|--|---|
| | FCC expressed a wish to incorporate the recommendation that students must obtain express consent from their instructor prior to recording course activities into the Code of Student Conduct where appropriate. |
|--|---|

FCC MOTION:

FCC moves that we update page B-23 of the Faculty Handbook to suggest that syllabi include a statement on the use of recording technology, and that the following language be suggested for inclusion on the instructor’s syllabus:

Prior to audio and/or video recording any course activities, students must obtain express consent from the instructor. Permission to record course activities is not a transfer of any copyrights. Recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed, or displayed in any public or commercial manner. Students must destroy recordings at the end of the term in which they are enrolled in the class.

The Chair recognized Ben Forrest, President of Student Government Association, to present a statement from students’ perspective. That statement is provided as an addendum to these minutes. The opinion stated was that if instructors must give their consent to recording, that students enrolled in the class should have the same right to privacy and should also give their consent before recording is done. A lively discussion in the Senate followed. One of the questions to be considered is the privacy/identification of students with disabilities. Mike Murtagh moved that we send the motion back to FCC with the suggestion that they invite SGA to be a part of the discussion; Justin Dunmyre seconded the motion and it carried. **A copy of SGA President Forrest’s statement is found at the end of the minutes.**

FCC 18-14: EMERITUS NOMINATION FOR DR. BARBARA ORNSTEIN

| Summary Proposal | Rationale |
|--|---|
| <p>The Department of Educational Professions requests: Emeritus status for Dr. Barbara Ornstein</p> | <p>Dr. Barbara Ornstein retired from the Department of Educational Professions in 2018 after 28 years as a professor in Reading Education. Dr. Ornstein has also served as the Assistant Director of the Children’s Literature Centre at Frostburg State University. As a professor, Dr. Ornstein has positively impacted countless pre-service and in-service teachers through her teaching. Her leadership of many community outreach events such as Storybook Holiday, Pirates Ahoy and Harry Potter Night have touched the lives of thousands of children and families. In 2012, Dr. Ornstein was the first recipient of the President’s Distinguished Faculty Award. Dr. Barbara Ornstein’s exemplary record of teaching, service and professional development serve as supportive evidence for both the Department and the Department Evaluation Committee’s recommendations for emeritus status.</p> |



One University. A World of Experiences.

April 22, 2018

To Whom it may concern:

I would like to recommend Barbara Ornstein for Emeritus faculty member. Barbara has been a constant leader in the following areas: increasing retention and improving student persistence to graduation; enhancing experiential and applied learning opportunities for students, both inside and outside the classroom; promoting activities that demonstrate the University's educational distinction. Barbara has spent more than 20 years providing the very best experience for our students at FSU and also highlighting the benefits of Frostburg State University's presence in the community and tri-state area.

Dr. Ornstein's students write copious comments each semester on the faculty evaluation open response forms that share her exemplary teaching skills. These comments detail her skills as a teacher and her efforts to help them through very difficult periods of their program. From the freshman students in her learning community to the seniors completing their last semester, Barbara's comments tell the story of her care and support for their learning and well being. Many students write how they have learned so much through her classes. Beyond her courses, Barbara seeks out students who need that extra emotional support and invites them to be part of the Frostburg Student Education Association, of which she is the advisor. FSEA provides activities that create a support system and also instill the mindset of service that is characteristic of their future profession in education. Many students stay in contact with Barbara and return after graduation, with their children and families, to participate in various events that Dr. Ornstein organizes.

Dr. Ornstein assists students through difficult transitions by including them in activities that promote awareness of the community. Dr. Ornstein is one of the original and primary organizers of Frostburg's Storybook Holiday, which connects not only education but university students with the community to spread the love of literature and the joy of working with children. Barbara devoted months of planning and preparation each year for the event. She spends several weeks in the evenings of early December with students setting up an interactive wonderland at City Place in Frostburg. She organizes groups of students to answer the countless letters to Santa, which are all delivered to children in Allegany County and surrounding area schools. She also facilitates the Elf Breakfast, which of course includes student elves. Even the shy and less confident students shine as they participate in reading books, helping children write letters to Santa, and assist with making holiday craft presents. Dr. Ornstein is the face of Storybook Holiday and embodies the excitement and joy that comes from this annual community event.

Dr. Ornstein is responsible for the longest running environmental training program of any college or University's education program in Maryland. Twice a semester for over twenty years, she has arranged this training for education students in Block I. She has also become involved in teaching a part of the training activities for this environmental program, "Project Learning Tree". To ensure students are able to practice the lessons that they learn, Dr. Ornstein has collaborated with Evergreen Heritage Center in Mt. Savage. Evergreen works with Allegany County Public Schools and all educational centers in the area. Through this program, our education students, who are trained in Project Learning Tree, travel to the center to present lessons to Head Start, YMCA, and groups of middle school children.

Dr. Ornstein is a leader in FSU's Children's Literature Festival. This annual conference is unique to the tri-state area and will be celebrating its 37th year in 2019. The festival requires Dr. Ornstein to constantly write grants that will ensure there are enough funds to implement the event. She has obtained several grants to support the festival endowment. Her efforts also include a collaborative effort to obtain national and local book authors and illustrators, schedule a large array of presentations for the festival, and complete numerous logistical and organizational tasks. All of these tasks are in addition to a full teaching load.

Barbara's dedicated efforts during the academic year are extended to the summer. For several years, she has developed an event called Pirates Ahoy which creates another theme to ensure children retain reading skills and the love of literature during their summer break. The event again requires extensive planning and organization to create this summertime reading experience. Pirate's Ahoy is held at City Place in Frostburg because it is difficult for her to obtain room with all the summer camps at FSU, but each year the attendance at this event has grown. Barbara does not receive a stipend or even assistance from the department or university, but it is through the years of working to develop the Children's

Literature Centre endowment that she is able to provide the community with one more reason FSU cares about the children of this tri-state area.

Sincerely,

Dr. Emily Milleson
Associate Professor
Dept. of Educational Professions

The motion to grant emeritus status to Dr. Barb Ornstein carried unanimously.

FCC 18-15: EMERITUS NOMINATION FOR DR. ROGER DOW

| Summary Proposal | Rationale |
|--|---|
| The Department of Educational Professions requests: 1. Emeritus status for Dr. Roger Dow | Dr. Roger Dow retired from the College of Education and the Department of Educational Professions in 2016 after 39 years as a professor in Reading Education and 3 years as the Associate Dean. Dr. Dow oversaw the Masters of Education program in Reading for many years and served the college, university and the broader community in a variety of ways during his time at Frostburg State University. Dr. Dow's record of teaching, service, and professional development reflect his contributions to the Education programs. Both the Department faculty and the Department Evaluation Committee recommend him for emeritus status. |



One University. A World of Experiences.

Dear Colleagues,

I would like to nominate Dr. Roger Dow for Emeritus status. Dr. Dow recently retired from the Department of Educational Professions where he served for thirty-nine years as a Reading professor and for 3 years as the Associate Dean for the College of Education under Dean Clarence Golden.

Dr. Dow came to Frostburg in 1977 having spent ten years in Columbus, Ohio where he earned a master's and a Ph.D. in reading and psychology from Ohio State University. His early years at Frostburg were dedicated to directing the Reading Clinic in the College of Education while simultaneously supervising and teaching in the Graduate Reading Program both at Frostburg and at the University System of Maryland Hagerstown campus. Active in governance, he served multiple terms as a faculty senator and participated in

and chaired a number of university-wide committees. His community service included the development of local and regional literacy centers throughout Appalachia while providing training to literacy volunteers and administrators. A published author, Dr. Dow contributed to the Encyclopedia of Appalachia and developed a text in phonics for literacy practitioners which is currently in its fifth edition. An early adopter of online instruction, he gave in-service presentations to his colleagues as they transitioned into supplementing or substituting traditional face-to-face teaching with online alternatives.

As Associate Dean, Dr. Dow’s office door was always open for questions from staff, inquiries from faculty members and especially for greeting visiting families of potential students, new transfers and international students. Many a new or prospective student was welcomed and reassured by his friendly demeanor and extensive knowledge of world languages. One of his professional responsibilities in this role was to chair the Unit Monitoring Committee which handles requests from students for exceptions to admission policies for the different points of entry within program levels. In this capacity, he was conscientious in responding to appeals, respectful in working with both faculty and students, and diligent in coordinating and documenting the actions of the committee. This level of conscientious dedication and collaborative leadership is reflective of his involvement with numerous university-level committees over the years.

Dr. Dow’s record of teaching, service and professional development in the College of Education stands strong and thus I respectfully request that he be awarded the much-deserved recognition of Emeritus status.

Sally Stephenson, Ed.D.

Professor

Dept. of Educational Professions

The motion to grant emeritus status to Dr. Roger Dow carried unanimously, with recognition of his involvement in faculty governance over the years.

VOTE NOT REQUIRED: FCC 18-22

| Summary Proposal | Rationale |
|---|---|
| <p>Academic departments have requested the following: For FCC to review the Faculty Role Model for Professional Development and Achievement and determine 1) whether peer review and/or regional recognition are required to earn a rating of 5; and 2) whether it was appropriate for departments to “bundle” multiple items worthy of a rating of 4 to achieve a rating of 5.</p> | <p>Some academic departments have experienced a disagreement with their respective dean’s office(s) over the interpretation of the Faculty Role Model in this case and the matter was referred to the Faculty Concerns Committee.</p> <p>FCC passed the following resolution:</p> |

Whereas, departments have contacted FCC regarding dissenting opinions on the interpretation of the Description of Faculty Role Model on pages A-37—A-38; therefore

Resolved, That FCC supports the interpretation that, for professional development evaluation criteria, a department / the library may allow the bundling of 4s to result in an evaluation of 5, and that departments / the library determine whether peer review / regional recognition is a necessary condition for the evaluation of 5.

VOTE REQUIRED: IPR 18/19-1(H)

| Summary Proposal | Rationale |
|--|--|
| <p>The Institutional Priorities and Resources Committee requests the following on behalf of the Faculty Workload and Compensation Subcommittee: Modify the charter of the Faculty Workload and Compensation Subcommittee to include the Chair of the Academic Department Chairs Council (or designee) as an ex officio member of the subcommittee.</p> | <p>The committee would like to invite the chair of Chair Council to be a member of the committee. This would establish a direct link to the department chairs, as the chairs are the ones that directly deal with workload policy.</p> |

Justin said discussions needed the Chairs' input on some issues. The motion carried.

V. NEW BUSINESS

There was no new business.

VI. ADJOURNMENT

The meeting adjourned at 6:09.

Statement read by Ben Forrest, President of SGA, to Faculty Senate:

Thank you, Dr. Norris for allowing me to come before you today to address this issue. The proposed suggested syllabus language regarding the recording of class sessions does not consider what is in the best interest of students as well as faculty, and thus is not in the best interest of the university. The SGA prides itself on our long and mutually beneficial relationship with the faculty and the Faculty Senate. However, in this case, we must oppose in the strongest terms the adoption of this proposed language as it is currently written. Not only does the exclusion of students go against the spirit of the State of Maryland's wiretapping laws as they are written, it goes against the clear language of the law. Maryland Courts and Judicial Proceedings §10-402 Subsection a Clause 1 states "...it is unlawful for any person to: Willfully

intercept, endeavor to intercept, or procure any other person to intercept or endeavor to intercept, any wire, oral, or electronic communication”. This clear prohibition of the interception, manifesting itself in this instance as the recording of a classroom conversation, is a violation of the law and can only be practically resolved in this case by the affirmative consent of all parties to being recorded. § 10-402 clearly lays out a large number of exceptions and exempt conditions necessary for this provision not to be applicable and binding, none of which this situation would fall under. This, in a strict reading of §10-402, should be the end of our conversation. However, according to judicial precedent, the subject of such a recording must have a “reasonable expectation of privacy” in order to be protected under this law. This bears the question, in a classroom setting does there exist a reasonable expectation of privacy? We must ask ourselves, does there exist a standard scenario where the regular, everyday events of a classroom routinely accompany the recording of the events in an audio or video manner? I would say that in the vast normality of time, there is not a standard operation where this exists as a natural function of the classroom. In addition, we must consider the fact that if we feel there does not exist a reasonable expectation of privacy amongst the participating members of a classroom, why are faculty feeling that their same right to privacy is being violated to an extent warranting the creation of such language suggested to be included in every syllabus across the university. Therefore, I come to you today to not ask that you not enact this policy, but instead that it is rewritten or amended to read “students must obtain express consent from the instructor and student in the class.” Thank you again for the opportunity to speak. I yield the floor to Dr. Norris.

REPORTS TO THE FACULTY SENATE

CHAIR'S REPORT

WORD!

I am finally ready to share the results of this year's faculty morale survey. I apologize for the delay. I have attached the results of both the numeric questions and the free response questions. As I did last year, I coded and consolidated the free responses to identify common themes and to protect against the possibility of identifying any respondents. I am also attaching the results of the 2017 faculty morale survey for anyone who would like to do their own comparison.

Before I get into an analysis of the results, I want to address a set of specific free responses comments left by adjunct faculty members. These comments indicate a few of our part-time colleagues may be experiencing working conditions that are not in compliance with FSU's policy on the employment of adjuncts (begins on page A-16 of the Faculty Handbook). One adjunct shared that they have not been provided have access to a computer, while another shared that they do not have an office. While each adjunct may not have a dedicated office, the FSU policy specifies that adjuncts must at a minimum have access to computing and a space to meet with students. Each department chair is to certify that these and other supports have been provided. Another adjunct shared a perception that the required twice annual meet and confer have not occurred in the last 2/3 years. I can verify that they are occurring, as I have been notified of them each semester. I will work with the Provost's office to improve communication about these sessions. Finally, there is a perception that adjuncts are not welcome in shared governance. This cannot be farther from the truth. This year we have an adjunct faculty member serving on the Faculty Senate and the Academic Affairs Committee. Seats on the Faculty Senate are reserved for non-tenure-track faculty members, and I hope that adjunct faculty continue to run and be elected to serve. I encourage any non-tenure-track faculty (full- or part-time) who wishes to discuss situations like these to contact me.

I have conducted a preliminary analysis of the numeric questions and will share some initial conclusions. The Faculty Senate Steering Committee will be doing a more detailed analysis, which I hope to release in early January.

Faculty morale remains highest at the department/library level, with average ratings on department- and library-level questions between 4 and 5 on the 5-point Likert scale (1 = strongly disagree and 5 = strongly agree), with no significant variation. Other high points include strong agreement with the statements "I am dedicated to my profession" (4.8 in both 2017 and 2018) and "The Future of FSU is important to me" (4.6 in both 2017 and 2018).

There is a statistically significant increase in ratings of 0.4-0.6 points from last year on the questions relating to the college deans, however average ratings at the college-level remain about a point behind those at the department-level. Faculty satisfaction with shared governance and faculty leadership remains even from 2017 to 2018 with average ratings between 3.7 and 4.2.

At the university level, there is a statically significant decrease of 0.4-0.7 points to between 2.3 and 3.0 on all questions pertaining the provost, and two questions pertaining to the president. There is also a statistically significant drop from 2.6 to 2.3 for the statement "My colleagues have a positive attitude about the state of the university." Other statements with low average ratings over both years include: "FSU has a positive image" (2.6 in 2018), "FSU provides the resources (time, equipment, materials, training, space, etc.) needed for me to pursue scholarship and/or creative works in my field" (2.5 in 2018), "I am satisfied with my salary" (2.3 in 2018), "I am satisfied with the current state of the university" (2.3 in 2018), and "Faculty morale at FSU is positive" (2.2 in 2018).

What follows is a list of frequent themes in the free responses. It is important to know which issues and concerns rise to the top. However, we need to keep in mind that free responses were left by 15%-25% of respondents depending on the section. These issues are certainly important, but it would be tricky to extrapolate them to the sentiment of the faculty at large. The following frequencies represent consolidation across all free responses.

| Theme | Total number of comments |
|--|--------------------------|
| Concerns about salary compression and inequity | 26 |
| Bottom line more important than investing in educational quality | 24 |
| Faculty are overworked / departments are understaffed | 22 |
| Concerns about poor treatment of adjuncts | 16 |
| Faculty do not have enough time to meet all expectations well | 16 |
| Administrators are not accessible and do not value feedback | 16 |
| High morale / collegial at department level | 15 |
| Concerns about the low quality of facilities | 14 |
| Concerns about accountability for not following policies | 13 |
| President focuses on other things besides academics | 12 |
| Concerns about the ineffectiveness of administrators | 11 |
| Department chair is effective | 10 |
| Concerns about communication & collaboration | 10 |
| Issues with workload policy and overloads | 10 |
| FSU does not care about employee retention | 9 |
| Inequity in faculty treatment across departments | 9 |
| Positive comments about working at FSU | 9 |
| Morale is low | 8 |

I end with a request. A few of you indicated in the free responses that our shared governance system was not being as effective as you had hoped. Some of you feel that faculty shared governance should provide more checks and balance on the administration. I appreciate that point of view. Sometimes it is necessary for the faculty to stand against something that would be detrimental to our students and the quality of the education we offer, but I do not like obstructing new ideas just because they are new. I prefer the “shared” part of shared governance in which I can help bridge divides and get people working toward a common goal. If you have feedback about how we can do better in that regard, please let me know.

ACADEMIC AFFAIRS COMMITTEE

Wednesday, November 14, 2018

4:00 pm

Compton 237

Attending: Travis English, Chair; Joanna Shore, Secretary; Gerry Snelson; Melody Kentrus, UUCR; Benjamin Forrest, SGA; Jodi Ternent, Office of the Registrar; Jackie Durst; Dee Dee Campbell, Interim Dean of CLAS/Chairs Council Representative; Darrell Rushton; and Lea Messman-Mandicott, Director of the Library & Ex Officio Member (Voting for Daniel Filer)

Excused: Stephanie Hay

Department Representatives: Gregory Wood, Honors Program; Richard Russo, Geography; Eric Moore, Physics and Engineering

- I. Call to order at 4:01. Home-baked chocolate chip cookies provided by Chair to all members and proposal representatives except for Dr. Santamaria-Makang, who was tardy.
- II. Approval of the 10/10/2018 minutes: minutes approved without amendment.
- III. Reports:
 - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: Curriculum proposals should be created using the new Canvas site, which should serve to streamline the process. All required documents and forms have been removed from individual committee folders and are now hyperlinked within the Canvas modules.
 - b. Dean's Council-Dr. Dee Dee Campbell: No new items.
 - c. Registrar's Office-Ms. Jodi Ternent: No new items.
 - d. [UUCR](#)-Dr. Melody Kentrus: UUCR passed the changes to the Honors Curriculum to be voted on by AAC today.
 - e. AAC Chair-Dr. Travis English. All October items passed by Senate in November.
- IV. Old Business:

| | | | |
|---------------|---|---|-------------------------|
| 18-28b | The PASS Office requests the following: Changes in course descriptions to reflect the change from DVMT 100 to DVMT 099 | Rationale: To align the catalog with current USM policy. | No Vote Required |
|---------------|---|---|-------------------------|

- V. New Business:

| | | | |
|---------------------|---|---|-------------------------------------|
| <p>18-29</p> | <p>The Department of Geography requests the following: A new course, GEOG 452 Rural Geography (3 cr.).</p> | <p>Rationale: Frostburg is ideally situated for a course on rural geography. Western Maryland is dominated by rural characteristics, such as resource dependency, brain drain, tourism driven by natural capital, poverty, and population decline.</p> | <p>Vote Required; passed</p> |
| <p>18-30</p> | <p>The Department of Geography requests the following: Changes to courses and sequences: GEOG 222 – Introduction to Cities Frequency: from Fall to Variable Rationale: required course in a suspended program GEOG 320 – Geography of Latin America Frequency: from Spring Even to Variable Rationale: shifting teaching responsibilities GEOG 324 – Urban Geography Frequency: from Spring to Fall Even Rationale: required course in a suspended program, but important elective in GEOG department GEOG 335 – Oceanography Frequency: from Fall Even to Variable Rationale: shifting teaching responsibilities GEOG 404 – Geog of Middle East & Central Asia Frequency: from Spring Even to Variable Rationale: shifting teaching responsibilities GEOG 423 – Geography of the Suburbs Delete Rationale: elective course in a suspended program</p> | <p>Rationale: Changes due to the suspension of the Regional and Urban Planning degree, faculty retirements and shifting teaching duties.</p> | <p>Vote Required; passed</p> |

| | | | |
|---------------------|---|---|---|
| | <p>GEOG 427 – Geog of Languages and Religions Frequency: from Fall Even to Spring Odd Rationale: shifting teaching responsibilities</p> <p>GEOG 454 – Geography of Tourism* Frequency: from Fall Odd to Variable Rationale: elective course in a suspended program</p> <p>GEOG 455 – Tourism Planning* Frequency: from Spring Even to Variable Rationale: elective course in a suspended program</p> | | |
| <p>18-31</p> | <p>The Department of Physics and Engineering requests the following:</p> <p>1. New Courses: ENEE 481, Project Development in Electrical Engineering ENME 481, Project Development in Materials Engineering</p> <p>2. Change in the description of ENES 491 – Engineering Seminar</p> <p>3. Change in the prerequisite statement for ENME 350, Electronics and Instrumentation I.</p> <p>4. Change in the prerequisite statement for the following courses: ENEE 435, Introduction to Wireless Sensor Networks ENEE 439, Topics in Signal Processing ENEE 461, Control Systems ENEE 475, Power Electronics ENME 272, Introduction to Computer-Aided Design ENES 310, Mechatronic and Robotic Design ENES 320, Wind and Solar-Powered</p> | <p>Rationale: 1. We were offering ENES 491, Engineering Seminar in two sections, one for Electrical Engineering and the other one for Materials Engineering concentrations. We will continue to offer ENES 491 as a flexible seminar course for all engineering concentrations. Two new courses, ENEE 481, Project Development in Electrical Engineering and ENME 481, Project Development in Materials Engineering, will be added, each required for the corresponding concentration. Each course will separately address specific project development process in the discipline and prepare students to their Capstone Design Project. This will also eliminate the</p> | <p>Vote Required; passed, pending approval by UUCR of changes to capstone requisites</p> |

| | | | |
|--|---|---|--|
| | <p>Generation System Design ENES 401, fundamentals of Energy Engineering ENES 220, Mechanics of Materials ENES 221, Dynamics</p> <p>5. Change in Existing Program's Requirements Change the ABET Program Outcomes for the BS Engineering Program</p> <p>6. Change in the BS Engineering Program – List of core courses Change in the Collaborative Mechanical Engineering Program's admission criteria</p> | <p>confusion as to which pre-capstone course the students should take for their concentration.</p> <p>2. This course is no longer offered as a preparation to Capstone Design project.</p> <p>3. UMD wants to see the content of the entire physics sequence covered before allowing students to enroll in ENME 350.</p> <p>4. For the courses listed above, the enrollment requirements for each of these courses are sufficient in determining enrollment eligibility of students. Students must earn a C or better in the PHYS 261-264 sequence and in MATH 236, 237, 238, and 432. They should earn a C or better in MATH 237 before they take these courses.</p> <p>5. ABET has revised the Program Outcomes for the Engineering program -- from A-K to 1-7.</p> <p>6. Updated admission criteria to be added to the catalog for students interested in entering the Collaborative Mechanical Engineering program with the University of Maryland. These admission criteria are subject to change based on feedback from the Clark School of Engineering at Maryland.</p> | |
|--|---|---|--|

| | | | |
|---------------------|--|--|-------------------------------------|
| | | | |
| <p>18-32</p> | <p>The University Honors Program requests the following: Change the requirements for the Honors Program for transfer students.</p> <p>Transfer Student Option for Honors</p> <p>Students who transfer to FSU after 2 years completed at a community college that did not have credit-bearing honors courses may be eligible for the Transfer Student Option for the completion of honors credits. All transfer students in honors should ask the Honors Director about their eligibility for this option:</p> <ul style="list-style-type: none"> a) ENGL 312 b) 6 credit hours from the following: IDIS 351 Honors Advanced Colloquium IDIS 491 Honors Seminar c) 6 credit hours in honors electives | <p>Rationale: This proposed variation of honors requirements is designed for transfer students who have completed a 2-year course of study at a community college that lacked a credit-bearing honors program. As is, if they wanted to study honors at FSU, these transfer students would arrive with only 2 remaining years to complete our honors requirements. For these transfer students without honors credits, the usual 24 credit hours required in FSU honors isn't feasible within the time frame of only 4 remaining semesters.</p> | <p>Vote required; passed</p> |

V. Adjournment at 4:56

FACULTY CONCERNS COMMITTEE

Meeting Room: CCIT 245. Meeting Time: November 14, 2018, 4:00pm

Attending: Justin Dunmyre, Sean Henry, Jennifer Browne, Shoshana Brassfield, Chelsea Schrader, Michael Murtagh, Holly Curry, Jennifer Earles, Ben Norris, Kelly Rock, John Lombardi, Robert Kauffman, Jamison Odone, Skott Brill

Excused: Heather Hurst, William Anderson

Guests attending FCC: Ericsa Kennedy

Call to order 4:01 pm.

II. **Approval of the Minutes of Wednesday, October 10, 2018**

The minutes were corrected and approved.

III. **Reports**

a. **Chair of FCC**

Met with the Ombudspersons and Grievance committee regarding previous business, FCC Chair anticipates that their items will be back before FCC in December. The Provost has requested a monthly meeting with the Chair of FCC, of keen interest is faculty morale. FCC Chair welcomes input on issues of faculty morale.

b. **Council of University System Faculty**

CUSF continuing to work on the faculty salary report. FSU has dropped to the 52nd percentile in salary. CUSF is also continuing work on academic integrity, which will be the focus of a session at the meeting at College Park. A major driver in academic integrity issues is the industry that has been built up around it, especially around students to pay for another person to take an online course on their behalf. Another example is students receiving credit for uploading homework solutions to a national database, they can use this credit to download other homework solutions. *Note from FCC Chair:* It may be worth notifying our students that Dr. Carl Crowe has indicated that merely uploading solutions to such a database is a student conduct violation.

c. **University Chair's Council**

The University Chair's Council has identified some key items on which they wish to work on this year. The top priority is getting workload issues straightened out; to this end, it is especially worrisome that faculty are again teaching without being paid. The next priority is to develop a manual to help new department chairs get things moving, and to also serve as a reference for continuing chairs. Next is seeking ways that Chairs can have more input on how budgets are allocated from the Dean's level down to the departments. The penultimate priority is to have discussions about negotiating GEP schedules when multiple departments offer courses in the same GEP category. The final priority item is to work on establishing a "common time" that would be a time when department/university committee service can be scheduled while simultaneously being at a time that is family friendly (e.g. not 4:00 on Wednesday)

d. **Promotion and Tenure / Permanent Status**

There are 13 applications for Tenure / Promotion. As in years past, the committee will attempt to render all recommendations for tenure and promotion before the end of Finals week, so that faculty are not spending their winter holiday with unneeded anxiety.

e. **Faculty Development and Sabbatical / Professional Leave Subcommittee**

5 applications for sabbatical have been received. All applications have been recommended to the Provost, although one is conditional on the applicant receiving the Fulbright scholarship for which they have applied. **Faculty Handbook Subcommittee**

f. **Chair of Faculty Senate**

The Provost's office has assigned a representative to the Handbook committee, Maureen Lauder. However, there is a scheduling conflict with another meeting scheduled at the same time as the Handbook Subcommittee's meeting. Handbook will be bringing some items, one involving parental leave, to FCC for December.

I. **Orders of the day:**

a. **Special orders (none)**

b. **Unfinished business**

1. **FCC 18-12(H) Updating faculty handbook regarding electronic device usage**

There was a motion on this topic that was seconded and all were in favor. See below.

2. **FCC 18-14: Emeritus Nomination for Dr. Barbara Ornstein** FCC moved to nominate Dr. Barbara Ornstein for Emeritus status, see below.

3. **FCC 18-15: Emeritus Nomination for Dr. Roger Dow** FCC moved to nominate Dr. Roger Dow for Emeritus status, see below.

4. **FCC 18-17(H): Clarifying table regarding promotion and tenure**

There was robust discussion, and FCC intends to take some action. It was tabled until the next meeting so that FCC Chair could create some examples of different formatting styles, as discussed.

5. **Discussion concerning dissenting interpretations of professional development evaluations** FCC passed a resolution on this matter. See below.

6. **FCC 18-16(H): Corrections and Information on Instructional Design and Delivery** FCC adjourned before reaching this item. It will appear in December as unfinished business.

c. **Scheduled business**

1. **FCC 18-19(H): Update the FCC charter to include Chair of Faculty Senate as ex-officio member of FCC.**

FCC adjourned before reaching this item. It will appear in December as unfinished business.

2. **FCC 18-20(H): Update the FCC charter to change timing of elections of officers.** FCC adjourned before reaching this item. It will appear in December as unfinished business.

3. **FCC 18-21(H): Update the handbook to use they/them/their language.**

FCC adjourned before reaching this item. It will appear in December as unfinished business.

d. **Unscheduled business**

II. **Business previously scheduled for the December FCC meeting**

- a. **FCC 18-13a(H) Update to grievance committee in faculty governance section of handbook**
- b. **FCC 18-13b(H) Update to grievance committee in faculty as employee section of handbook**

III. **Adjournment @ 5:59pm**

FCC18-12(H) UPDATING FACULTY HANDBOOK REGARDING ELECTRONIC DEVICE USAGE

FCC moves that we update page B-23 of the Faculty Handbook to suggest that syllabi include a statement on the use of recording technology, and that the following language be suggested for inclusion on the instructor's syllabus: "Prior to audio and/or video recording any course activities, students must obtain express consent from the instructor. Permission to record course activities is not a transfer of any copyrights. Recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed, or displayed in any public or commercial manner. Students must destroy recordings at the end of the term in which they are enrolled in the class."

Note from FCC Chair: FCC Chair will be following up to find out how to incorporate this language into student handbook / student code of conduct.

FCC 18-14 EMERITUS NOMINATION FOR DR. BARBARA ORNSTEIN

FCC moves to nominate Dr. Barbara Ornstein for Emeritus status.

Note from FCC Chair: Mike Murtaugh noted during our discussion that Dr. Ornstein is wonderful and got him to wear a red and white suit.

FCC 18-15 EMERITUS NOMINATION FOR DR. ROGER DOW

FCC moves to nominate Dr. Roger Dow to Emeritus status.

Note from FCC Chair: Robert Kauffman noted during our discussion that Dr. Dow was very active in shared governance, and was a past chair of FCC.

DISCUSSION CONCERNING DISSENTING INTERPRETATIONS OF PROFESSIONAL DEVELOPMENT EVALUATIONS.

The following resolution was unanimously supported by those members of FCC in attendance:

Whereas, departments have contacted FCC regarding dissenting opinions on the interpretation of the Description of Faculty Role Model on pages A-37—A-38; therefore

Resolved, That FCC supports the interpretation that, for professional development evaluation criteria, a department / the library may allow the bundling of 4s to result in an evaluation of 5, and that departments /the library determine whether peer review / regional recognition is a necessary condition for the evaluation of 5.

Respectfully submitted by Justin Dunmyre, Chair of FCC, with tremendous support from Jen Browne.

GRADUATE COUNCIL

The Graduate Council (GC) met on Monday, November 12, 2018, at 4:00. A report was not available, so the agenda for that meeting is included.

1. Call to order

2. Approval of the minutes from the October 8, 2018 meeting.

3. Reports:

*The Chair and Graduate Services reports are or will soon be in the Agenda and Minutes folder under the proper year and month of this meeting. Please place reports in the U-drive prior to the meeting giving GC members enough time to read and prepare questions as necessary. **If you are writing the report, consider highlighting in some fashion material you think warrants attention.***

All proposals will be due two weeks prior to the Graduate Council Meeting. This will be sent to all faculty.

Chair Report

Graduate Services (Dr. Vickie Mazer)

Associate Provost (Dr. Doris Santamaria-Makang)

4. Old Business:

None

5. New business:

Graduate Research Symposium Spring 2019
Feedback Graduate Online Application

6. Other New Business

7. Adjournment

Graduate Council meetings scheduled for the remainder of the academic year:

Fall 2019

December 10th – President's Board Room

Spring 2019

February 11th – Lane Center 108
March 11th – President’s Board room
April 8th – Lane Center 108
May 13th – Lane Center 108

INSTITUTIONAL PRIORITIES AND RESOURCES COMMITTEE

Meeting date and time: November 12, 2018 4:00 p.m., Gira Center 155

In attendance: Michael Flinn, Erica Kennedy, Phil Allen, Ben Norris, Sherri Sheetz, Brent Weber, Diane Murphy, Sara Beth Bittinger, Lei Ye

I. 4:00p - Call to Order

II. Chair’s Comments

I had a meeting with the Provost about low performing degree report. This has been an ongoing topic and where the request for IPR to “step up” and develop academic review plan came from. It is my hope the provost will consider writing a letter stating that IPR’s recommendations about low productivity degree will be acted upon, with exceptions.

There were good talks about closing this loop of low degree performance issues across campus. If we have the time, Sara-Beth will be coming to the November meeting to discuss the FSU Academic Program Review Certificates, AY 2017-2018. This will give us some insight into a process that we may be able to create based on empirical, data driven evidence.

Attached to the meeting time are the certificates which the university turned in last year. In addition, there is a revised copy of the degrees awarded FY14-18. Have a look at that spreadsheet and keep in mind that a program must have of 6 graduates per year or 15 graduates over three years. (I may be wrong on the 6 graduates, but I’m 99.9% positive on the 15 over three).

In addition, there is a draft of a low degree production process that Sara Beth and I came up with on the fly at the meeting. The committee needs to review the draft and make it our own. While it is a good start, I know that we can refine and make it better.

If we decide to move forward with including a yearly review of low productivity degrees, we must change our charter to ensure that it is seen. I would like to have the letter from the provost entered into the IPR records as evidence that we, as a community, are helping better sustain the University by being heavily involved in this process.

It was also reported that few people took advantage of banking. This may be due to individuals not understanding the policy or knowing that it exists. Faculty should start thinking about this now as the Fall schedules are built.

Faculty Workload subcommittee would like to modify their charter to allow the chair of chair on to the committee. This needs to be discussed and approved by IPR.

Finally, Michael Monahan has resigned from faculty senate due to his many other obligations. William Wetherholt from Geography has been appointed to IPR. Welcome, Bill!

III. Old Business

None

IV. New Business

4:05 – Faculty Workload subcommittee would like to modify their charter to allow the chair of chair on to the committee. This needs to be discussed and approved by IPR. *Vote Required*

LY—There was a discussion of what to do for next year. Should they add the chair of chairs to this committee? The reason to add the chair of chairs is to have a direct link to the chairs, as the chairs are the ones that directly deal with workload policy.

RL—Adding the chair of chairs seems to make sense. This seems to be a link that is reasonable.

PA—is this a voting committee? Will chair of chairs vote?

BN—If chair of chairs is going to be non-voting, then we need to specify this.

MF—It seems to be consensus that voting would be reasonable.

Vote to invite chair of chairs to be added to faculty workload subcommittee—Passed unanimously.

| | | | | |
|-----------|----------------------|--|---|-----------------------------|
| 4:15 – | IPR 18/19- 1-H | Faculty Workload & Compensation Subcommittee request to modify their charter | The committee would like to invite the chair of Chair Council to be a member of the committee. This would establish a direct link to the department chairs, as the chairs are the ones that directly deal with workload policy | Vote Required; passed |
|-----------|----------------------|--|---|-----------------------------|

Presentation - FSU Academic Program Review Certificates, AY 2017-2018, Sara-Beth Bittinger

COMAR—sets guidelines—Certificates are what goes down-state.—When Mike and I met about low productivity, we talked about these certificates which are produced every 7 years. If there is a low number of graduates, dean and provost are approached regarding suspension.

We provided the program review certificates since they have data. IPR seems like a reasonable committee to review program review certificates.

RL—All those levels look at program review certificates? Who writes it and approves it before it goes downstate?

SB—An external reviewer identifies needs which have budget implications—actions are discussed by chair, dean, provost. There are budget implications. All programs are reviewed on 7 year cycles.

BN—The things we are asked to do every 7 years would be more helpful if we do some part of them every year. If evaluations that we do every year look more like what we have to do every 7 years, that would be helpful.

PA—Is there supposed to be a mini-review?

SB—Yes, there is a mid-point review in the making.

4:30 – Discussion of low performing degrees report and what is IPR’s place in this process.

Topics to consider for discussion:

- a) Review Low performing degrees report
- b) Closing the loop with low performing degrees
- c) Review the low performing degree process
- d) Discussion of the low performing degree business process

There was a discussion about how to move forward in terms of examining low performing degrees and what procedures we may adopt in terms of either aiding these programs or discontinuing them. It was noted that it is hoped that any procedures IPR decides upon would be acted upon rather than shelved. It was noted that it would be necessary to have the support of the administration for any procedures decided upon. As there is a possible political aspect associated with discontinuing programs, it is important that decisions relating to this be data driven. It was also noted that programs put on a “watch” list for low performance could potentially get additional attention and resources in order to increase performance of these programs. Ultimately, if there is a process put in place to review low productivity degree, it will be a good move. As it stands now, decisions about low productivity programs are top down. With IPR in the process, it becomes a bottom up decision, much like curriculum development.

The discussion was tabled for further thought and discussion at following meetings.

5:00 – Adjournment.

COUNCIL OF UNIVERSITY SYSTEM FACULTY

No report submitted for November

FSU’s CUSF Representatives for the 2018-2019 Academic Year are:

- John Lombardi (Communication)
- Kelly Rock (Nursing)
- Robert Kauffman (Kinesiology & Recreation)

The CUSF meeting schedule for the 2018-2019 Academic Year is below. This year there will not be a meeting at FSU

| Month | Schedule of CUSF Council Meetings for 2018-2019 Academic Year | Location |
|--------------|--|------------------|
| September | Monday, Sept 17 | Shady Grove |
| October | Wednesday, Oct 10 | UMB |
| November | Friday, Nov 16 (joint) | UMCP |
| December | Tuesday, Dec 11 | Coppin |
| January | Thursday, Jan 17 | USM, Adelphi |
| February | Wednesday, Feb 13 | UMUC |
| March | Wednesday, March 13 | UMCES, Baltimore |
| April | Friday, April 12 | Salisbury |
| May | Thursday, May 16 | Towson |
| June | Tuesday, June 18 (optional) | UB |