



Faculty Senate Newsletter

Volume 22, Number 7

April

2018

FACULTY SENATE AGENDA

Wednesday, April 4, 2018

4:00 PM

397 Gira CCIT

I. APPROVAL OF THE MINUTES

Faculty Senate Minutes of March 7, 2017 (Separate Blue Packet)

II. ANNOUNCEMENTS

A. Future Faculty Senate Meetings (4:00 PM in 397 Gira CCIT)

Wednesday, May 2, 2018

B. Future Faculty Assembly Meetings

April/May Faculty Assembly: End of Year Reporting, Administrator Evaluations, 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)

H. Provost's Report (oral)

I. Questions

IV. OLD BUSINESS

Supporting Documents for all proposals can be found on the Faculty Senate SharePoint site at:

<https://frostburg.sharepoint.com/sites/facultysenate/> (valid FSU login required)

VOTE REQUIRED: AAC 18-01; #7 ALSO APPROVED BY IPR

Summary Proposal	Rationale
<p>The Department of English and Foreign Languages requests the following:</p> <ol style="list-style-type: none"> 1) Proposals to Change Course Frequency: <ul style="list-style-type: none"> • 260: British Literature • 261: American Literature • 270: European and Neo-European Literature • 271: Asian and African Literature • 300: Critical Writing about Literature • 335: Creative Writing: Poetry • 340: Shakespeare • 430: Composing Processes • 489: Capstone 2) Changes to Prerequisite/Course Description Changes/Changes in Frequency <ul style="list-style-type: none"> • 344: Film Theory • 355: Socially Networked Journalism • 360: Creative Non-Fiction 3) Change to Course Title: ENGL 101 First-Year Composition and ENGL 111 Honors: First-Year Composition 4) Change in Title and Course Description: ENGL 306 Linguistics. Change in ENGL Core Curriculum and Requirements for Teaching Secondary English 5) Change in requirements for Journalism minor 6) Change in number of credits: ENGL 489 English Capstone. Change in number of credits for ENGL major 7) Create new minor in Creative Writing 	<ol style="list-style-type: none"> 1) The department is decreasing frequency to address the problem of under-enrolled courses. 2) Removing the ENGL 207 prerequisite for ENGL 344 will both help enrollment and aid students in completing the Film Minor in a more timely fashion. Change in frequency and prerequisite to ensure class is not under-enrolled. Change in course description to eliminate dated language, appeal to wider audience. 3) This title more accurately reflects current pedagogy in the field. 4) The change in title and description reflects our decision to incorporate study of the history of the language with the study of linguistics. Currently, ENGL 306 offers some coverage of the history of the language, but students going into secondary teaching of English have had to take a separate course, ENGL 416 History of the English Language to fulfill NCATE requirements. However, ENGL 416 is typically under-enrolled—no longer an acceptable situation in our college. Therefore, we are increasing efficiency of course offerings by incorporating fuller coverage of history of the language in ENGL 306. The course gives all of our majors a background in the history of English, an understanding of language structure, will decrease by one the additional courses Secondary Education students are required to take, and will help to avoid an under-enrolled course (ENGL 5) Reduce total hours to make minor more attractive and efficient. Greatly expand the possible HIST and POSC courses and add new ENGL options, both moves to minimize substitutions and confusion. Eliminate the gen-ed advice as unneeded and unheeded. Reorganize into two groups, Core Courses and Electives, rather than current departmental groupings, to clarify requirements. 6) Senior English majors have consistently needed more time to workshop, edit, and revise their writing in preparation for senior portfolios; therefore, a change in English 489 from 1 credit to 3 is being proposed. This change more accurately reflects the workload of the course for both student and teacher, as the course reflected in the attached syllabus is too much work to squeeze adequately into a 50 minute meeting once a week. An extensive writing workshop component to the course is added. Students will revise four major assignments and prepare a professional resume and cover letter. Capstone will also focus more extensively on career/graduate school readiness. 7) For students who are majoring in other fields of study beside English, having an opportunity to minor in Creative Writing will allow them additional prospects for cultural enrichment. Strengthening their abilities to write clearly and interpret texts will enrich the interdisciplinary grounding of their FSU education, strengthen their core skills, and also enhance their attractiveness as potential hires in an ever-more-competitive workforce. It is widely understood that the ability to think creatively and to communicate through writing are highly desirable qualities in potential job candidates. The diverse reading requirements of the minor will also serve to promote the global learning goals of the University, as do the opportunities afforded students with the English

	Department to attend readings and workshops through the Center for Literary Arts.
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VOTE REQUIRED: AAC 18-02

Summary Proposal	Rationale
<p>The Department English and Foreign Languages requests the following:</p> <ol style="list-style-type: none"> 1. Change in catalog description and frequency for <ul style="list-style-type: none"> • FREN 211 French Grammar, Composition, and Conversation I • SPAN 211 Spanish Grammar, Composition, and Conversation I 2. Change in frequency for FREN 212 French Grammar, Composition & Conversation II. 	<p>Rationale: The changes in catalog description reflect more accurately the current teaching/learning methodology and the changes in frequency address the under enrollment in these courses.</p>

VOTE REQUIRED: AAC 18-03

Summary Proposal	Rationale
<p>The Department of English and Foreign Languages requests the following:</p> <ol style="list-style-type: none"> 1) Change the GEP Language requirements (Group B) 2) Change the catalog description of <ul style="list-style-type: none"> • FREN 101 • SPAN 101 • FREN 102 • SPAN 102 • FREN 211 • SPAN 211 • FREN 212 • FREN 250 • SPAN 250 	<p>1. Currently, students may satisfy 3 credits for the Group B: Humanities by completing FREN 250 or SPAN 250. However, to be able to enroll in the FREN/SPAN 250 level, the students must complete 12 credits (4 courses) of prerequisites, which effectively makes the FREN/SPAN 250 the only courses in the Group B: Humanities that entail a 12 credit-hours prerequisite.</p> <p>The department is proposing a change in the GEP requirements from the current FREN/SPAN 250 to the preferable FREN/SPAN 101 so as to:</p> <ol style="list-style-type: none"> 1) align our GEP offering with the rest of the Group B: Humanities component offerings (none of which entails prerequisites); 2) obviate for students the burdensome fulfillment of a 12-credit prerequisite; and 3) make it more realistic for more students to gain exposure to and knowledge of foreign language. <p>In anticipation of several combined bachelor's/master's programs being proposed by various departments, an update to the language of the "Enrollment of Undergraduates in Graduate Courses" policy (<i>Undergraduate Catalog</i>, pp. 25/26) is needed to clarify the definition of a combined bachelor's/master's program.</p> <p>2. Change in frequency to ensure class is not under-enrolled.</p>

VOTE NOT REQUIRED: AAC 18-04

<p>The Department of History requests the following: As advised by the Registrar's Office, the Department of History requests</p>	<p>These changes were advised by the Registrar's Office. Although the time periods are provided in the course descriptions, the addition of specific dates in titles will add greater clarity to student transcripts.</p>
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that specific dates be added to the titles of the following courses.	
<ol style="list-style-type: none"> 1. HIST 103 History of the United States to 1876 2. HIST 104 History of the United States, 1876 to the Present 3. HIST 113 World History to 1500 4. HIST 114 World History, 1500-1900 5. HIST 303 History of Latin America to 1825 6. HIST 304 History of Latin America, 1825 to the Present 	

VOTE REQUIRED: AAC 18-06

Summary Proposal	Rationale
<p>The Department of Communication requests the following: changes to the Professional Focus category in the Mass Communication major:</p> <ul style="list-style-type: none"> • Combine Audio Production and Radio Industry into one focus entitled Audio Industry. • Delete Multimedia Design and Web Management focuses. <p>These changes would reduce the number of focuses from 9 to 6.</p>	<p>This proposal is a response to a call from the Dean to make the Mass Communication major more efficient. The proposed changes will reduce the number of offerings in the Professional Focus category from 9 to 6. These changes include:</p> <ol style="list-style-type: none"> 1. The combination of the existing Audio Production Focus and Radio Industry Focus in to a new focus entitled Audio Industry. The new Audio Industry Focus encompasses all of the courses in the former Audio Production Focus and Radio Industry Focus. This will give students 9 courses from which to choose the required 4 instead of 6. 2. Elimination of the Multimedia Design focus: Few Mass Communication majors focus in Multimedia Design. In addition, students can choose a Graphic Design minor instead of a focus in the program. The Multimedia Design focus students and Graphic Design minor students take similar courses making the focus redundant. 3. Elimination of the Web Management focus: Few Mass Communication majors focus in Web Management.

VOTE REQUIRED: AAC 18-08

Summary Proposal	Rationale
<p>The Women's Studies Program requests the following: the addition of SOCI 332 Collective Behavior to the Women's Studies minor. In addition, a title change for SOCI 332 is also requested (adding "and Social Movements" to the course title).</p>	<p>The sociological study of collective behavior includes an enormous array of behaviors, processes, structures, and contexts in its focus on crowds, fads, disasters, panics, and social movements. In terms of social movements, sociologists concentrate on emergent group behavior in settings where cultural guidelines are non-specific or in dispute. Knowledge of how people respond and organize in such situations can lead to the enhanced study about how participants effectively make change in the social world, how formal organizations emerge from micro-interactions like marches, sit-ins, and demonstrations, how movements gain new members or sympathizers, and how groups communicate with a mass audience, among other studies. In times of uncertainty and as identity categories like gender, race, class, and sexuality continue to change, social justice feminism is one such collective behavior of importance. Indeed, feminism has been the catalyst for deep and lasting changes that policy changes alone have not achieved. In this vein, I</p>

	propose the addition of SOCI Collective Behavior to the Women's Studies minor. This course includes the study of social movements, via collective behavior and efforts like feminism, intersectionality, LGBTQ movements, class-based activism like the Poor People's Campaign, racial-justice like Black Lives Matter, and more.
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VOTE REQUIRED: AAC 18-11

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following:</p> <ol style="list-style-type: none"> Add 3 new courses to the catalog <ul style="list-style-type: none"> EXSS 300 Advanced Human Nutrition EXSS 330 Exercise Epidemiology EXSS 430 Training for Peak Performance Move 2 courses from the major core requirements to electives: <ul style="list-style-type: none"> BUAD 100 MGMT 315 Add a list of program electives for EXSS majors Add an option for pre-Physical Therapy students Change some information on the EXSS catalog page 	<p>1) These courses will be added to expand the list of program electives in EXSS to allow the EXSS student more flexibility in choosing their coursework. Those students who want more of a background in nutrition will be able to learn more about such topics and be more knowledgeable professionals.</p> <p>2) After completing a self-study in 2017 for CAAHEP/CoAES accreditation, it was determined that two courses are not necessary for accreditation standards. BUAD 100 and MGMT 315 share some of the same information as another course (EXSS 306). Since EXSS 306 is more specific to the EXSS professional and meets more accreditation standards, BUAD 100 and MGMT 315 can be dropped from the major requirements. These 2 courses can still be taken as program electives.</p> <p>3) Students majoring in EXSS have a variety of career options available upon graduation. By offering electives within the program, students can tailor their coursework to their specific interests. These electives also offer students more flexibility to take any prerequisites for graduate programs. All new EXSS courses and all courses dropped from the core requirements will now be offered as program electives.</p> <p>4) During the CAAHEP/CoAES site visit in 2017, the external reviewers suggested offering a pre-PT track for EXSS students. Since many EXSS students already complete the pre-Physical Therapy Preparatory Program in addition to the EXSS major, this optional track will streamline the process and clear up confusion in requirements for the EXSS student.</p> <p>5) Since the last catalog change, the EXSS program has acquired a new accreditation status.</p>

VOTE REQUIRED: AAC 18-12A

Summary Proposal	Rationale
<p>The Academic Standards Subcommittee requests the following: The Office of the Provost proposes a revision of the existing Frostburg State University (FSU) Policy on "Attendance at Another Institution" which states regulations for undergraduate students to pursue course work at another institution and transfer it into a student program at FSU. The policy regulates the number of off-campus credits- limit allowed to be transferred into FSU.</p>	<p>The amendment to this policy intends to respond to our concerns related to a perceived lack of alignment of the policy with the current practices provided for students interested on attending another institution. While the current policy states that</p> <p><i>"If you have 90 or more total credits (including previous transfer credits and credits in which you currently are enrolled at FSU or elsewhere), you may transfer a maximum of seven additional credits..."</i>,</p> <p>there is a lack of consistency in the number of transferable credits when the student applies to attend another institution through other FSU-approved program such as study abroad programs, and the National Exchange Student Program.</p>

<p>The updates provide guidance to students who choose to study abroad in their senior years (and similar experiences) and clarify the role of the Academic Standards Subcommittee to grant exceptions prior to enrolling in courses at another institution (and not after the fact).</p>	<p>The proposed revisions to the policy attempt to reflect guidelines that are more inclusive of the current and existing practices and opportunities allowed for students to complete course work at another institution, including participation in study abroad programs and the National Student Exchange programs at FSU. Similarly, the revised policy intends to articulate more clearly the regulations for exceptions to the policy.</p> <p>Please see the proposed amendments to the policy (in red), after careful discussion and upon agreement among the parties involved: Provost Throop, the Associate Provost, the Registrar's Office, and the Director/Coordinator of the mentioned programs.</p>
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VOTE NOT REQUIRED: FCC 18-06

Summary Proposal	Rationale
<p>The Department of Nursing requests the following:</p> <p>Addition of the following practicum courses to the list to be evaluated using the standard Student Evaluation of Instruction instrument:</p> <ul style="list-style-type: none"> • NURS 495 Population-Focused Nursing Practice Practicum • NURS 694 Administration Practicum II • NURS 695 Education Practicum II 	<p>This proposal is to address the issue of faculty in the Department of Nursing exclusively teaching NURS 495 resulting in a lack of student evaluation of instruction (SEI) survey scores. It was observed during the current evaluation cycle that one faculty member in the Department of Nursing was not evaluated for the 2017 calendar year, which resulted in a lack of a SEI average.</p> <p>To avoid this issue for current and future semesters and for other nursing courses that have not been surveyed in the past calendar year due to their practicum classification, the Department of Nursing requests that these practicum courses be subjected to the SEI survey.</p> <p>Each of these courses requires 135 hours along with quizzes (NURS 495) and assignments. They are graded courses, not pass/fail at this time. There has been a proposal to change the graduate courses (NURS 694 & 695) to a pass/fail grading scale. In each of these courses, students complete a survey of their preceptor and the practicum site separate from the SEI survey. It is clear to the student that they have two surveys to complete and which individual is to be evaluated on each survey.</p>

VOTE REQUIRED: FCC 18-07(H)

Summary Proposal	Rationale
<p>The Faculty Evaluations II Ad Hoc Committee requests the following:</p> <p>Update the description of the Faculty Role Model on page A-34 of the faculty handbook to include advising where appropriate as part of Teaching.</p>	<p>The Ad Hoc Faculty Evaluations II committee has been charged by the Chair of Faculty to add evaluation of advising to the handbook. This follows a recommendation from Middle States. University of Maryland System policy indicates that advising must be assessed under the teaching category. We suggest guidelines that departments may follow to develop their own criteria for assessing advising. Notably, advising should now be assessed as part of Instructional Design and Development as well as Teaching and Advising Performance and Feedback.</p>

VOTE REQUIRED: FCC 18-08(H)

Summary Proposal	Rationale
<p>The University Advisory Council requests the following:</p>	<p>FSU is undergoing a financial aid audit from the US Department of Education. One issue uncovered is a lack of process or requirement to</p>

<p>Incorporate the updated Class Attendance Policy document into the Faculty Handbook.</p>	<p>certify course attendance early in the semester. The Financial Aid Office needs to know if students receiving aid are attending. As instructors are situated to have the best knowledge of student attendance, the provost's office is asking faculty to assist in this matter.</p> <p>This proposal adds a requirement for faculty to certify attendance by the end of the add/drop period. The provost's office is developing a very simple process for doing so. These proposed policy changes were presented and passed unanimously at the March 9 meeting of the University Advisory Council.</p> <p>This proposal also incorporates in the Class Attendance policy statements that long have been in the undergraduate catalog but are not in the policy.</p>
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VOTE REQUIRED: GC 17-13 ALSO PASSED BY IPR

Summary Proposal	Rationale
<p>The Physician Assistant (PA) Program requests the following:</p> <ol style="list-style-type: none"> 1) Creation of a new PA program leading to the awarding of the degree Master of Medical Science in Physician Assistant Studies. 2) Creation of the following courses in the PA program: <ul style="list-style-type: none"> • DPAM 601 Human Anatomy I • DPAM 602 Human Anatomy II • DPAM 603 Human Anatomy III • DPAM 610 Clinical Medicine I • DPAM 611 Clinical Medicine II • DPAM 612 Clinical Medicine III • DPAM 621 Basic Sciences I • DPAM 622 Basic Sciences II • DPAM 623 Basic Sciences III • DPAM 631 Developing the PA Professional I • DPAM 632 Developing the PA Professional II • DPAM 633 Developing the PA Professional III • DPAM 641 Patient Assessment and Diagnostic Methods I • DPAM 642 Patient Assessment and Diagnostic Methods II • DPAM 643 Patient Assessment and Diagnostic Methods III • DPAM 651 Pharmacology I • DPAM 652 Pharmacology II 	<p>In response to a growing state and national physician shortage, particularly in rural and medically underserved areas, Frostburg State University (FSU) is proposing a new 24-month, 117-credit hour Physician Assistant (PA) program which will award graduates a Master of Medical Science in Physician Assistant Studies. This new master's program will begin in summer 2019, following the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) provisional accreditation approval which is expected in March 2019. The PA program will be housed at the University System of Maryland Regional Education Center at Hagerstown (USMH) and is expected to admit 25 students each year in a cohort model.</p> <p>In an effort to provide a curriculum which adequately prepares students with the relevant skills and knowledge necessary to meet the challenges of Physician Assistants and to meet the standards set forth by the accrediting body (ARC-PA), FSU is proposing a cohort model program encompassing 117 credit hours over a 24 month period. The program will begin in May, with year one (12 months) of didactic coursework followed by year two (12 months) of clinical site placement experience (SCPE). Each SCPE will be 4 weeks in duration. There will be 7 SCPEs in areas required by the ARC-PA standards and an additional 3 elective SCPEs to provide the student the opportunity for depth in the</p>

<ul style="list-style-type: none"> • DPAM 653 Pharmacology III • DPAM 660 Population Health • DPAM 665 Research and Evidence-Based Medicine • DPAM 670 Functional and Preventive Medicine • DPAM 675 Geriatrics • DPAM 680 Pediatrics • DPAM 685 Foundations of Surgery 2.0 • DPAM 690 Emergency Medicine Intensive • DPAM 695 Transition to Clinical Practice • DPAM 700 Family Medicine: Supervised Clinical Practice Experience • DPAM 701 Internal Medicine: Supervised Clinical Practice Experience • DPAM 702 Pediatrics: Supervised Clinical Practice Experience • DPAM 703 General Surgery: Supervised Clinical Practice Experience • DPAM 704 Psychiatry: Supervised Clinical Practice Experience • DPAM 705 Women's Health: Supervised Clinical Practice Experience • DPAM 706 Emergency Medicine: Supervised Clinical Practice Experience • DPAM 707 Elective: Supervised Clinical Practice Experience • DPAM 709 Summative 	<p>students' selected areas of practice. The curriculum for this program has been carefully planned to align with the program mission and the ARC-PA accreditation requirements.</p>
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VOTE REQUIRED: GC 17-14

Summary Proposal	Rationale
<p>The College of Business requests the following changes regarding admission requirements to the MBA and the combined BS in Accounting/MBA Option:</p> <ol style="list-style-type: none"> 1. Change the minimum GMAT from 450 to 400; 2. Delete the stipulations of the formula which involves the GMAT score and GPA; 3. GMAT waiver policy changes: <ol style="list-style-type: none"> i. GPA of 3.25 or higher with no work experience; ii. GPA of 3.0 or higher with three years of work experience; 	<p>In an effort for continuous improvement in the MBA program to stay in line with our peer institutions, the College of Business is seeking to revise the admission requirements, especially the GMAT waiver standards, to gain competitive advantage in the fast-changing MBA market.</p> <p>Note that “work experience” refers to management experience.</p>

iii. GPA of 2.75 or higher with five years of work experience.	
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TABLED: STATEMENT ON CONSENSUAL RELATIONSHIPS

The resolution passed by the Staff Senate reads:

The Frostburg State University Staff Senate supports a revision to strengthen the university policy on Consensual Relationships and Professional Conduct that better protects students, faculty, and staff against sexual harassment and assault. Furthermore, a representative of the Staff Senate should be party to the group charged with making the proposed change to the policy; the full Staff Senate would welcome the opportunity to review and provide input to the policy prior to finalization.

V. NEW BUSINESS
As needed.

VI. ADJOURNMENT

REPORTS TO THE FACULTY SENATE

CHAIR'S REPORT

I have four items for my report this month.

1. We have a Regents Faculty Award winner! Congratulations to Dr. Jason Speights in the Department of Physics and Engineering. Jason will receive the USM Regents Faculty Award for Excellence in Mentoring in recognition of his work with the Multimedia Learning Center as well as in supporting student projects within and outside of the classroom. Jason will be presented his award at the Board of Regents meeting in April and will also be recognized at the FSU Honors Convocation in May. A press release should be coming out next week.
2. I also want to update you about workload. The Faculty Workload and Compensation subcommittee are working with the Provost to develop a streamlined version of the workload proposal that the Faculty Senate passed last year. This proposal included the reintroduction of workload banking within the academic year, provided a way to prorate workload for low-enrollment courses as an alternative to canceling the course. The proposal also aimed to clarify workload calculations. Goals for the revisiting of this proposal include simplifying the language and developing a way to automate the calculation. The plan is to have this proposal before IPR in April and before Senate in May. Proposals based on student credit hours and other metrics are currently not being worked on.
3. Finally, I want to remind faculty members that this is the time of year to nominate yourself to get involved in faculty governance! We are still accepting nominations for Faculty Senators, and the balloting for those positions will begin in early April. After that, nominations for committees, subcommittees, advisory groups, and the like will open.
4. The final faculty assembly of the year is coming up in May. I am currently looking at the week right after finals. This assembly will have two purposes: a chance to review year-end reports from the various governance committees as required by the charter of the University Faculty. Additionally, at this assembly I will also share the results of the administrator evaluations.

ACADEMIC AFFAIRS COMMITTEE

Wednesday, March 14, 2018

4:00 pm

Compton 237

Attending: Travis English, Chair; JoAnna Shore, Secretary; Gerry Snelson; Daniel Filer; Hongqi Li; Melody Kentrus, UUCR Chair; Doris Santamaria-Makang, Office of the Provost; Jodi Ternent, Office of the Registrar; Jackie Durst; Dee Dee Campbell, Interim Dean of CLAS/Chairs Council Representative; Lea Messman-Mandicott, Director of the Library (Ex Officio member)

Department Representatives: Mary Anne Lutz, Department of English and Foreign Languages; Sally Boniece, Department of History; Sheri Whalen, Department of Communication; Scott Fritz, CLAS; Brent Weber and James Reddan, Department of Music; Jennifer Earles, Women's Studies Program; Robert Kauffman and Natalia Buta, Department of Kinesiology and Recreation

- I. Call to order at 4:01
- II. Approval of the 2/21/2018 minutes without revision
- III. Reports:
 - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: Provided update on Program Development Guidelines as of March 5th.
 - b. Dean's Council-Dr. Dee Dee Campbell: Update on the progress of the PA program.
 - c. Registrar's Office-Ms. Jodi Ternent: Only 8% incomplete rate on midterm warnings. 1249 Students received 1985 warnings.
 - d. [UUCR](#)-Dr. Melody Kentrus: We will be reviewing 18-03 today, which was approved by UUCR.
 - e. AAC Chair-Dr. Travis English: No report.
- IV. New Business:

18-01	The Department of English and Foreign Languages requests the following: <ol style="list-style-type: none"> 1) Proposals to Change Course Frequency: <ul style="list-style-type: none"> • 260: British Literature • 261: American Literature • 270: European and Neo-European Literature • 271: Asian and African Literature 	Rationale: <ol style="list-style-type: none"> 1) The department is decreasing frequency to address the problem of under-enrolled courses. 2) Removing the ENGL 207 prerequisite for ENGL 344 will both help enrollment and aid students in completing the Film Minor in a more timely fashion. Change in frequency and prerequisite to ensure class is not under-enrolled. Change in course description to eliminate dated language, appeal to wider audience. 3) This title more accurately reflects current pedagogy in the field. 4) The change in title and description reflects our decision to incorporate study of the history of the language with the study of linguistics. Currently, ENGL 306 offers some coverage of the history of the language, but students going into secondary teaching of English have had to take a separate 	Vote Required; Passed
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	<ul style="list-style-type: none"> • 300: Critical Writing about Literature • 335: Creative Writing: Poetry • 340: Shakespeare • 430: Composing Processes • 489: Capstone 	<p>course, ENGL 416 History of the English Language to fulfill NCATE requirements. However, ENGL 416 is typically under-enrolled—no longer an acceptable situation in our college. Therefore, we are increasing efficiency of course offerings by incorporating fuller coverage of history of the language in ENGL 306.</p> <p>The course gives all of our majors a background in the history of English, an understanding of language structure, will decrease by one the additional courses Secondary Education students are required to take, and will help to avoid an under-enrolled course (ENGL</p>	
	<p>2) Changes to Prerequisite/Course Description Changes/Changes in Frequency</p> <ul style="list-style-type: none"> • 344: Film Theory • 355: Socially Networked Journalism • 360: Creative Non-Fiction 	<p>5) Reduce total hours to make minor more attractive and efficient. Greatly expand the possible HIST and POSC courses and add new ENGL options, both moves to minimize substitutions and confusion. Eliminate the gen-ed advice as unneeded and unheeded. Reorganize into two groups, Core Courses and Electives, rather than current departmental groupings, to clarify requirements.</p> <p>6) Senior English majors have consistently needed more time to workshop, edit, and revise their writing in preparation for senior portfolios; therefore, a change in English 489 from 1 credit to 3 is being proposed.</p>	
	<p>3) Change to Course Title: ENGL 101 First-Year Composition and ENGL 111 Honors: First-Year Composition</p>	<p>This change more accurately reflects the workload of the course for both student and teacher, as the course reflected in the attached syllabus is too much work to squeeze adequately into a 50 minute meeting once a week.</p> <p>An extensive writing workshop component to the course is added. Students will revise four major assignments and prepare a professional resume and cover letter.</p>	
	<p>4) Change in Title and Course Description: ENGL 306 Linguistics. Change in ENGL Core Curriculum and Requirements for Teaching Secondary English</p>	<p>Capstone will also focus more extensively on career/graduate school readiness.</p> <p>7) For students who are majoring in other fields of study beside English, having an opportunity to minor in Creative Writing will allow them additional prospects for cultural enrichment. Strengthening their abilities to write clearly and interpret texts will enrich the interdisciplinary grounding of their FSU education, strengthen their core skills, and also enhance their attractiveness as potential hires in an ever-more-competitive workforce. It is widely understood that the ability to think creatively and to communicate through writing are highly desirable qualities in potential job candidates. The diverse reading requirements of the minor will also serve to promote the global leaning goals of the University, as do the opportunities afforded students with the English Department to attend readings and workshops through the Center for Literary Arts.</p>	
	<p>5) Change in requirements for Journalism minor</p>		
	<p>6) Change in number of credits: ENGL 489 English Capstone. Change in number of</p>		

	credits for ENGL major 7) Create new minor in Creative Writing		
18-02	The Department English and Foreign Languages requests the following: a change in catalog description and frequency for FREN 211 French Grammar, Composition, and Conversation I and SPAN 211 Spanish Grammar, Composition, and Conversation I and a frequency change for FREN 212 French Grammar, Composition & Conversation II.	Rationale: The changes in catalog description reflect more accurately the current teaching/learning methodology and the changes in frequency address the under enrollment in these courses.	Vote Required; Passed
18-03	The Department of English and Foreign Languages requests the following: to change: 1) the GEP Language requirements; and 2) the description in the FSU Catalog of FREN 101, SPAN 101, FREN 102, SPAN 102, FREN 211, SPAN 211, FREN 212, FREN 250, SPAN 250	Rationale: 1. Currently, students may satisfy 3 credits for the Group B: Humanities by completing FREN 250 or SPAN 250. However, to be able to enroll in the FREN/SPAN 250 level, the students must complete 12 credits (4 courses) of prerequisites, which effectively makes the FREN/SPAN 250 the only courses in the Group B: Humanities that entail a 12 credit-hours prerequisite. The department is proposing a change in the GEP requirements from the current FREN/SPAN 250 to the preferable FREN/SPAN 101 so as to: 1) align our GEP offering with the rest of the Group B: Humanities component offerings (none of which entails prerequisites); 2) obviate for students the burdensome fulfillment of a 12-credit prerequisite; and 3) make it more realistic for more students to gain exposure to and knowledge of foreign language. In anticipation of several combined bachelor's/master's programs being proposed by various departments, an update to the language of the "Enrollment of Undergraduates in Graduate Courses" policy (<i>Undergraduate Catalog</i> , pp. 25/26) is needed to clarify the definition of a combined bachelor's/master's program. 2. Change in frequency to ensure class is not under-enrolled.	Vote Required; Passed

18-04	<p>The Department of History requests the following: As advised by the Registrar's Office, the Department of History requests that specific dates be added to the titles of the following courses.</p> <ol style="list-style-type: none"> 1. HIST 103 History of the United States to 1876 2. HIST 104 History of the United States, 1876 to the Present 3. HIST 113 World History to 1500 4. HIST 114 World History, 1500-1900 5. HIST 303 History of Latin America to 1825 6. HIST 304 History of Latin America, 1825 to the Present 	<p>Rationale: These changes were advised by the Registrar's Office. Although the time periods are provided in the course descriptions, the addition of specific dates in titles will add greater clarity to student transcripts.</p>	<p>No Vote Required</p>
18-05	<p>The Liberal Studies Program requests the following: 1) Changes to the program description in the catalog. This includes the removal of the "C or better" policy. 2) Course description changes to LBST 450, 494, and 495. Change in credit hour requirements for LBST 494 and 499.</p>	<p>Rationale: 1) Across campus programs teach interdisciplinary courses where the content of the course defines the interdisciplinary nature of the course offering. Some examples include Business, Psychology, or Sociology courses that teach data analysis; Parks and Recreation or Music courses that teach management; Nursing, Psychology, or Business courses that teach ethics; Music or Art courses that teach history; and so. These are interdisciplinary offerings and should be recognized as such even though they might be offered under the same HEGIS code. This clarification supports those departments that teach interdisciplinary courses within their programs and removes potential graduation hurdles for student in an interdisciplinary major such as Liberal Studies which wants to support various programs across campus yet help the student focus in a related area for their own career development.</p> <p>Clarity in allowing "special topics" courses as capstone material. This has been done in practice and now is merely clarified in the capstone requirement language.</p> <p>Removing confusion over what was being taken as a dual capstone and refining the "career assessment" seminar language to include career planning or assessment courses already offered on</p>	<p>Vote Required; Tabled</p>

		<p>campus by various departments allowing students more concentration in their focus of study. An example would be the EDUC 100 course for students assessing a career in education when the focus of study for the student is education.</p> <p>Removing the “C” or better requirement in all courses used in the LBST major. This rule imposes a higher standard than that of many of the program requirements from other departments. About 40% of departments offer credentialing that follows the standard University rule requiring a minimum GPA of 2.0 in their programs which allows lower grades if they are offset by higher grades. The “C” rule for LBST students countermands this departmental requirements and would disallow an otherwise earned minor in such minors as Business Administration, Coaching, Recreation and Parks, African American Studies, Biology, Chemistry, Dance, Ethnobotany, Geography, History, and so on.</p> <p>2) Change description for LBST 450. Programs across campus have assessment courses and the LBST program uses these programs in a packaged way for LBST majors. Because students use these other courses and, in particular, the career assessment provisions of these courses, not all LBST students take this course (in fact only a very small number do) and it is not an appropriate assessment vehicle. This course is only used when a student needs to graduate and has no alternative availability of a career planning course in the focus area. Also remove the confusing dual capstone reference.</p> <p>LBST 494 changes to use the field experience language of the IDIS 495 course for consistency, to expand the credit range to promote experiential learning opportunities, and to change the grading from P/F to normal grading to recognize different levels of performance among students.</p> <p>LBST 499 change to provide a range of credits.</p>	
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18-06	<p>The Department of Communication requests the following: changes to the Professional Focus category in the Mass Communication major:</p> <ul style="list-style-type: none"> • Combine Audio Production and Radio Industry into one focus entitled Audio Industry. • Delete Multimedia Design and Web Management focuses. <p>These changes would reduce the number of focuses from 9 to 6.</p>	<p>Rationale: This proposal is a response to a call from the Dean to make the Mass Communication major more efficient. The proposed changes will reduce the number of offerings in the Professional Focus category from 9 to 6. These changes include:</p> <ol style="list-style-type: none"> 4. The combination of the existing Audio Production Focus and Radio Industry Focus in to a new focus entitled Audio Industry. The new Audio Industry Focus encompasses all of the courses in the former Audio Production Focus and Radio Industry Focus. This will give students 9 courses from which to choose the required 4 instead of 6. 5. Elimination of the Multimedia Design focus: Few Mass Communication majors focus in Multimedia Design. In addition, students can choose a Graphic Design minor instead of a focus in the program. The Multimedia Design focus students and Graphic Design minor students take similar courses making the focus redundant. 6. Elimination of the Web Management focus: Few Mass Communication majors focus in Web Management. 	Vote Required; Passed
18-07	<p>The Department of Music requests the following: Create an Option in Music Education for the Bachelor of Science in Music</p>	<p>Rationale: The Option in Music Education will greatly benefit music education students at FSU. This Option provides training in music education who wish to pursue careers in music education outside of PK-12 music education or who desire to obtain initial certification through the FSU MAT Degree Program. The Option will reduce the overall number of credits required in Music Education at the undergraduate level, increase student recruitment and retention of music education majors, save time, and increase progress towards graduation with financial and degree incentives for completing and graduating with both a Bachelor's and Master's Degree in five years. Students wishing to pursue this Option will be able to take manageable course loads without the necessity to take an overload. This Option provides additional time for passing the Praxis I testing requirements, and provisionally admits students to the MAT program at the end of the sophomore year. Students will be able to save money in tuition by taking 15 graduate credits that count towards both the undergraduate and graduate degrees. This also makes completion of the MAT for music education majors possible as currently there is not an MAT program in music available to them. Students completing the Option in Music Education will be more competitive and</p>	Vote Required; Tabled

		marketable as first year teachers with an earning potential of \$4,000 to \$6,000 more as a result of having obtained the graduate portion of the degree.	
18-08	The Women's Studies Program requests the following: the addition of SOCI 332 Collective Behavior to the Women's Studies minor. In addition, a title change for SOCI 332 is also requested (adding "and Social Movements" to the course title).	Rationale: The sociological study of collective behavior includes an enormous array of behaviors, processes, structures, and contexts in its focus on crowds, fads, disasters, panics, and social movements. In terms of social movements, sociologists concentrate on emergent group behavior in settings where cultural guidelines are non-specific or in dispute. Knowledge of how people respond and organize in such situations can lead to the enhanced study about how participants effectively make change in the social world, how formal organizations emerge from micro-interactions like marches, sit-ins, and demonstrations, how movements gain new members or sympathizers, and how groups communicate with a mass audience, among other studies. In times of uncertainty and as identity categories like gender, race, class, and sexuality continue to change, social justice feminism is one such collective behavior of importance. Indeed, feminism has been the catalyst for deep and lasting changes that policy changes alone have not achieved. In this vein, I propose the addition of SOCI Collective Behavior to the Women's Studies minor. This course includes the study of social movements, via collective behavior and efforts like feminism, intersectionality, LGBTQ movements, class-based activism like the Poor People's Campaign, racial-justice like Black Lives Matter, and more.	Vote Required; Passed

18-09	<p>The College of Liberal Arts and Sciences requests the following: The College of Liberal Arts and Sciences on behalf of the programs in Art, Biology, Chemistry, Earth Science, and Physics is proposing revised catalog language for the teaching statement that occurs at the end of each program description.</p>	<p>Rationale: This revised language makes it clear how a student interest in teaching one of the aforementioned disciplines at the secondary level (middle and high school) may earn a Bachelor of Science and a Master of Arts in Teaching – Secondary in five years. The opportunity to do this exists under the current policies. This revised language clearly delineates how this can be accomplished.</p>	<p>No Vote Required; Withdrawn over concerns for financial aid implications</p>
18-10	<p>The Department of Kinesiology and Recreation requests the following: 1) Change in ADSP Course Requirements from 30 credits to 24 or 33. [Item #1] 1a) Discontinue courses ADSP 381 Facilitation Skills and Techniques in Adventure Sports (3 cr.), ADSP 391 Journaling in Adventure Sports (3 cr.), ADSP 392 Mentorship I in Adventure Sports (3 cr.), and ADSP 491 Professional Preparation in Adventure Sports (3 cr.) [Item #1a] 2) Add MGMT 315 New Business Ventures as an option to ADSP 360 Entrepreneurship in the core. [Item #2] 3) Add ADSP280 or ASI201 (Garrett) or RECR280 as a requirement to the Adventure Sports Major. [Item #3] 4) Approve a new course ADSP280 Leadership and Group Dynamics in Adventure Sports (3 cr). [Item #4] 5) Change in course title, description and prerequisites for ADSP 382 Agency Assessment and Administration in Adventure Sports (3 cr.) [Item #5]</p>	<p>Rationale: The purpose of the curriculum changes is to bifurcate the existing Garrett/FSU major into a stand-alone major at FSU. The program is designed to service three student groups: 1) Four-year FSU students, 2) Garrett College Adventure Sports transfers, and 3) transfers from other community colleges and four year institutions. The program utilizes the Garrett College program to teach the skill courses in the major. With the bifurcation, fewer courses are required, the addition of the leadership course was deemed necessary, and the other changes as described were recommended by the faculty.</p> <ul style="list-style-type: none"> • Reduce the total number of credits in the program from 70 credits to 40 or 49 credits • Reduce Adventure Sports Core courses from 30 credits to 24 credits • Approve a new course, ADSP 280 Leadership and Group Dynamics in Adventure Sports and add it as a core requirement. • Change the course description or prerequisites for ADSP330 Outdoor Education, ADSP 340 Expedition Planning in Adventure Sports, ADSP 382 Agency Assessment and Administration in Adventure Sports, ADSP 492 Mentorship Project in Adventure Sports and ADSP495 Mentorship in Adventure Sports. • Add MGMT 315 New Business Ventures as an option to ADSP 360 Entrepreneurship in the core. • Approve a new course, ADSP 480 Field Experience in Adventure Sports (1-6 credits) and require three credits of field experience in the core program. • Approve a new course, ADSP 484 Adventure Sports Practicum (3 credits) and offer it as an option with the Mentorship (Mentorship Project and Mentorship) 	<p>Vote Required; Passed (subsequently placed on hold by the Provost's Office over questions concerning whether or not adjustment of program constitute a substantial modification that needs MHEC approval.</p>

	<p>6) Add course titled ADSP480 Field Experience in Adventure Sports (1-6 cr) and add three credits as a requirement. [Item #6]</p> <p>7) Offer ADSP484 or ADSP492 and ADSP495. [Item #7]</p> <p>8) Approve a new course, ADSP 484 Adventure Sports Practicum (3 cr) [Item #8]</p> <p>9) Change in course title, descriptions, requirements of ADSP492 and ADSP495, Mentorship [Item #9]</p> <p>10) [No Item #10]</p> <p>11) Change in course title, description, or prerequisites of ADSP 330 Outdoor Education (3 cr.) and ADSP 340 Expedition Planning in Adventure Sports (3 cr.) [Item #11]</p> <p>12) Deletion as a requirement in the program RECR488 and seven Garrett content courses [Item #12]</p> <p>13) Change in Garrett skill courses required [Item #13]</p> <p>14) Add program requirement to complete of one of the following: a. A second major, b. A minor c. An associates degree, d. A bachelors degree from another institution, e. Two additional ASI skills tracks at Garrett College [Item #14]</p> <p>Students completing this major are required to complete skill courses at Garrett College. [Item #15]</p> <p>Completion of the courses at Garrett College are completed as part of a student's normal FSU course load. [Item #15]</p> <p>Add program requirement where students are required to attend a state, regional or national conference during their junior or senior year. [Item #15]</p>	<ul style="list-style-type: none"> • Reduce Recreation and Parks Management Course Requirements from six to three credit by deleting RECR488 Principles of Ecotourism as a requirement in the program. • Reduce Garrett skill courses from 15 credits to 13 credits and to bring the courses into agreement with the Garrett program. • Add the requirement and bullet point that students are required to attend a state, regional or national conference during their junior or senior year. • Add the following bullet points: skill course are completed at Garrett, skill courses are completed as part of normal FSU load, and ASI164 Advanced Level First Aid and CPR is taught during winter Inter-session at Garrett College. 	
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	ASI 164 Advanced Level First Aid and CPR is taught during winter Inter-session at Garrett College. [Item #15]		
18-11	<p>The Department of Kinesiology and Recreation requests the following:</p> <ol style="list-style-type: none"> 1. Add 3 new courses to the catalog 2. Delete 2 courses from the major core requirements 3. Add a list of program electives for EXSS majors 4. Add an option for pre-Physical Therapy students 5. Change some information on the EXSS catalog page 	<p>Rationale:</p> <p>1) These courses will be added to expand the list of program electives in EXSS to allow the EXSS student more flexibility in choosing their coursework. Those students who want more of a background in nutrition will be able to learn more about such topics and be more knowledgeable professionals.</p> <p>2) After completing a self-study in 2017 for CAAHEP/CoAES accreditation, it was determined that two courses are not necessary for accreditation standards. BUAD 100 and MGMT 315 share some of the same information as another course (EXSS 306). Since EXSS 306 is more specific to the EXSS professional and meets more accreditation standards, BUAD 100 and MGMT 315 can be dropped from the major requirements. These 2 courses can still be taken as program electives.</p> <p>3) Students majoring in EXSS have a variety of career options available upon graduation. By offering electives within the program, students can tailor their coursework to their specific interests. These electives also offer students more flexibility to take any prerequisites for graduate programs. All new EXSS courses and all courses dropped from the core requirements will now be offered as program electives.</p> <p>4) During the CAAHEP/CoAES site visit in 2017, the external reviewers suggested offering a pre-PT track for EXSS students. Since many EXSS students already complete the pre-Physical Therapy Preparatory Program in addition to the EXSS major, this optional track will streamline the process and clear up confusion in requirements for the EXSS student.</p> <p>5) Since the last catalog change, the EXSS program has acquired a new accreditation status.</p>	Vote Required; Passed

18-12a	<p>The Academic Standards Committee requests the following: 1) The Office of the Provost proposes a revision of the existing Frostburg State University (FSU) Policy on “Attendance at Another Institution” which states regulations for undergraduate students to pursue course work at another institution and transfer it into a student program at FSU. The policy regulates the number of off-campus credits- limit allowed to be transferred into FSU.</p>	<p>Rationale: 1) The amendment to this policy intends to respond to our concerns related to a perceived lack of alignment of the policy with the current practices provided for students interested on attending another institution. While the current policy states that <i>“If you have 90 or more total credits (including previous transfer credits and credits in which you currently are enrolled at FSU or elsewhere), you may transfer a maximum of seven additional credits...”</i>, there is a lack of consistency in the number of transferable credits when the student applies to attend another institution through other FSU-approved program such as study abroad programs, and the National Exchange Student Program.</p> <p>The proposed revisions to the policy attempt to reflect guidelines that are more inclusive of the current and existing practices and opportunities allowed for students to complete course work at another institution, including participation in study abroad programs and the National Student Exchange programs at FSU. Similarly, the revised policy intends to articulate more clearly the regulations for exceptions to the policy. Please see below the proposed amendments to the policy (in red), after careful discussion and upon agreement among the parties involved: Provost Throop, the Associate Provost, the Registrar’s Office, and the Director/Coordinator of the mentioned programs.</p>	Vote Required; Passed
18-12b	<p>2) The Office of the Provost proposes an expansion of the current membership of the Academic Standards Subcommittee to include a more comprehensive representation of the offices involved with the duties assigned to the subcommittee as part of its charge. The proposed expansion requests the addition of a representative from the following offices under the “Administrator” category:</p> <ul style="list-style-type: none"> • The Registrar’s Office (non-voting member) • The Academic Success 	<p>2) The purpose of the Academic Standards Subcommittee as described in the Current Faculty Handbook includes the following responsibilities:</p> <ol style="list-style-type: none"> 1. Reviewing and recommending policies on academic honors, awards, grading, and standards. 2. Implementing regulations involving academic probation and dismissal. 3. Establishing procedures for the reinstatement of former students. 4. Considering all requests for exceptions to the established academic standards. <p>Although the existent charter for the Academic Standards Subcommittee includes representatives from the Administrative, Academic, and Student institutional bodies (e.g. <i>Associate Provost or designee, six faculty members—including representatives from the three colleges—, and one student</i>), its membership is not comprehensive enough to include representatives from those institutional offices closely involved with students’ records on their academic progress.</p>	Withdrawn

	<p>Network (ASN) (non-voting member)</p>	<p>The addition of a representative from the Registrar's Office and the Academic Success Network (ASN), respectively, would support the subcommittee charge by providing information on:</p> <ul style="list-style-type: none"><input type="checkbox"/> students' history/records on academic progress,<input type="checkbox"/> first-year students advising,<input type="checkbox"/> reports on student's number of contacts originated by the ASN,<input type="checkbox"/> reports on student's follow-up with tutoring and academic coaching services provided by the ASN,<input type="checkbox"/> monitoring reports on students on academic probation,<input type="checkbox"/> reports on student's response to mid-term warnings and academic recovery plans,<input type="checkbox"/> reports on exchange of information with students through Beacon,<input type="checkbox"/> etc. <p>The pieces of information outlined above comprise critical and discerning elements necessary to make a judicious examination of every student appeal, faculty request, or policy revision submitted to the Academic Standards subcommittee. Most importantly, this information will assist the committee's consideration of each request for a fair decision on each case, especially during deliberation of appeals on students' academic dismissal.</p>	
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V. Adjournment at 6:30

FACULTY CONCERNS COMMITTEE

Wednesday, March 14, 2018

Meeting Room: CCIT 245. Meeting Time: Wednesday March 14, 2018 4:00 pm π

- I. Call to Order**
- II. Approval of the Minutes of Wednesday, February 21, 2017.**
- III. Reports**
 - a. **Chair's Report.**
 - b. **University Chairs' Council.**
 - c. **Council of University System Faculty.**
 - d. **Promotion and Tenure / Permanent Status Subcommittee.**
 - e. **Faculty Development and Sabbatical / Professional Leave Subcommittee**
 - f. **Faculty Handbook Subcommittee.**
- IV. Old Business: Approval of the Minutes of December 13, 2017**
- V. New Business:**

FCC 18-06: Updating Evaluations Exceptions List to add NURS 495, NURS 694, & NURS 695

This proposal is to address the issue of faculty in the Department of Nursing exclusively teaching NURS 495 resulting in a lack of student evaluation of faculty (SEF) survey scores. It was observed during the current evaluation cycle that one faculty member in the Department of Nursing was not evaluated for the 2017 calendar year, which resulted in a lack of a SEF average.

To avoid this issue for current and future semesters and for other nursing courses that have not been surveyed in the past calendar year due to their practicum classification, the Department of Nursing requests that practicum courses be subjected to the SEF survey. The Department of Nursing requests to amend Rule 1 of the evaluations exception list to include the following courses:

- NURS 495 Population-Focused Nursing Practice Practicum
- NURS 694 Administration Practicum II
- NURS 695 Education Practicum II

Each of these courses requires 135 hours along with quizzes (NURS 495) and assignments. They are graded courses, not pass/fail at this time. There has been a proposal to change the graduate courses (NURS 694 & 695) to a pass/fail grading scale. In each of these courses students, complete a survey of their preceptor and the practicum site separate from the SEF survey. It is clear to the student that they have two surveys to complete and which individual is to be evaluated on each survey.

We appreciate your consideration on this issue.

Discussion of FCC 18-06: Updating Evaluations Exceptions List

Approved, all in favor.

FCC 18-07(H): Updating Faculty Handbook to assess advising

The Ad Hoc Faculty Evaluations II committee has been charged by the Chair of Faculty to add evaluations to the handbook. This follows a recommendation from Middle States. University of Maryland System policy indicates that advising must be assessed under the teaching category. Following that policy, the Ad Hoc Faculty Evaluations II committee has updated the description of the Faculty Role Model on page A-34 of the faculty handbook to include advising where appropriate. We suggest guidelines that departments may follow to develop their own criteria for assessing advising. Notably, advising should now be assessed as part of Instructional Design and Development as well as Teaching and Advising Performance and Feedback.

Discussion of FCC 18-07(H): Updating Faculty Handbook to assess advising

Approved with friendly amendments. All in favor.

Discussion of FCC 18-08(H): Add new attendance reporting policy to handbook

FSU is undergoing a financial aid audit from the US Department of Education. One issue uncovered is a lack of process or requirement to certify course attendance early in the semester. The Financial Aid Office needs to know if students receiving aid are attending courses so it can stop aid payments to students who have registered but are not attending. Failure to do this may be considered fraudulent. As instructors are situated to have the best knowledge of student attendance, the provost's office is asking faculty to assist in this matter. This proposal adds a requirement for faculty to certify attendance by the end of the add/drop period. The provost's office is developing a very simple process for doing so. These proposed policy changes were presented and passed unanimously at the March 9 meeting of the University Advisory Council.

This proposal also incorporates in the Class Attendance policy statements that long have been in the undergraduate catalog but are not in the policy.

Discussion of FCC 18-08(H): Add new attendance reporting policy to handbook

Approved, all in favor.

VI. Adjournment.

VII. Next meeting: April 11, 2018 - CCIT 245 at 4pm

GRADUATE COUNCIL
Monday, March 12, 2017

The Graduate Council (GC) met on Monday, March 12, 2018, 4:00 – 5:00 PM.

Present: Matt Ramspott, Sunshine Brosi, Natalia Buta, Nick DiMichele, Virginia Williams, Shoshanna Brassfield, Jamelyn Tobery-Nystrom (by phone), Jennifer Bishoff, Vickie Mazer, Jodi Ternent, David Zheng, Yan Bao, Doris Santamaria-Makang, Trina Redmond-Matz.

Excused: Kara Platt, Kristine McGee; Absent: Glenn Thompson, Eyad Youssef

Minutes recorded by: M. Ramspott (GC Secretary)

1. Call to Order

- Meeting was called to order by D. Zheng (GC Chair)

2. Approval of Minutes

- Approval of minutes from Feb 12, 2018. Motion to approve: Y. Bao, seconded by D. Zheng. Minutes approved by unanimous vote.

3. Reports

Graduate Services Report – V. Mazer

- Graduate Research Symposium is scheduled for May 8
- Heather Hurst is requesting involvement from faculty with respect to judging, etc.
- Enrollment update:
 - Applications are down overall, ED.D applications are down, MAT applications are down
 - Good news: The Nurse Practitioner program application numbers are strong.

4. Old Business: N/A

5. New Business

Physician Assistant Studies Program (Ms. Beth Smolko):

Proposal is available at U:\Graduate Council\Senate Items\2017-18\GC 17-13 PAProgram

In response to a growing state and national physician shortage, particularly in rural and medically underserved areas, Frostburg State University (FSU) is proposing a new 24-month, 117-credit hour Physician Assistant (PA) program which will award graduates a Master of Medical Science in Physician Assistant Studies. This new master's program will begin in summer 2019, following the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) provisional accreditation approval which is expected in March 2019. The PA program will be housed at the University System of Maryland Regional Education Center at Hagerstown (USMH) and is expected to admit 25 students each year in a cohort model.

In an effort to provide a curriculum which adequately prepares students with the relevant skills and knowledge necessary to meet the challenges of Physician Assistants and to meet the standards set forth by the accrediting body (ARC-PA), FSU is proposing a cohort model program encompassing 117 credit hours over a 24 month period. The program will begin in May, with year one (12 months) of didactic coursework followed by year two (12 months) of clinical site placement experience (SCPE). Each SCPE will be 4 weeks in duration. There will be 7 SCPEs in areas required by the ARC-PA standards and an additional 3 elective SCPEs to provide the student the opportunity for depth in the students' selected areas of practice. The curriculum for this program has been carefully planned to align with the program mission and the ARC-PA accreditation requirements.

Discussion:

- Ms. Beth Smolko and Dr. Scott Fritz (Associate Dean, CLAS) joined the meeting for this discussion.
- B. Smolko made a brief presentation of the proposal, noting that health care is the largest industry in Western Maryland
- Question from N. Buta: Where do you expect the students to come from?
 - B. Smolko: expecting 800 applicants for each cohort of 25. Hoping for 60% in-state applicants, 20% in the outlying 100 mile radius, and 20% from elsewhere. Holistic admissions process will give preference to local applicants
- Question from T. Redmond-Matz: What is included in the "didactic coursework"?
 - B. Smolko gave some details about the technical training requirements, breakdown of the coursework by semester. Seven mandatory and three elective rotations in specialty areas. This is a very intensive 2 year program.
- Further discussion around the rural/medically underserved area as a competitive angle for the program. (Only 2 other PA programs in Maryland, neither is focused on rural medicine)
- Further discussion about the renovation and build out of the facility in Hagerstown and connection with program partner Meritus Health
- D. Santamaria-Makang: Advised to make a clear argument in the MHEC proposal with respect to continued support after the initial grants used for facility development have expired.
 - B. Smolko: Discussed the cost-savings of outfitting a cadaver lab with virtual technology
- Further discussion about issues surrounding the differences between this proposed program and other Frostburg programs. Students in the PA program will be subject to very high expectations. The program will have to be monitored very carefully with respect to student success in order to

maintain accreditation. D. Zheng: what if a student fail a course? B. Smolko: we will make all the efforts to assure the students will be successful.

- Discussion of the next steps for the proposal, the timing and logistics of the accreditation process.
- J. Ternent offered some editorial corrections needed in the proposal documents:
 - Need to correct the language about a BS in Health Science, which is incorrect
 - Prerequisites are currently listed by titles only without course numbers – this needs corrected

Motion to Approve: S. Brosi; Seconded by J. Bishoff.

Proposal was Approved with one abstention (T. Redmond-Matz).

MBA Program 2018-2020 Catalog Changes (Dr. Yan Bao) (around 4:20PM):

Proposal is available at U:\Graduate Council\Senate Items\2017-18\GC 17-14 MBA_AdmReq

In an effort for continuous improvement in the MBA program to stay in line with our peer institutions, the College of Business is seeking to revise the admission requirements, especially the GMAT waiver standards, to gain competitive advantage in the fast-changing MBA market. To accomplish this goal the following changes will be made:

1. Change the minimum GMAT from 450 to 400;
2. Delete the stipulations of the formula which involves the GMAT score and GPA;
3. GMAT waiver policy changes: 1) GPA of 3.25 or higher with no work experience; 2) GPA of 3.0 or higher with three years of work experience; 3) GPA of 2.75 or higher with five years of work experience.

Please note all above changes will also be applied to the Combined BS in Accounting/MBA Option.

Discussion:

- Y. Bao offered a presentation of the proposal and the rationale for making the changes to the admission requirements
- Question from N. Buta: What constitutes “work experience”? Y.Bao: This refers to management experience, (not just cashiering, for example).
- Question from N. Buta: Do these changes present any issues with accreditation? Y.Bao: No.

Motion to approve: N. Buta; Seconded by J. Bishoff.

Proposal was Approved with one abstention (N. DiMichele).

6. Other New Business: N/A

7. Adjournment at 4:40 PM

Respectfully submitted by

David Zheng

INSTITUTIONAL PRIORITIES AND RESOURCES COMMITTEE

March 12, 2018

Gira Center 155

In attendance: Michael Flinn, Greg Wood, Erica Kennedy, Michael Monahan, Phil Allen, Ben Norris, Sherri Sheetz, Denise Murphy, Phil Allen, Rebekah Taylor, Diane Blankenship, Randall Lowe

Dr. Throop, Dr. Fritz, Syndney Duncan, Vickie Mazer, Beth Smolko

4:00P - CALL TO ORDER, WELCOME, INTRODUCTIONS

CHAIR'S COMMENTS

There is still a lot of talk about new a workload policy. Rebecca will give us an overview of the latest discussions. While I think that things are getting better, we must remain vigilant of the changes and ensure that we are deliberate with our actions.

I keep hearing people talk about morale issues on campus. I attempt to educate individuals that, from what I gather, this isn't an issue always driven by money. We have had discussions in IPR about this topic, can we gather more talking points about this issue?

Items that have been brought to my attention recently: administrator accountability, cost of new programs, program review for underperforming program. What is on your mind? I'll try to slip any concerns into the field of view of the administrators. Discussion must have a starting point.

OLD BUSINESS

none

NEW BUSINESS

Reports

Report from PACIE representative, Greg Wood

The most significant development is that we are starting the use of the new red, yellow, green assessment program. We are working through process like we did last year.

Additional discussion found on the IPR minute of March 2018

Report from Faculty Workload Subcommittee, Rebekah Taylor Long term, we are moving to a student credit hour policy of calculating workload. In the short term, we are using the “Murtagh proposal” while we work out what we are going to be doing long term.

Additional discussion found on the IPR minute of March 2018

Proposals

Minor in Creative Writing: Department of English

Vote Required: motion passes unanimous

Discussion

Sydney Duncan: The proposed minor doesn’t need any additional faculty, doesn’t need anything besides putting minor on the books.

RT—Is there any indication of students coming from anywhere else besides theater?

SD—There have been many people from Communication interested, and many students outside of English are interested in the minor.

Master of Medical Science in Physician Assistant Studies

Supporting Faculty: Beth Smolko

Supporting Administrator: Vickie Mazer

Smolko: This is program will bring PA’s into this region, which is under-served. There may seem like a large number of credits involved in this program, but this field does not offer a doctoral degree. You can’t cut out classes as it is based on a medical model. Students are in seats from 8am to 5pm. We have patients to give feedback to students. We also have a year of clinical rotations before going to accreditation. Students can also learn specialty (such as dermatology) We want to have opportunities in rural health.—Vicki Mazer introduced her to Tri-state—looking into focusing on rural communities.

Vote Required: motion passes unanimous

Selected Discussion Points

DB—This program involves taking over a building in Hagerstown? This is a Systems' resource and not Frostburg?

Smolko—That space is being donated, and then the space is being renovated. USMH got matching funds to help purchase items relating to the program.

MM—There is a huge need, but how do you know you have the customers?

Smolko—This won't be a problem. There are 800-1000 applicants for programs that take 36 students. We need to make sure students from this area are able to get through this gate.

MM—If this is a good business model, why aren't more people doing it?

Response—It took us 5 years to get into the queue. These are lucrative programs. The accrediting body wants to make sure that they will have quality programs. We are in the queue for this state.

Smolko—Students have tried to creep into this area too. We hope to keep students in the area.

BN—On page 19, it states that costs will be reallocated from PINS. What are the reallocated funds and why are they not in the table?

Mazer—Reallocation usually happens within the department, not always from elsewhere. Reallocation is something we are continuing to talk about. There is new spending associated with this program.

BN—Where is the million dollars coming from?

Denise—Coming from the university?

Throop—Part of not filling PIN positions is accounting for this.

Mazer—We can't receive money from grants until we receive accreditation. There is no doubt about the up front cost.

BN—But can we afford this up front?

Denise—Enhancement funds are a possibility. The state wants to see our commitment first, but then the state will contribute. Are some of the faculty going to help with the nursing?

Smolko—This hasn't been formalized.

Throop—This has been in planning process with commitment from the state for 5 years.

BN—If it's been planned for, why hasn't it been planned for financially?

Mazzur—Since this is new program that will cost money up front, we need to look at long term effects--\$700,000 revenue per year potentially goes into the university.

We don't have to pay for facility, don't need to pay for anatomy lab, and hopefully enhancement money will hopefully go through.

Throop—The community is very supportive of this. We are at a million in terms of fundraising for this program in Hagerstown. The money is being raised mostly for scholarships, but we are also asking for money from county commissioners.

Denise—We have reallocated already for 2018, so it was planned for in terms of 2019.

PA—If there are a lot of other students in this area, will market tap out?

Smolko—At the point where we are ready to go, there is a five year waiting for new programs.

Throop—We will be collaborating with UMB and Towson—will be a shared tele-medicine class.

PA—Are other schools going to kick in terms of funding?

Smolko—We have put in grant for tele-medicine. We have funding and it's not as expensive as it might seem.

Throop—There is a range of prices for the technology.

Smolko—Each school would just have a couple of access points for equipment.

MF—In terms of the library resources—Randy—is that within your budget?

Randy—We appreciate talking with provost. If we can't attain the funds, it would negatively affect other programs. The library doesn't receive new funding for new programs—if budget isn't covered, we would have to make significant cuts.

MF—Would the provost be willing to attach letter affirming funds for the library resources?

Throop—Yes, a letter can be provided. ---As it gets successful, this will pay for itself.

Additional discussion found in IPR minutes

Option in Music Education

Supporting Faculty: Brent Weber and James Reddan

This proposal was discussed via email as there was a glitch with the way in which it was submitted. IPR agreed to allow the proposal to be reviewed via email. The committee was given one week to review the proposal and ask questions. Everyone reported they review the proposal and submitted their vote via email to mflinn.

Vote Required: motion passes unanimous

5:26—Moved to adjourn

Dr. Michael B. Flinn
IPR Chair – 2017/18
Computer Science & Information Technologies
Frostburg State University
Frostburg, MD 21532

COUNCIL OF UNIVERSITY SYSTEM FACULTY



COUNCIL *of* UNIVERSITY
SYSTEM FACULTY

CUSF Report from March 26, 2018 Meeting at University of Maryland, Baltimore

- Welcome and brief history of the University of Maryland, Baltimore (UMB) was given by Dr. Isabel Rambob. Chair of UMB Faculty Senate, Michael Woolley, discussed the state of shared governance on the UMB campus supported with a PowerPoint presentation and included the President's support for improved communication and shared governance. Dr. Rambob introduced the President of UMB Dr. Jay Perman. Dr. Perman discussed shared governance and his role of leadership within the University System as well as research into healthcare career and workforce initiatives to better serve the students and review cost-saving measures for programs. The research will focus on improving efficiency and accessibility to programs (offerings at various locations) and enhancing diversity for various healthcare majors. Discussions also included simulation and cost effectiveness for a multitude of healthcare programs.
- Senior Vice Chancellor for Academic and Student Affairs, Joann Boughman offered a brief overview of important legislative matters that are related to the System and other institutions of higher education in the state of Maryland. Examples include the Community Colleges initiative to offer Bachelor's degrees for certain majors within their institutions, and the sexual assault bill that would require training time for faculty members. Mrs. Boughman, Patrick Hogan, and Andy Clark have been working on these bills and have testified before Congress. Mrs. Boughman concluded her remarks with a reminder to the CUSF representatives regarding the Symposium on April 16, 2018 "Diversifying the Faculty" and noted that Deans and Provosts as well as other faculty have been invited to attend.
- Dr. Robert Kauffman introduced Dr. MJ Bishop, Director for the USM Kirwan Center for Academic Innovation. Dr. Bishop spoke on the issues of academic integrity and success with the open educational resources (OERs). Dr. Bishop applauded efforts by the CUSF Education Policy committee, led by Dr. Elizabeth Brunn on bringing the severity of academic integrity to the forefront. A discussion among the CUSF representatives regarding academic misconduct further supports the need for research and action. Dr. Bishop will continue working on this issue

and will collaborate efforts with the International Center for Academic Integrity to develop a focused approach to this issue. On the topic of OERs, Dr. Bishop highlighted the success of the initiative within the University System and encouraged CUSF members to share approaches with other faculty to develop OERs for their courses. Dr. Bishop will speak to CUSF again during the fall meetings to discuss updates to the Academic Misconduct issue and further discuss OER's.

- Elections for the Chair and Vice Chair were held. Secretary and At-Large elections will be held at the April CUSF meeting scheduled for April 18, 2018 at University of Maryland, Baltimore County (UMBC).
- CUSF representatives engaged in group activities:
 - Dr. Kelly Rock and Dr. Ronna Schrum, Educational Policy Committee (topic of academic dishonesty continued and focus on consistent policy).

Adjourned at 1:54 pm

Respectfully submitted,

Dr. Ronna Schrum, DNP, RN, CRNP, CUSF Representative

FACULTY SENATE MINUTES

Wednesday, March 7, 2018

4:00 PM

397 Gira CCIT

Present: A. Bena, D. Blankenship, T. Bogart, S. Brassfield, S. Brill, J. Browne, N. Buta, S. Duncan, J. Dunmyre, J. Durst, T. English, D. Filer, M. Flinn, S. Henry, E. Kennedy, H. Li, J. Lombardi, R. Lowe, M. Michael, M. Monahan, R. Nowaczyk, B. Norris, M. Ramspott, K. Rock, R. Schrum, J. Shore, G. Snelson, T. Sigerstad, E. Throop, N. Tootoonchi, G. Wood, D. Zheng

Not Present: P. Allen, S. Brosi, J. Odone

The meeting was called to order at 4:02 p.m. by B. Norris.

VII. APPROVAL OF THE MINUTES

Faculty Senate Minutes of February 14, 2017 (Separate Blue Packet)

The minutes were approved with two minor corrections from Dr. Throop.

VIII. ANNOUNCEMENTS

C. Future Faculty Senate Meetings (4:00 PM in 397 Gira CCIT)

Wednesday, April 4, 2018

Wednesday, May 2, 2018

D. Future Faculty Assembly Meetings

April/May Faculty Assembly: End of Year Reporting, TBA

The Chair reminded faculty that the call for Senate nominations will be coming at the end of March.

IX. REPORTS & INFORMATION

J. [Chair's Report \(pages 21-22\)](#)

K. [Academic Affairs Committee \(AAC\) Report \(pages 22-26\)](#)

L. [Faculty Concerns Committee \(FCC\) Report \(pages 27 – 35\)](#)

M. [Graduate Council \(GC\) Report \(pages 36-39\)](#)

N. [Institutional Priorities & Resources Committee \(IPR\) Report \(pages 40-46\)](#)

O. [Council of University System Faculty \(CUSF\) Report \(pages 46-47\)](#)

P. President's Report (oral)

Enrollments: Chairs have access to the enrollment data. Enrollments are up 4% from where they were last year at this time. The President's goal is to have the same enrollments as two years ago (currently 316-317, up 17 students from last year, looking at Fall 2016 comparatively). There are more transfers than traditional 18-year-olds. Departments can see what their numbers are as well. The President will meet with the Chancellor on March 8 to discuss enrollment figures. His approach is to evaluate the systems currently in place; are they hurting or helping? There are areas that need improvement and some changes have been made in recruitment strategies. One example involves scholarships for transfer students being made less restrictive. Another example is adjusting the range of SAT scores that qualify students for certain scholarships, since SAT scores have been proven to not be as accurate an indicator of academic success as high school GPA. The biggest issue is affordability and financial aid for students. The Middle States warning hurt enrollments as well. The Target X software, which facilitates texting as a way of contacting potential students, has helped recruitment efforts, as has the development of an entirely online application process.

Question: Is the new requirement for students to live on-campus going to hurt enrollment?

RN: We are looking into that, but most schools have a similar requirement. What hurts retention more is having first-year students living off-campus.

Tom Bowling: Currently, there are very few first time students living off-campus, no more than 10. There will be exemptions for local students, those whose parents have bought houses for their children to live in while they attend college, those who want to live with older siblings, etc. What's dangerous are the unrecognized or underground social organizations, I hesitate to call them fraternities or sororities, that attempt to recruit students living off-campus.

Searches: There are two candidates for the Vice President of Regional Development and Engagement. Open meetings have been held on campus and within the community for those candidates during their campus visits. The search committee will meet next week to discuss them. The search for the Vice President of Administration and Finance is ongoing. The Provost reminded everyone that the funding for the position of Vice President of Regional Development and Engagement is coming directly from the governor's office and is new money, not money from our current budget. Kathy Snyder is retiring at the end of June and a search will take place for a Chief Human Resources Officer to report to the Vice President of Administration and Finance. The ad has not yet been written but will be slated to start in FY19.

Budget: The budget is in a little better shape than initially anticipated. The President hopes that the Reserve Fund will not need to be used to cover shortfalls. If there is anything left at the end of the year, it will be used to prepay some costs for next year's budget to keep costs down in FY19. The President is working on a new budgeting model with an emphasis on fairness.

Faculty Workload, Credit Hours, Salaries, Etc.: The President has read through the notes from Faculty Assembly. He also met with two of the three Deans and the Provost to discuss workload issues. There are discrepancies among the colleges. The Provost was asked to work on these anomalies. The feeling is that faculty members should not be rewarded more or penalized more depending on their college. The President also clarified that workload and credit hours are separate issues. Administration is also reviewing faculty salary data, noting discrepancies among rank and years of service, and comparing FSU data with other public comprehensive universities.

Athletics: Senator Edwards asked the President to look into NCAA Division II Athletics. The first step will be to conduct a feasibility study, which is slated to begin in May. In a separate but related opportunity, President Nowaczyk and the Athletics Director, Troy Dell, were also invited to meet with the director of the Mountain East Conference, which is the conference closest geographically to FSU. The conference director indicated his interest in FSU joining and expressed that the conference has been experiencing changes which might be favorable to FSU. Potential membership would not occur until Fall 2019 if the decision is made to leave Division III. Currently, FSU remains a member of the Division III Capitol

Athletic Conference, which has been losing membership in recent weeks. Private institutions feel they cannot compete with public institutions, which has led to Wesley College and Marymount University announcing their withdrawal from the CAC and membership in a new league. The feasibility study will cost approximately \$5,000, will be paid for with athletics funds, and will be conducted by Strategic Edge Athletic Consultants. It is not a simple process, and the overall result may be that FSU is not prepared for Division II athletics. The President and the Athletic Director are also interested in the student experience and student input will be considered. There is some concern that men's lacrosse is not currently represented in the Mountain East Conference for Division II, though there are opportunities in other conferences. Moving to Division II may also provide recruitment opportunities for FSU, as currently Bowie is the only Division II school in Maryland. Students interested in playing Division II sports must go to Bowie or leave the state. Additionally, all schools in the Mountain East Conference have television broadcast time, which would increase FSU's profile. Ralph Brewer is serving on the committee that is reviewing the potential change in athletics membership.

Question: Will faculty, staff, and students be able to vote on this?

RN: We will share the numbers and reports with the campus community. We appreciate recommendations from those interested in this issue. There is a lot to consider, including that the process for switching conferences includes a three-year probationary period in which we wouldn't be able to play in championships. We would also be the largest school in the Mountain East Conference. I also saw the report on graduate assistants in the Athletics Department and we'll be looking at that as well.

Strategic Planning: The President shared a document entitled "Overview: The Planning Process" with all present at the meeting. There was discussion regarding the action items on pages 5-7 of the document. The President announced that the Vice Presidents would be hosting listening sessions in the coming weeks to develop the specifics of the action items included in the strategic plan. Several potential areas for development include advising, internships, etc. The goals of the strategic plan have not changed, and many of the action items have been shared previously and should not be a surprise. Vice Presidents will also respond to action items that arose from discussions in the fall semester. A new webpage for the strategic plan will also be available soon with more detail on the planning process, themes, and goals.

Question: What does number 9 in the action items mean? [*from the document: "9. Faculty have developed up to three prominent areas of academic focus that address student, societal, and workforce demand consistent with FSU's mission."*]

RN: It refers to FSU having a focus, like UMBC has a focus on STEM programs. We need focal areas and that is for faculty to decide. We've heard this before, we've already done a lot of work in the areas of healthcare, sustainability, cyber security, etc. but it's up to faculty to hone in on three focal points for the university. Three is a good number; we can't do everything and we also need to be considering what the workforce requirements look like in

the state when making decisions about which areas to focus on. I would like to thank Tom for his efforts in this. PACIE is looking at the effects of social media and we have some metrics on this in terms of hits and geolocation targets. We'll report on what's there. Sudhir is also working with Garrett and Allegany Counties on market analysis for what jobs are needed in this region. IBM is looking to hire 100 people, Northrup Grumman is looking to hire 200 engineers, but there's a lack of appropriate housing here, which is out of our control and the region needs to address that.

Other Updates: The President would like all faculty to have access to Heliocampus but there is a licensing issue. Chairs have access, if faculty are interested in seeing the enrollment data. Some IPEDS data and other national data is available and helpful to use for comparison to peer institutions. The President is pleased with the progress on Middle States and is working to get the strategic planning components on the website. Banners with the four goals have been hung up and a cost estimate will be done to see if it would be possible to have banners in all the buildings. The university continues to push advertising. Ads for FSU are now appearing at bus stops in other parts of the state and on billboards. There are some healthcare related billboards across town and ads have been placed in the Cumberland Times-News as well. The marketing push is two-fold; it's not just for recruitment, many potential students probably won't see ads in the newspaper or pay attention to billboards, but it makes alumni and friends of the university feel good to see FSU being marketed more broadly. President Nowaczyk has been asked why FSU doesn't have an ad in BWI like all the other Maryland institutions, or in Union Station where Westchester University has a significant number of ads, but he has to consider if that is the best way to spend university funds and look at the data on what kinds of students are potentially being recruited from those types of marketing efforts.

Q. Provost's Report (oral)

Advising: The Provost is working with a group of ten faculty members who were identified by their deans as "super advisors". The group has been meeting regularly to discuss issues related to advising and to determine both strengths and limitations. The group is reviewing professional literature and data to determine what makes a good advising program and a good advisor. By the end of the academic year, they hope to have outlines for a Frostburg model which will include best practices and examples of situations and actions to avoid. Anyone with a "frostburg.edu" email account currently has access to an extensive library of information, including articles, webinars, etc. on issues in higher education. This library is called "Academic Impressions" and is available online. There is a lot of valuable information regarding 21st advising practices. The Provost will be sharing some articles and encourages faculty to take a look at the site. A question has been brought forth regarding the piloting of professional advisors in all three colleges, maybe involving a graduate assistant as well as a full-time staff person which would help faculty to be able to focus on more career-oriented advising versus scheduling. This is on the radar of the advising group. Additionally, the university is in the process of applying for a project through the Gardner Institute and

NACADA to be involved in the Excellence in Academic Advising Project. (Please refer to New Business for additional details on the project.) The application is being finalized and notification of acceptance to the project would occur in June. A task force was put together that includes Jay Hegeman, faculty, staff, and a student representative to have campus-wide discussions on appropriate advising. The President and the Executive Committee would like the faculty's endorsement for this effort.

Graduate Assistants: A small ad-hoc group has been put together to look into GA distribution as well as other issues, like does having a GA in this particular area make sense, is it what's best for the student, is graduate assistantship connected to the course of study, and what are the needs for GA positions. The group will report back to Graduate Council.

Community College Initiatives: The Provost continues to work on full articulation agreements with community colleges and technical schools. Blue Ridge Technical Community College was just signed thanks to the Computer Science program faculty. If individual departments have relationships with feeder schools, those can be formalized through articulation agreements to make the transfer more seamless for students. Staff are currently evaluating course catalogs for additional schools in West Virginia and Pennsylvania to see if there are comparable courses that could potentially transfer. The department chairs have been asked to weigh in. Once that is completed, the Provost will work on MOU's. Allegany College of Maryland will be first, then Garrett, Eastern West Virginia, Hagerstown, Frederick, etc. The Provost has a meeting scheduled with Montgomery and has already met with Prince George's. She also hopes to engage with Anne Arundel, Somerset, and Bedford. By the end of the 2018 calendar year, she hopes to have full articulation agreements with all of those institutions. The Provost mentioned that community colleges are also trying to create their own bachelor's degrees, which is a direct threat to four-year educational institutions like us. A bill is about to go to the legislature restricting the community colleges from this action. Dr. Throop is on MHEC and a system working group that has been discussing this issue. This has already taken place in Illinois and has negatively affected four-year colleges and universities. Currently it's very limited in Maryland, for example Montgomery has a bachelor's program for aviation.

Tom Sigerstad: What is the difference between a full articulation agreement and the current agreements that are in place?

ET: A full articulation agreements includes every course, if the course is similar enough to ours, then it transfers and students don't have to worry. Specific programs have issues right now, and our system is antiquated.

John Lombardi: How often is the need for revisiting those articulation agreements? Our sister program at ACM has changed the name of their program and courses so it looks like different classes now.

ET: That's exactly the problem and the department chair should have been notified. If you are aware of situations like that, please bring it to my attention. We can do workarounds but we really want the process to be as seamless as possible.

Undergraduate Research Symposium: The CLAS undergraduate research symposium will be held on the first Friday in April and is being coordinated by Karen Keller. Karen has asked that the symposium be expanded to include the entire university next year, which the Provost supports. The College of Business and the College of Education have both indicated a strong interest in participating, as have programs that are not necessarily attached to any particular college.

Question: Will there be a permanent budget for this event? Currently, there isn't one.

ET: We're working on that, especially if the event is held at the university level. There's not a lot of money, but enough to run the event.

Assessment: John Bowman is representing the Provost at the GEP Review Committee and assessment is continuing.

Workload: The Provost met with the CLAS chairs to discuss the current issues with workload. There is no proposal currently, but she is also working with the Faculty Workload Subcommittee and IPR. Discussions have been productive and she has reviewed the report from Faculty Assembly of comments and concerns. It is critical to discern what specific problem is needing to be solved before changing policy. The USM is moving away from workload unit, which is not a useful way to discuss what faculty do, particularly with outside audiences like the general public and legislators, so they are moving to a metric of credit hours which equates to graduation progress. If an institution can report that 28 credits are being completed each academic year per student on average, those students are probably on track to graduate in four years. There will be exceptions. UMUC will never have that metric because most of their programs are part-time. Due to the requirements of the Nursing program, ours would probably be more like 26. These are just metrics, there is no punishment or reward attached. This is a way to communicate the work being done and how students are learning and how they progress toward graduation. It seems the right time to discuss student credit hours in conjunction with workload, though they are separate issues. Nothing will change as far as the work that faculty are doing, it will just be calculated using a different metric. There is also a fair amount of inequity in some departments and using this metric is a way for department chairs to address that inequity. The Dean of the College of Liberal Arts and Sciences is very experienced in the pitfalls and pathways of these issues having experienced it at Indiana University Northwestern. Using this metric will help the university to tell its story a little better and FSU can be a model for the system. One of the points in the report from Faculty Assembly is about the use of evidence-based decision-making. The student credit hour model is evidence-based. It will help to determine which programs and courses students are flocking to and help with budgeting, PIN requests, and a number of other related issues. Currently the student credit hour model is in the conceptual stage, no decisions have been made, no policies have been drafted, and any decision made would be in conjunction with the Faculty Workload Subcommittee.

Shoshana Brassfield: If there is no imminent proposal to change our workload requirements to be student credit hour-based, are the corrections to the current workload policy on the table to be approved? It seems like clarifications needs to be made because people are being paid incorrectly and the banking proposal would save the university money if faculty could bank instead of teaching more and being paid an overload.

ET: In principle, we can talk about it, but it can't go year to year. We can absolutely have a parallel discussion, but again there is no recommendation or policy yet from the Faculty Workload Subcommittee.

SB: My understanding is that the policy was proposed, passed by Senate, and then denied.

RN: The policy that was passed by the Senate had inconsistencies among the colleges that were cause for concern. We want to look at student credit hours, by department especially, and particularly when determining PIN's for departments. These are high level issues that have to be addressed. Personally, I am okay with banking from one semester to another. I'm also okay with doing a 15 and 9 load instead of 12 and 12. I support flexibility. We're having good discussions about these issues. We also need to look at how many credits we give for independent studies, student teaching, and studios. It varies among the colleges.

SB: So the ball is in the court of the Faculty Workload Subcommittee?

ET: No, it's a collaborative effort.

RN: Let's take care of the low hanging fruit first. We want to make sure there is consistency across the university and among the three colleges. Faculty should be compensated equitably and not depending on which department or which college they're in. We need to have a discussion about these inconsistencies and then find a resolution to make it work. The student credit hour issue is a separate issue, but it is helpful for me to know when we need another faculty member in a particular department. Are you replacing someone because you've always had that position, or have numbers been going up? What are peers in other institutions teaching? Are faculty teaching more than they should be? We have situations now where this is happening. It will be a range, and the range might be 10-17 and as long as you're in the range then you're fine, but having this information helps the Provost and I discuss department vacancies. At the other end of the spectrum, if you're not in the range, then why do you need the PIN? At the same time, we don't want faculty worrying that if a faculty member resigns or retires the department won't be allowed to keep the PIN. There are currently about 80 empty PINS and we don't have money to put into PINS. We are using that money to cover the costs of the university. We're not short on PINS, we still have them, but they remain unfilled for budgetary reasons. The state keeps looking at all these vacant PINS. Summer school makes some money but we might have to use reserve funds to cover operating costs. Also, contracts don't make sense among the different departments. We need to clarify and fix this before changing the policy.

Sara Beth Bittinger: We are happy to share the discrepancies with you all, we are a joint community, but the policy doesn't match the numbers. I'm happy to provide a calculator, but we need a clear policy.

RN: I'd like a clear policy in place for fall.

BN: The policy proposal that came through Senate last year was an effort to repair structural issues brought to the Faculty Workload Subcommittee by Sara Beth. Part of what that

proposal was included a policy that shouldn't be interpreted differently by different chairs, colleges, administrative assistants, etc. There were no references to departments specifically.

Marc Michael: Your predecessor referred to this as guidelines, that might be one reason for the confusion. Can we get that presentation added to the agenda for the Senate meeting in April?

BN: If Sara Beth will do it.

ET: We encourage constituents to come forward when I have office hours. The President made the suggestion and I will follow up on it. I want to know what faculty are thinking about this or about anything else. Listening sessions are being scheduled in 2-3 weeks. You can drop in and drop out, but if you're concerned, I want to hear what everyone has to say.

Greg Wood: The Faculty Workload Subcommittee has been charged with working on this and if it has the potential to be as significant as it is, then is the subcommittee big enough and inclusive enough of the subsections of campus?

BN: The subcommittee has four elected faculty members, 2 from CLAS, 1 from COE, and 1 from COB. Justin, Mike, and I are ex-officio on it as well. Whether it needs more faculty and a broader representation of the university is a discussion for IPR as its parent committee.

ET: Certainly, we need to do some clean-up. If we get to actual policy proposal, we need to beta test it. We will need to have open sessions before moving forward on anything concrete.

R. Questions

X. OLD BUSINESS

Supporting Documents for all proposals can be found on the Faculty Senate SharePoint site at: <https://frostburg.sharepoint.com/sites/facultysenate/> (valid FSU login required)

VOTE REQUIRED: AAC 17-38 - PASSED

Summary Proposal	Rationale
<p>The Department of Music requests the following:</p> <ol style="list-style-type: none"> 1. Modify the Program Requirements for Music Major and Music Minor: <ol style="list-style-type: none"> a. Remove MUSC 415 (Piano Proficiency Exam, 0 cr.) from the list of Core Requirements b. Remove MUSA 101 (Student Recital Attendance 4/3.5 cr.) from the list of Core Requirements c. Remove MUSC 117 from the list of Core requirements 2. Modify the Requirements for the Teaching Certification Option: <ol style="list-style-type: none"> a. In Core Courses adjust total credits to 48 b. Change MUSC 352 to MUSC 452 and MUSC 353 to MUSC 453 c. Add MUSC 552, Choral Music Methods K12, and MUSC 553, Instrumental Music Methods K12 3. Modify the Program Requirements for the Instrumental Performance track: <ol style="list-style-type: none"> a. Adjust Supplementary Requirements from eight to three credits b. Remove MUSA 104, 105 and MUSC 340 from Supplementary Requirements list c. Add MUSC 319 to Supplementary Requirements list d. Adjust Other requirements credits requirement from seven to eleven credits e. Add MUSC 401 Post Tonal Analysis to Other Requirements (required) list f. Remove MUSC 358, MUSC 410, and MUSC 407 from the 	<ol style="list-style-type: none"> 1. According to the 0-credit course policy, MUSC 415, Piano Proficiency Exam will be deleted from the Core requirements of all music majors. All music students will still be required to complete the Piano Proficiency Exam and subsequently placed into groups. The catalog should still reflect the requirement. The removal of MUSA 101 Student Recital Attendance has already been approved through governance but was not deleted from the catalog in Fall of 2016. To ensure a sequential nature of MUSC 110 to the music history sequence we request MUSC 117 to be removed from the list of Music History and Literature courses. 2. The total credits must change to 48, due to the increase of Aural Musicianship credits and removal of Student Recital Attendance. MUSC 352, and MUSC 353 have moved to the 400 level and Graduate level courses, MUSC 552, and MUSC 553 created to the proposed of the 4+1 BS/MAT degree. 3. Modifications to the instrumental performance track rebalance the areas of study and remove elective courses so they may be offered less frequently. These changes also will help equalize requirements in the Vocal Performance Concentration and aide in the university's efforts for increased efficiencies in course offerings. A completed minor or 15 credits outside of the major is currently a requirement in PAWS but is not listed in the 2017-2018 catalog. 4. President Nowaczyk charged the Music Department to redesign the Music Industry Track to better serve the needs of our students and prepare them for the workforce. We are removing credits from the track to achieve efficiencies. MUSC 365, Computer Music will be resurrected to give the students more experience with new technologies and software. MUSC 494, Music Industry Practicum is an experiential course that will provide hands-on experience putting their skills to practice in Music Department events. Rather than specialize in either Business Administration or Mass Communication, Music Industry students will gain a broader understanding with the new list of courses outside of the major. 5. Electives MUSC 214 Jazz Theory & Analysis, MUSC 311 Jazz History and MUSC 410 Conducting II will be removed to help achieve greater efficiencies by offering some of the courses less often. The addition of the ensembles was an oversight when the track was originally created. Students should have the option to participate in University Chorale (MUSC 319), Guitar Ensemble (MUSC 336) and Vocal Jazz Ensemble (MUSC 370) as Music Studies major. Completed a minor or 15 credits outside of the major has been a requirement since the inception of the track but was not listed in the catalog.

<p>list of Other Requirements (select five hours)</p> <p>g. <i>Adjust And select four hours from to and select five hours from</i></p> <p>h. <i>Add Complete a minor of the student's choosing or a minimum of at least 15 credits outside of the music major.</i></p> <p>4. Modify the Program Requirements for Summary for Requirements for the Music Industry Concentration</p> <p>a. In Core Courses adjust total credits to 48</p> <p>b. Adjust total amount of credits in Advanced Course to 18-21 hours</p> <p>c. Remove MUSC 310, MCOM 465, and MUSC 492 from Advanced Courses list</p> <p>d. Add MUSC 356 Computer Music Technologies, and MUSC 494 Music Industry practicum From Advance Courses list</p> <p>e. <i>Add (MUSC 494: 3 hours must be begun after Sophomore Evaluation is completed prior taking MUSC 495)</i></p> <p>f. Adjust total credits to 15-18 in Courses Required in Other Departments list</p> <p>g. Adjust total credits from Courses Required in Other departments to 15-18</p> <p>h. Add the following list of courses: BUAD 100, ECON 200, MKTG 361, COSC 120, MCOM 213, MCOM 313, MCOM 465, and RECR 384 to Courses Required in Other departments list</p> <p>5. Modify the Program Requirements for Summary for Requirements for the Music Studies Track</p>	<p>6. Modifications to the Vocal Performance Concentration aim to help equalize requirements in the Instrumental Performance Track. To streamline the course offerings so that they are relevant to students in this track.</p> <p>7. MUSC 102, Tonal Analysis I, will be replaced with MUSC 169, Music Theory for Musical Theatre to better serve the specific need of students in the minor. MUSA 125 and 325, Private Instruction: Musical Theatre Voice will be focused on repertoire from musical theatre, and help student prepare using a more specific pedagogic approach with more appropriate repertoire.</p> <p>8. Currently student pursuing the Jazz Studies Minor can receive credit for any type of private instruction. This change will specify Private Instruction: Jazz (MUSA 122 and 362) for the lesson requirement. Students have been already taking private instruction in Jazz, this will clarify the requirement. The removal of both improvisation courses is based on keeping the minor at 24 credits (MHEC regulation.)</p>
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<ul style="list-style-type: none"> a Remove MUSC 214, MUSC 311 and MUSC 410 from the Supplementary Requirements list b Add MUSC 319, MUSC 336, MUSC 370 to the Supplementary Ensemble Requirements list. c Add <i>Complete a minor of the student's choosing or a minimum of at least 15 credits outside of the music major.</i> <p>6. Modify the Program Requirements for the Vocal Performance Concentration</p> <ul style="list-style-type: none"> a. Create <i>Select 2 hours from</i> list with MUSC 346 (move from required list), MUSC 305, MUSC 356 and MUSC 499 <p>7. Modify the Program Requirements in the Musical Theatre Minor</p> <ul style="list-style-type: none"> a. Remove MUSC 102 and MUSA 116 and 365 from Music Courses list b. Add MUSC 169, Music Theory for Musical Theatre and MUSA 125 and 325 Private instruction for Musical Theatre. <p>8. Modify the Program Requirements for the Jazz Studies Minor</p> <ul style="list-style-type: none"> a. Remove MUSA 116-123 <i>and/or</i> MUSA 356-363 from Private Instruction list b. Add MUSA 122 and MUSA 362 to Private Instruction list c. Remove Beginning and Advanced Improvisation from Music courses list. 	
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VOTE REQUIRED: AAC 17-41 - PASSED

Summary Proposal	Rationale
The Department of Educational Professions requests the following:	1. MSDE is now requiring only one (1) Content Area Literacy course at the initial certification level instead of two (2).

<ol style="list-style-type: none"> 1. Elimination of REED 418 2. Eliminate EDUC 406 and replace with EDUC 422. This is an increase from 2 credits to 3 credits 3. Renumber REED 317 to REED 417 	<ol style="list-style-type: none"> 2. Changes in program exit requirements for all initial certification programs predicated this change, as all programs transition to the Educative Teacher Performance Assessment (EdTPA). With the increased demands of the course, it is imperative that it be 3 credits. 3. By renumbering this course, the course can be cross listed with REED 517, which is a requirement in the MAT program. Students at the undergraduate and graduate levels (MAT only) can both enroll in this course, as each are initial certification programs and use the exact same syllabus.
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VOTE REQUIRED: FCC 18-01 – PASSED
EMERITUS NOMINATION FOR DR. DANIEL MIZAK

The Department of Economics wishes to have its distinguished colleague, Dr. Daniel A. Mizak, granted Emeritus status.

Dan came to FSU in 1977. He earned a doctorate in economics from the University of Pittsburgh, and achieved the rank of Professor in 1997. Dan distinguished himself in all areas of academic endeavor. He served on numerous College of Business and University committees, and also served as Chair of the Department of Economics. He authored or co-authored numerous peer-reviewed professional journal articles and was published in *Public Choice* and the *Economics Bulletin*, among others.

Dan was, above all, an outstanding teacher. He taught rigorous courses in Intermediate Macroeconomics and Econometrics—required core courses—as well as International Finance, Money and Banking, and Managerial Economics. But he also had a way of connecting with students in his introductory courses. His student evaluations, consistently high, were always near the top of the department and the College. It is safe to say that Dan left a positive and lasting impression on generations of students. I can attest to this with an example. In 2016 I, along with Dr. Allen Shin, led a group of business students on a trip to Baltimore where we met with FSU alumnus, Mr. Brian Tracey, now Senior Vice President of Community Development Lending and Investments, with Bank of America. Mr. Tracey, who graduated in 1981, asked me about one teacher in particular that he regarded highly—Dan Mizak, after 35 years! What better testament can there be to Dan’s influence on students.

In sum, Dan was an exceptional teacher, a valued and respected colleague who served the University admirably for 40 years. The granting of Emeritus status would be a fitting recognition of all he has done for Frostburg State University.

Respectfully submitted,

David M. Kiriazis
Chair, Department of Economics

VOTE REQUIRED: FCC 18-02 - PASSED
EMERITUS NOMINATION FOR DR. JOHN NERAL

The Department of Economics wishes to have its distinguished colleague, Dr. John Neral, granted Emeritus status.

John came to FSU in 1986. He earned a doctorate in economics from the University of Pittsburgh, and achieved the rank of Professor in 2000. John distinguished himself in all areas of academic endeavor. He served on numerous College of Business and University committees, and also served on the Faculty Senate. He was published in *Econometrica*, one of the oldest and most prestigious journals in the discipline.

John was, above all, an exceptional teacher and mentor of students. He taught rigorous courses in Intermediate Microeconomics—a required core course—as well as International Trade, Public Sector Economics, and Managerial Economics. But he also had a way of relating to students in his introductory courses. His student evaluations, consistently high, were always near the top of the department and the College. John was admired and respected by countless numbers of students and undoubtedly exerted a positive and lasting influence on many. One of these students, who also served as his student assistant, just completed a PhD in economics at Penn State.

In sum, John was an outstanding teacher, a valued and respected colleague who served the University admirably for 31 years. The granting of Emeritus status would be a fitting recognition of all he has done for Frostburg State University.

Respectfully submitted,

David M. Kiriazis
Chair, Department of Economics

VOTE REQUIRED: FCC 18-03 - PASSED
Emeritus Nomination for Dr. Joseph Hoffman



One University. A World of Experiences.

January 11, 2018

DEPARTMENT OF PHYSICS & ENGINEERING
101 BRADDOCK ROAD
FROSTBURG, MD 21532-2303
T 301.687.4298
F 301.687.7966

Dear Faculty Concerns Committee Members:

During the Physics and Engineering Department meeting on Friday, October 20, the full-time members in attendance unanimously voted to recommend Dr. Joseph Hoffman for emeritus status upon his retirement on January 1, 2018. I am happy to pass along this recommendation to you.

Along with majority vote of full-time members of the department, Dr. Hoffman satisfies the other criteria for emeritus status. He has served the University for 36 years since he began his employment in fall of 1982. He has achieved senior rank as full professor. Most importantly, his contributions to the profession and institution have been especially meritorious. Here are some notable highlights from his distinguished career:

- Served as chair of the department for 14 years, associate dean of the College of Liberal Arts and Sciences for three years, and dean for 14 years.
- Was instrumental in founding the collaborative mechanical engineering program with University of Maryland in 1997.
- Developed a number of other new programs to address workforce shortage needs, including health science, physician assistant, nursing, and ethnobotany.
- Played a significant role in the design of the updated Compton Science Center and the Gira Center for Communication and Information Technologies.
- Obtained numerous grant awards working with CLAS faculty and other community partners. These include Frostburg Grows, Evergreen Heritage Center green learning stations, Appalachian Center for Ethnobotanical Studies, Maryland Industrial Partnerships, and Appalachian Regional Commission grants to establish engineering laboratories.
- Led course and program redesign efforts to achieve greater efficiency and effectiveness.
- Established the undergraduate research symposium to promote and recognize faculty and student research partnerships.
- Served as a collaborative partner in regional cultural and economic development initiatives. A graduate of both Leadership Allegany and Leadership Maryland, Dr. Hoffman has been actively engaged in university/community partnerships.

Dr. Hoffman has had a significant impact on me personally, first as a professor and advisor, then as a colleague. When I was a student, Dr. Hoffman was kind and enthusiastic and encouraged me to pursue a graduate degree. Since my return to FSU, Dr. Hoffman has been a wonderful mentor to me as a faculty member, as well as department chair.

It is my privilege to recommend Dr. Hoffman for this honor. Thank you for your time and consideration. Please feel free to contact me at 301-687-4500 or ejmoore@frostburg.edu if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads 'Eric J. Moore'.

Eric J. Moore
Chair, Department of Physics and Engineering

FROSTBURG STATE UNIVERSITY IS A CONSTITUENT INSTITUTION OF THE UNIVERSITY SYSTEM OF MARYLAND

VOTE REQUIRED: FCC 18-04 - PASSED
Emeritus Nomination for MaryJo Price



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THE LIBRARY
 1 SUSAN EISEL DRIVE
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January 28, 2018

Emerita Nomination for MaryJo Price

Dear Dr. Justin Dunmyre and members of the Senate's Faculty Concerns Committee

All Library Faculty of the Lewis J. Ort Library endorse the LRC's recommendation to award MaryJo Price, who is retiring 1 June 2018, **Emerita** status. Although she has announced her formal retirement, MaryJo intends to continue researching the region, serving as a local history resource for regional historical societies and for the faculty at Frostburg State University. As Associate Director for Library User Services, I volunteered to draft the nomination letter and support the proposal with the following details.

MaryJo's B.A. degree from Wittenberg University with a concentration in geography and music and her Master of Arts in Library Science from the University of Denver were complemented by a Master of Arts in Modern Humanities from Frostburg State in 2001. In 2005 she was awarded the terminal rank of Librarian IV; in 1987, Permanent Status with appointment as Special Collections/Reference Librarian.

MaryJo served as Co-chair of the committee to the Faculty Senate to incorporate faculty librarians into Faculty Governance as directed by the Board of Regents in 2002. Following the success of that endeavor she served terms on the Faculty Senate and has served on its committees and subcommittees. She has served as faculty advisor for *Sigma Alpha Iota*, *Lambda Theta* Chapter since 2005 and initiation advisor for *Omicron Pi* Chapter of *Delta Zeta* since 2013. She was the first librarian to self-nominate for the Code of Student Conduct and has served as a faculty hearing panel member since 2007.

Serving as Library Liaison to the Departments of Chemistry, Nursing, Music and Geography, she has been directly involved with their Academic Program Reviews, the development of their library resources, and has instructed their subject specific library classes. MaryJo introduced Special Collections and Rare Book Room library sessions to history, psychology and English classes; she co-taught a History Honors class in spring 2017 with Dr. Greg Wood, previously supervised Practicums for two of his students and served as the field study instructor for a fellow library staff member who was enrolled in the Master of Library and Information Science Program at UMCP in fall 2017. She also provides research instruction and assistance to senior Social Studies students at Allegany High and Mountain Ridge on request. She has provided answers to the Ort Library's virtual e-mail reference service *Ask a Librarian* since its inception.

While an active member of professional organizations that include the Mid-Atlantic Regional Archives, the Braddock Road Preservation Association, and the Appalachian Studies Association, MaryJo has also served on Boards and in leadership roles for groups in Allegany County including the Council of the Alleghenies, the Percy Cemetery Board, the Frostburg Museum, the Genealogical Society of Allegany County, the Allegany County Historical Society and the Cresap Chapter of the D.A.R. A certified Maryland Master Gardener since 2006 and member of the Native Plant Society since 2010, MaryJo also served FSU as an Arboretum volunteer from 2005-2012. Please grant her **Emerita** status.

Sincerely,

Pamela S. Williams

VOTE REQUIRED: GC 17-12 - PASSED

Summary Proposal	Rationale
<p>The Department of Educational Professions requests:</p> <ol style="list-style-type: none"> 1. Addition of a Music PK-12 content area of study to be added to the existing Master of Arts in Teaching Secondary program. 2. Add four new courses to support the program: <ol style="list-style-type: none"> i. EDUC 552 Choral Music Methods K-12 ii. EDUC 553 Instrumental Music Methods K-12 iii. MUSC 552 General Music Methods for Elementary School iv. MUSC 553 General Music Methods for Secondary School 	<p>Students admitted to the MAT program will enter the MAT program with the music content knowledge required for the program. Like the other MAT content areas of study, music students will be taking specialized music methods courses. The current program requires each student to take 6 credits of methods (2 courses of 3 credits each) with the exception of Art PK12 students who take 7 credits of methods (1 course of 3 credits and 2 courses of 2 credits each). Music students will be required to take 3 methods courses for a total of 9 credits to meet the music education standards (3 courses of 3 credits each). There will be four new methods courses added to accommodate the new content area of study. All students will be required to take 3 of the 4 new courses for a total of 9 credits of methods depending on a choral or instrumental focus. Because music students will be required to take additional methods credits (9 credits as opposed to the other content areas of study, which require 6-7 credits), the total degree credit requirements for the MAT program will increase from 42-43 total credits to 42-45 total credits to accommodate music content area of study.</p>

XI. NEW BUSINESS

A REQUEST TO ENDORSE FSU'S APPLICATION TO PARTICIPATE IN THE EXCELLENCE IN ACADEMIC ADVISING PROJECT THROUGH (NACADA (NATIONAL ACADEMIC ADVISING ASSOCIATION) AND THE GARDNER INSTITUTE AS PART OF FSU'S EFFORTS TO IMPROVE ACADEMIC ADVISING

MOTION TO ENDORSE – PASSED**YES – 18****NO – 3****ABSTAIN - 1**

- Improving academic advising was identified as a strategic priority and is a recommendation from Middle States.
- An Advising Task Force was established in Fall 2017, co-chaired by B. Norris and J. Jegeman. The steering committee includes five faculty members representing the three colleges, three staff members, and one student. The Task Force unanimously supports applying to participate.
- NACADA and Gardner will assist FSU with further data collection about the current state of advising.

- Through NACADA, FSU will have access to research best practices in advising.
- NACADA and Gardner will guide FSU through the steps of developing and implementing an advising model appropriate for FSU, its students, and its mission.
- FSU then becomes a model and resource for the next cohort.
- Projected cost is approximately \$20,000 - \$25,000 over two years.

Discussion took place regarding the project.

SB: Is advising that hard of a nut to crack? We have a task force and literature. Do we need to spend this money to send the problem out to someone else to solve?

BN: Let me describe what we get for the money. It's a two-year initiative and we get the expertise of NACADA. We are paying for them to come here, and as many people can get into the room with them as we want as frequently as we want. They will work to understand our needs, they will build our model for us. They understand and are sensitive to questions about what we are already doing in-house. We will come out of this as national experts and we can be a resource for other institutions in later cohorts. Our faculty could get paid to go to other institutions to do this process. There are professional development opportunities for us through this process. The money is already set aside for advising; what else would we spend it on?

NT: Every institution has faculty who are good at advising. What about using the money to pay our own faculty members to have workshops, etc.?

BN: That might come out of the Provost's advising working group, I'm not sure about the money. What the President wants to know might require external expertise to look at our structure and if we have an advising center in Arts and Sciences, how many people?

SD: Does this look at the group holistically, university-wide? Who are the good advisors and what are they doing at the student interaction level?

BN: Many of you had the chance to participate in advising town halls. It's the same work initially. Our issue is consistency in advising experiences across all departments, all colleges, all student populations. Currently, we are not there. This is meant to be institution-wide. What can we do to ensure that all students receive more a consistent advising experience. How do we get better?

DB: Virgin eyes, even paid ones, are a good thing. We don't understand what we do now. It's a great idea for external review; sometimes we can't see our own problems.

SD: If the money is already set aside...

DB: It's no different than an accreditation visit. We pay for teams to review programs, I don't see the difference.

SB: I have no problem being critical of institutions, and as far as what to spend money on, we need to spend money on more trained professional staff people as advisors. We don't need to pay someone to tell me that. I'd rather see that money be used to hire trained professional staff, which would have a more immediate impact, no matter what office. I'm concerned spending money for someone outside is going to impact already over-burdened faculty, creating more work for us. We need people with time to do that. It seems like a staff person could. Faculty might get a course release, but we already don't pay our staff much so that could be part of their salary. The Provost is already paying a consulting company to train these "super advisors". Are we paying two consultants?

BN: Academic Impressions is a resource for administrators. The President bought a contract last year with them and we get everything they have, which does include some advising stuff, but it's mostly for budgeting, finance, enrollment management. It's mainly a website for university administrators and not a great resource for faculty.

DB: I don't want anyone doing advising for my students. I need to customize their plans and I know better every trick of the trade, loophole, field experience, internship, etc. No one knows it better than me. I don't want some staff person doing it for me.

SB: That's not what I'm suggesting. Right now, there are not enough people to send someone that goes beyond my academic experience.

HL: I worry about the STEM areas for advising. Some students come to the Biology department and it's too hard for them to finish in four years. Something uniform to STEM would be helpful. They need a four year sequence.

SD: We need to stop thinking of advising as scheduling. Is that all this group can offer us? We know how to schedule, but what else are they talking about here?

BN: Students coming into a STEM major after two years of not taking any STEM courses despite matriculation as a student telling us they want to be a Biology major. Some programs are rigorously structured, there is no way to graduate in four years without following the sequencing of courses. There's not a lot of flexibility. Some programs have built in time to explore other interests. There are vertically structured programs with individuals at varying levels who are trying to advise students who are trying to do both things. How do we meet students online or not on this campus? Students can't access a physical location of an advising center. That's what we're hearing today.

MM: There are multiple parts to this problem. The least important thing is to activate them and tell them what classes to take. Studies have shown that advising is extremely important to students, some students love their advisors, especially if technology is being used in the correct way. The big elephant in the room here is that we have some really excellent advisors and some who are crap, but there is no carrot and no stick to encourage better advising and deter bad advising. This is part of the inconsistency. Students get confused about where they're going and what they want to do. They want to talk about graduate school, personal problems, career development, and they want to know whether they can talk to you in a safe environment. Advising is much more than just scheduling classes.

JD: NACADA has a developmental advising philosophy. How does this affect life choices? Students want that connection with a faculty member.

BN: We do not have an articulated mission or desired outcomes for advising and we're not evaluated on it and we don't assess it. All we have on what's good and what's bad is what the students are telling us individually. Essentially you're signing me up for more work if we endorse this, and I personally support this.

DB: It's a part of our accreditation process so we have to do it on outgoing students, we have standards through accreditation to gather data on advising.

HL: When a student declares a major, do they get automatically released from their current advisor and matched with a new advisor in their program?

BN: That's part of the inconsistency. We don't have established processes, we don't force students to change advisors when they change majors. More than half of our students don't know that they

can choose a new advisor. And some students don't have that freedom if placed on a site where there is only one faculty member.

End discussion.

A REQUEST FROM THE UNIVERSITY ADVISORY COUNCIL TO DISCUSS WHETHER THE CURRENT FSU STATEMENT ON CONSENSUAL RELATIONSHIPS AND PROFESSIONAL CONDUCT (FOUND IN PN 1.004 GENDER-BASED HARASSMENT AND VIOLENCE POLICY AND REPRODUCED BELOW) IS APPROPRIATE AND SUFFICIENT

MOTION TO TABLE THIS DISCUSSION – PASSED

Voting on Motion to Table:

Yes – 19

No – 3

Abstain - 0

Sexual or other intimate relationships between a faculty or staff member and a student or between supervisor and employee, while not expressly forbidden, are generally deemed very unwise. Power differences between faculty and students or between supervisors and supervisees make the subordinate's voluntary consent to even an apparently consensual relationship questionable. Romantic or sexual relationships where there is a differential in power or authority produce risks for every member of the University community and undermine the professionalism of faculty and supervisors. Individuals should also be aware that these relationships may impact third parties based on perceived or actual favoritism or special treatment based on the relationship. Wherever a power differential exists between persons who are romantically or sexually involved, the parties must realize that if a complaint alleging Prohibited Conduct is subsequently filed, mutual consent will not necessarily be accepted as a reasonable defense.

Faculty members expressed concerns over open discussion of this topic and several faculty members wished to have an anonymous forum to provide feedback. There were questions regarding who wrote the Staff Senate proposal that was passed and whether the statement was sufficient in its current form. It was suggested that the proposal should first pass through FCC before being presented in the full Senate. There were also concerns over the language of the proposal and over which university body would be tasked with reviewing the policy on consensual relationships and professional conduct. Given the lateness of the hour, the importance of the topic, and the number of questions that arose, there was a motion to table it.

XII. ADJOURNMENT

The meeting was adjourned at 6:22 p.m. by B. Norris.