

# Faculty Senate Newsletter

December 2019

# A MESSAGE FROM THE CHAIR OF FACULTY



I hope that everyone had a nice Thanksgiving break. This last report of 2019 will be brief.

**Faculty Senate.** Faculty Senate Meetings are open to the entire campus community. The next meeting is at 4 PM on Wednesday, December 4, in the Lane Center Atkinson Room.

**Commencement.** Commencement is one of my favorite campus events. I love being a part of the culmination of students' academic endeavors at FSU. I encourage each of my colleagues to attend commencement.

**9th Annual Regional Conference on Teaching, Learning, & Scholarship.** The Center for Teaching Excellence deserves a lot of credit for bringing a high quality regional conference on teaching and learning to FSU. What an exciting opportunity we have to learn and share from each other and from colleagues around the region. I regularly attend this conference and am always impressed with the keynote presentation and the variety of other sessions. I look forward to this event every year, and you should, too!

**Excellence in Academic Advising.** One year ago, FSU embarked on a journey to understand our advising practices with an aim to transform them. We have been fortunate to be part of the inaugural EAA cohort with the support of NACADA, the Global Community for Academic Advising, and the John N. Gardner Institute for Excellence in Undergraduate Education. Next week, we will share the findings of our advising self-study with the campus community. This week, one of the task force's recommendations is on the agendas for the Faculty Senate and the Staff Senate. The Task Force recommends FSU adopt the following advising mission and goal statements to serve as a foundation for continued advising improvements at FSU. The Student Government Association voted to endorse the mission and goals in November.

## PROPOSED ADVISING MISSION STATEMENT

FSU engages every student in collaborative, learner-centered advising, focusing on academic, professional, and personal development.

## PROPOSED ADVISING GOAL STATEMENTS

Frostburg State University:

- *Fosters a campus culture where advising is a shared responsibility essential to the education experience and student success;*
- *Empowers students, faculty, and staff to utilize university and professional resources to promote students' ability to navigate college and achieve their goals;*
- *Offers a college experience where holistic engagement prepares students to meet the challenges of a diverse, complex, and changing global society.*

Enjoy the rest of your semester and have a happy holiday season!

Please reach out to me, or other faculty leadership, if you want to provide feedback or raise a concern. Your Faculty Senate Steering Committee members are:

Benjamin Norris, Chair of the Faculty  
John Lombardi, Vice Chair of the Faculty  
Sally Stephenson, Secretary  
Travis English, Chair of the Academic Affairs  
Committee

Tianna Bogart, Chair of the Faculty Concerns Committee  
Michael Flinn, Chair of the Graduate Council  
Erica Kennedy, Chair of the Institutional Priorities and Resources Committee  
Mike Murtagh, Chair of the University Chairs Council

# FACULTY SENATE ROSTER

## **Faculty Senate Steering Committee**

Benjamin Norris, Chair of the Faculty  
John Lombardi, Vice Chair of the Faculty  
Sally Stephenson, Secretary  
Mike Murtagh, Chair of the University Chairs Council  
Travis English, Chair of the Academic Affairs Committee  
Tianna Bogart, Chair of the Faculty Concerns Committee  
Michael Flinn, Chair of the Graduate Council  
Erica Kennedy, Chair of the Institutional Priorities and Resources Committee

## **Academic Affairs Committee**

Travis English, Visual Arts  
Jennifer Earles, Sociology  
Stefanie Hay, Nursing  
Kenneth Levitt, Management  
Daniel Moorehead (Sociology)  
Darrell Rushton, Theatre & Dance  
Joanna Shore, Management  
Gerald Snelson, English & Foreign Languages and Literature

## **Graduate Council**

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

## **Faculty Concerns Committee**

Tiana Bogart, Mathematics  
Paul Bernhardt, Psychology  
Holly Currie, Chemistry  
Annie Danzi, Communication  
Katie Gares, Chemistry  
Sean Henry, Library  
Guedeyi Hayatou, English & Foreign Languages and Literature  
Heather Hurst, Educational Professions  
Chelsea Schrader, Accounting

## **Institutional Priorities and Resources**

Erica Kennedy, Psychology  
Assyad Al-Wreikat, Accounting  
Randall Lowe, Library  
Jamison Odone, Visual Arts  
Brent Weber, Music  
William Wetherholt, Geography  
Stacy Wassell, Management

## **Council of University System Faculty Representatives**

Robert Kauffman, Kinesiology & Recreation, CUSF Chair  
John Lombardi, Communication  
Sheri Whalen, Communication (Alternate)

# FACULTY SENATE AGENDA

Wednesday, December 4, 2019

4:00 PM

Lane Center Atkinson Room

## I. APPROVAL OF THE MINUTES

Faculty Senate Minutes of November 6, 2019 (Distributed electronically)

## II. ANNOUNCEMENTS

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

February 5, 2020

March 4, 2020

April 1, 2020

May 6, 2020

### B. Future Faculty Assembly Meetings – Location TBA

January 29, 4 PM

April 29, 4 PM

## III. REPORTS & INFORMATION

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

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

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

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

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

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

G. President's Report (oral)

H. Provost's Report (oral)

I. Report from the VP for Administration and Finance (oral)

## IV. OLD BUSINESS

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

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

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

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

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

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

## Vote Required: SSC 19-03

**The Chair of the Faculty requests the Faculty Senate consider the following motion to (temporarily) adopt a consent agenda for the meetings of the spring semester of 2020.**

Whereas the Faculty Senate at Frostburg State University may wish to conduct business using a consent agenda for its meetings;

Whereas the Faculty Senate recognizes the potential to hold more substantive discussion on topics important to the body if the majority of business is moved by consent; and

Whereas the Faculty Senate may wish to adopt a consent agent only for a probationary period and discontinue the practice should the body prefer; now, therefore be it

*Resolved*, that the Faculty Senate adopts procedures to conduct its business using a consent agenda for the four Faculty Senate meetings in the spring semester of 2020 with the procedures outlined below; and be it further

*Resolved*, that, unless the Faculty Senate should resolve to continue the practice, the Faculty Senate ceases the use of a consent agenda to conduct business following the meeting on May 6, 2020.

Proposed consent agenda procedures:

- 1) All items of old business, including agenda items moved by the four committees of the Faculty Senate – being the Academic Affairs Committee, the Faculty Concerns Committee, the Graduate Council, and the Institutional Priorities and Resources Committee – shall be placed on the consent agenda.
- 2) All items of new business and any items requiring a vote of the Faculty Senate to set aside the rules in order to hear an item not moved by the four committees shall not be placed on the consent agenda.
- 3) Any Faculty Senator (elected or ex officio) may request any item be removed from the consent agenda for discussion. Such requests do not need seconds.
- 4) All such items requested shall be removed from the consent agenda for discussion preceding a vote on the motion.
- 5) All remaining items on the consent agenda are adopted by consent

**VOTE REQUIRED: IPR S19-01(H)**

**Chair's Note: This item is not ready for a final vote. Procedurally, this item requires a motion to remove it from the table so that we can provide an update and brief discussion or a motion to allow it to remain on the table without expiring.**

Summary Proposal	Rationale
<p><b>The Institutional Priorities and Resources Committee requests the following:</b></p> <ol style="list-style-type: none"><li>1. Approval of a new process to increase faculty, departmental, and governance participation in the review of low-productivity programs and the gathering and providing of evidence to sustain such programs.</li><li>2. Updating the IPR charter to include this process highlighting the role of IPR</li></ol>	<p>Institutions of higher education in Maryland are required to articulate a plan of action to increase enrollment and degree production for programs that meet the Maryland Higher Education Commission (MHEC) Definition of Low-Degree Productivity. This process provides a mechanism for program coordinators (or representatives) to work in a collaborative and productive manner with faculty colleagues and University administrators via shared governance to explore how low-enrollment/low-degree programs may be revised and/or assisted to attract more students.</p> <p>A program coordinator (or representative) will be provided three (3) hours of reassigned time to work collaboratively with other faculty and University administrative units to create a Program Analysis and Sustainability Plan for a low-enrollment/low-degree program.</p> <p>This process ensures faculty involvement in systematic and routine reviews of low-enrollment/low-degree programs, which result in formal recommendations for action to the Provost. It also allows the University to be proactive in responding to external oversight requirements, including Periodic Reviews of Academic Programs prepared for the University System of Maryland Board of Regents.</p>

**VOTE REQUIRED: AAC 19-42**

Summary Proposal	Rationale
<p><b>The Department of Marketing and Finance requests the following:</b></p> <ol style="list-style-type: none"><li>1) to re-number MKTG 361 Principles of Marketing to MKTG 261 and remove the 29 credit hour pre-requisite.</li></ol>	<p>1) The Marketing &amp; Finance Department would like to make the course available to students earlier in their education sequence. The Registrar has been contacted regarding the re-numbering of the course and their Course Inventory File Update Form is included in the proposal.</p>

2) to change both lists of required and elective courses in the concentration of Global Business by moving ECON 401 International Finance, currently in the elective list, to add it as an option for FINA 477 International Financial Management, in the required list, which is not often offered. Topic coverage of the two courses is similar.	2) The proposed change will give Global Business students more flexibility in completing required courses.
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**VOTE NOT REQUIRED: AAC 19-43**

Summary Proposal	Rationale																										
<p><b>The Department of Educational Professions requests the following:</b></p> <p>Deletion of the following courses:</p> <table> <tr> <th><u>Dept/Course No.</u></th><th><u>Course Title</u></th></tr> <tr> <td>ECED 438</td><td>Early Childhood Classroom Management</td></tr> <tr> <td>ECED 442</td><td>Administration &amp; Supervision of Early Childhood Programs</td></tr> <tr> <td>EDUC 406</td><td>Leadership Seminar</td></tr> <tr> <td>EDUC 403</td><td>Assessment and Management of Learning</td></tr> <tr> <td>EDUC 429</td><td>The School and Community</td></tr> <tr> <td>EDUC 430</td><td>Desktop Publishing for Educators</td></tr> <tr> <td>EDUC 432</td><td>Hypermedia &amp; Multimedia: Educational Applications</td></tr> <tr> <td>EDUC 446</td><td>Using Databases for Critical Thinking</td></tr> <tr> <td>EDUC 454</td><td>Microcomputer Application in Education</td></tr> <tr> <td>GUCO 406</td><td>Introduction To Guidance</td></tr> <tr> <td>SCED 416</td><td>Business Education in the Secondary School</td></tr> <tr> <td>SCED 430</td><td>Pedagogical Content Knowledge in the Secondary Disciplines</td></tr> </table>	<u>Dept/Course No.</u>	<u>Course Title</u>	ECED 438	Early Childhood Classroom Management	ECED 442	Administration & Supervision of Early Childhood Programs	EDUC 406	Leadership Seminar	EDUC 403	Assessment and Management of Learning	EDUC 429	The School and Community	EDUC 430	Desktop Publishing for Educators	EDUC 432	Hypermedia & Multimedia: Educational Applications	EDUC 446	Using Databases for Critical Thinking	EDUC 454	Microcomputer Application in Education	GUCO 406	Introduction To Guidance	SCED 416	Business Education in the Secondary School	SCED 430	Pedagogical Content Knowledge in the Secondary Disciplines	<p>The Department of Educational Professions wishes to clean up the catalog and remove course descriptions of obsolete courses which have not been taught in years. None of these deletions will impact programs currently offered.</p>
<u>Dept/Course No.</u>	<u>Course Title</u>																										
ECED 438	Early Childhood Classroom Management																										
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SCED 430	Pedagogical Content Knowledge in the Secondary Disciplines																										

**VOTE REQUIRED: AAC 19-44**

Summary Proposal	Rationale
<p><b>The Department of Educational Professions requests the following:</b></p> <p>A new concentration to the existing Elementary Education major. The 30-hour concentration in Special Education would require the following changes in the existing program requirements:</p> <ol style="list-style-type: none"> <li>New Courses <ol style="list-style-type: none"> <li>SPED 205</li> <li>SPED 305</li> <li>SPED 390</li> <li>SPED 405</li> <li>SPED 407</li> </ol> </li> <li>Catalog Language to be added to the Elementary Education requirements</li> </ol>	<p>This proposal concerns a new concentration within the existing Bachelor of Science degree in Elementary Education at Frostburg State University. The purpose of this change in concentration is to provide preparation in special education for elementary candidates who would be certified to teach general education in grades 1-6. The expanded experience would be desirable for new teachers and prospective employers, as there are documented needs for general education teachers to be highly qualified in the area of special education.</p> <p><b>Chair's Note:</b> This item was conditionally approved by IPR based on requested resources. The Department of Educational Professional cannot offer this concentration if the requested position is not approved. A support letter has been provided by the Provost.</p>

**VOTE REQUIRED: AAC 19-45**

Summary Proposal	Rationale
<p><b>The Department of Geography requests the following:</b> Changes to its Earth Science program to better reflect the role of climate science in the Earth Sciences and to better align course offerings with faculty expertise.</p> <ol style="list-style-type: none"> <li>1. Renaming of the program to Earth Sciences to reflect the role of climate/atmospheric science in the program.</li> <li>2. Addition of climate/atmospheric science courses into the program core and electives</li> <li>3. New course (GEOG 477 Advanced Geology)</li> <li>4. Change in course title and catalog description (GEOG 475) and deletion of course (GEOG 476)</li> </ol>	<p>The Earth Sciences curriculum at FSU is currently lacking an opportunity for students to extend their knowledge and skills in structural geography and other advanced topics in geology beyond the 200-level.</p> <p>Currently there are two advanced geomorphology courses in the catalog. The department no longer has the capacity, in terms of instructors and students, to run both. By broadening the scope of a single advanced geomorphology course, the department will have flexibility to offer topics in advanced geomorphology tailored to faculty expertise and current labor market demands.</p> <p><b>Chair's Note:</b> The proposal originally contained a request to alter the prerequisites of GEOG 207 and GEOG 208. This item was struck by AAC with the permission of Dr. Russo, Chair of Geography. The Earth Science Minor described in the supporting documents requires IPR approval and has been separated from this proposal.</p>

**VOTE REQUIRED: AAC 19-46**

Summary Proposal	Rationale
<p><b>The Department of Psychology requests the following:</b></p> <ol style="list-style-type: none"> <li>1. <i>New Course:</i> PSYC 406/506 Theories of Counseling</li> <li>2. <i>Changes in Course Title:</i> PSYC 385 Group Counseling PSYC 386 Pharmacology of Chemical Dependence PSYC 388 Topics in Substance-Related and Addictive Disorders</li> <li>3. <i>Changes in Course Title and Description:</i> PSYC 410/510 Individual Counseling: Evidence-Based Practices</li> <li>4. <i>Changes in Requirements of the Emphasis in Addictions Counseling</i></li> </ol>	<p>The Psychology Department requests the following changes to better align our Emphasis in Addictions Counseling with the requirements of the Maryland State Board of Professional Counselors and Therapists.</p> <p><b>Chair's Note:</b> Items 1 and 3 were approved by GC in October.</p>

**VOTE REQUIRED: FCC 19-22**

Summary Proposal	Rationale
<p><b>The Department of Accounting nominates Prof. Randall Bandura for emeritus status</b></p>	<p><b>FCC moves</b> to support the nomination of Prof. Randall P. Bandura to Emeritus status. Prof. Randall P. Bandura has met and exceeded the required criteria for this distinction, as outlined in a letter from Dr. Kathie Shaffer, Chair of The Department of Accounting.</p>

**VOTE REQUIRED: FCC 19-23**

Summary Proposal	Rationale
<b>The Department of Educational Professions nominates Dr. William Childs for emeritus status</b>	<b>FCC moves</b> to support the nomination of Dr. William P. Childs to Emeritus status. Dr. William P. Childs has met and exceeded the required criteria for this distinction, as outlined in a letter from Dr. John L. Stoothoff, from the Department of Educational Professions.

**VOTE REQUIRED: FCC 19-25(H)**

Summary Proposal	Rationale
<b>The Faculty Concerns Committee requests the following:</b>  to amend the date by which the Provost must issue the call for Tenure/Permanent Status and/or Promotion applications. The new proposed date is September 1. On page 92 of the handbook, the timeline entry would read: "September 1 Provost issues call for Tenure/Permanent Status and/or Promotion applications."	FCC notes that the current call for applications goes out on October 15, and the applications are due two weeks later. It was the concern of FCC that this timeline might unintentionally communicate that a quality application could be completed in just two weeks.

**VOTE REQUIRED: GC 19-08****ALSO REVIEWED BY IPR**

Summary Proposal	Rationale
<b>The College of Business requests the following:</b>  Create a Post-Baccalaureate Certificate in Business Analytics with the following requirements: <div style="margin-left: 40px;"> MGMT 621      Foundations of Analytics  MGMT 622      Data Management (Prerequisite: MGMT 621)  MGMT 623      Data Analysis (Prerequisite: MGMT 621)   <i>And one of either below:</i>  MGMT 624      Predictive Analytics (Prerequisite: MGMT 623)  MGMT 625      Prescriptive Analytics (Prerequisite: MGMT 623) </div> Students who do not have a degree in business or undergraduate coursework to meet the prerequisites may be required to complete 15 credits to include the MKTG 508 Essentials of Marketing and Management (3 credits) as part of the PBC requirements. A transcript review will determine if the applicant will require this course as part of the PBC.	Frostburg State University (FSU) has offered a Master of Business Administration degree since 1989. To meet the needs of employers and students, the program has transformed over time but has remained a 36-42 credit hour program, currently being delivered in a 100% online. The current curriculum offers three concentrations – Business Analytics, Healthcare Management, and Management.  Frostburg State University is proposing three new online Post-baccalaureate Certificate (PBC) within the existing Masters of Business Administration (MBA) program. These certificates are: <ol style="list-style-type: none"> <li>a. Business Analytics</li> <li>b. Health Care Management</li> <li>c. Management</li> </ol> The PBCs, like their parent MBA program, will be delivered entirely online to meet the needs of working professionals. They are designed to provide a pathway for students who are seeking to develop additional skills and knowledge for the purpose of advancing their careers, improving marketability with employers, and providing students an opportunity to go deeper and broader in their studies for career advancement or to improve their chances to get into a graduate school or program.  The PBCs will also serve as a gateway for those candidates who are successful in completing the PBC coursework with a 3.0 GPA or higher and who wish to



	continue with their master's education to complete Frostburg State University's online MBA program.
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**VOTE REQUIRED: GC 19-09**

**ALSO REVIEWED BY IPR**

Summary Proposal	Rationale								
<p><b>The College of Business requests the following:</b></p> <p>Create a Post-Baccalaureate Certificate in Health Care Management with the following requirements:</p> <table> <tr> <td>MGMT 631</td><td>Health Care Management and Finance</td></tr> <tr> <td>MGMT 632</td><td>Health Care Policy, Law and Ethics</td></tr> <tr> <td>MGMT 633</td><td>Principles of Population Health Management</td></tr> <tr> <td>MGMT 634</td><td>Health Care Information Management Systems</td></tr> </table> <p>Students who do not have a degree in business or undergraduate coursework to meet the prerequisites may be required to complete 15 credits to include the MKTG 508 Essentials of Marketing and Management (3 credits) as part of the PBC requirements. A transcript review will determine if the applicant will require this course as part of the PBC.</p>	MGMT 631	Health Care Management and Finance	MGMT 632	Health Care Policy, Law and Ethics	MGMT 633	Principles of Population Health Management	MGMT 634	Health Care Information Management Systems	<p>Frostburg State University (FSU) has offered a Master of Business Administration degree since 1989. To meet the needs of employers and students, the program has transformed over time but has remained a 36-42 credit hour program, currently being delivered in a 100% online. The current curriculum offers three concentrations – Business Analytics, Healthcare Management, and Management.</p> <p>Frostburg State University is proposing three new online Post-baccalaureate Certificate (PBC) within the existing Masters of Business Administration (MBA) program. These certificates are:</p> <ul style="list-style-type: none"> <li>d. Business Analytics</li> <li>e. Health Care Management</li> <li>f. Management</li> </ul> <p>The PBCs, like their parent MBA program, will be delivered entirely online to meet the needs of working professionals. They are designed to provide a pathway for students who are seeking to develop additional skills and knowledge for the purpose of advancing their careers, improving marketability with employers, and providing students an opportunity to go deeper and broader in their studies for career advancement or to improve their chances to get into a graduate school or program.</p> <p>The PBCs will also serve as a gateway for those candidates who are successful in completing the PBC coursework with a 3.0 GPA or higher and who wish to continue with their master's education to complete Frostburg State University's online MBA program.</p>
MGMT 631	Health Care Management and Finance								
MGMT 632	Health Care Policy, Law and Ethics								
MGMT 633	Principles of Population Health Management								
MGMT 634	Health Care Information Management Systems								

**VOTE REQUIRED: GC 19-10**

**ALSO REVIEWED BY IPR**

Summary Proposal	Rationale								
<p><b>The College of Business requests the following:</b></p> <p>Create a Post-Baccalaureate Certificate in Management with the following requirements:</p> <table> <tr> <td>MGMT 510</td><td>Leadership and Ethics</td></tr> <tr> <td>MGMT 542</td><td>Organizational Behavior</td></tr> <tr> <td>MGMT 620</td><td>Strategic Human Resource Management</td></tr> <tr> <td>MKTG 640</td><td>Marketing Management</td></tr> </table>	MGMT 510	Leadership and Ethics	MGMT 542	Organizational Behavior	MGMT 620	Strategic Human Resource Management	MKTG 640	Marketing Management	<p>Frostburg State University (FSU) has offered a Master of Business Administration degree since 1989. To meet the needs of employers and students, the program has transformed over time but has remained a 36-42 credit hour program, currently being delivered in a 100% online. The current curriculum offers three concentrations – Business Analytics, Healthcare Management, and Management.</p> <p>Frostburg State University is proposing three new online Post-baccalaureate Certificate (PBC) within the existing</p>
MGMT 510	Leadership and Ethics								
MGMT 542	Organizational Behavior								
MGMT 620	Strategic Human Resource Management								
MKTG 640	Marketing Management								

<p>Students who do not have a degree in business or undergraduate coursework to meet the prerequisites may be required to complete 15 credits to include the MKTG 508 Essentials of Marketing and Management (3 credits) as part of the PBC requirements. A transcript review will determine if the applicant will require this course as part of the PBC.</p>	<p>Masters of Business Administration (MBA) program. These certificates are:</p> <ul style="list-style-type: none"> <li>g. Business Analytics</li> <li>h. Health Care Management</li> <li>i. Management</li> </ul> <p>The PBCs, like their parent MBA program, will be delivered entirely online to meet the needs of working professionals. They are designed to provide a pathway for students who are seeking to develop additional skills and knowledge for the purpose of advancing their careers, improving marketability with employers, and providing students an opportunity to go deeper and broader in their studies for career advancement or to improve their chances to get into a graduate school or program.</p> <p>The PBCs will also serve as a gateway for those candidates who are successful in completing the PBC coursework with a 3.0 GPA or higher and who wish to continue with their master's education to complete Frostburg State University's online MBA program.</p>
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**VOTE REQUIRED: GC 19-11**

**ALSO REVIEWED BY IPR**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Educational Professions requests the following:</b></p> <p>A change in modality (online) for the M.Ed. concentration in Curriculum and Instruction</p>	<p>The Curriculum and Instruction (C&amp;I) concentration in the M.Ed. Program is requesting a change in modality to deliver the concentration entirely online beginning Fall 2020. The Curriculum and Instruction concentration is one of five concentrations within the Master of Education program.</p> <p>The decision to transition from a face-to-face, traditional delivery model to an online program has been made following several years in which the program has offered online and blended course options to accommodate the need for flexibility for working teachers. The gradual infusion of both online and blended courses has caused a natural shift which has resulted in low enrollment in the face-to-face courses, many of which were cancelled as a result. At the same time, online courses flourished. The current enrollment levels in this concentration are no longer able to sustain face-to-face course sections as faculty resources are needed to offer online course sections where the demand is growing. Therefore, the decision for this transition has been made to assure that FSU is responding to student demand for flexibility, while managing resources effectively.</p>

**VOTE REQUIRED: GC 19-12**

**ALSO REVIEWED BY IPR**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Educational Professions requests the following:</b></p>	<p>FSU is requesting to add an online modality for the Educational Leadership concentration in the M.Ed.</p>

<p>Additional modality (online) for the M.Ed. concentration in Educational Leadership</p>	<p>Program. The addition of an online modality will begin fall 2020. The Educational Leadership concentration is one of five concentrations within the FSU Master of Education program.</p> <p>The decision to add a modality has been made following several years in which the program has offered online and blended course options to accommodate the need for flexibility for working teachers. The gradual infusion of both online and blended courses has caused a natural shift which has resulted in low enrollment in the face-to-face courses, many of which were cancelled as a result. At the same time, online courses flourished, and, in some cases, had wait lists. The current availability of faculty resources can no longer sustain multiple sections of courses to accommodate both face-to-face and online course options. It is clear from enrollment data that student demand is for the online modality. Therefore, the decision to add a modality has been made to assure FSU is responding to student demand for flexibility, while managing resources effectively.</p> <p>FSU will not be discontinuing the face-to-face modality at this time as we are currently in negotiations with public school system partners to begin cohorts for this concentration. These partners have indicated that they would prefer some instruction be delivered via face-to-face. FSU will evaluate the need to discontinue the face-to-face modality after the online modality has been implemented and after we are able assess the option for a cohort model design with our school partners.</p> <p><b>Chair's Note:</b> This proposal originally included a request to add the online modality for the Post-Master's Certificate in Educational Leadership, but that component of the proposal still needs to be reviewed by IPR.</p>
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**VOTE REQUIRED: GC 19-13**

**ALSO REVIEWED BY IPR**

Summary Proposal	Rationale
<p><b>The Department of Educational Professions requests the following:</b></p> <p>Additional modality (online) for the Post-Master's Certificate in Educational Leadership</p>	<p>The Post Master's Certificate (PMC) in Educational Leadership is requesting the addition of an online modality beginning fall 2020. The PMC in Educational Leadership was recently approved and is a certificate within the existing Master of Education with a concentration in Educational Leadership.</p> <p>FSU has submitted a proposal in parallel to this proposal to add an online modality for the Master of Education with concentration in Educational Leadership. Because this PMC is part of the existing M.Ed. with a concentration in Educational Leadership program, adding an online modality for this PMC is appropriate as all courses required in the PMC will be available online once the addition of an online modality for the M.Ed.</p>

	with a concentration in Educational Leadership is approved.
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**VOTE REQUIRED: GC 19-14**

**ALSO REVIEWED BY IPR**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Educational Professions requests the following:</b></p> <p>Change in modality (online) for the M.Ed. concentration in Special Education</p>	<p>The Special Education concentration in the M.Ed. Program is requesting a change in modality to deliver the concentration entirely online beginning Fall 2020. The Special Education concentration is one of five concentrations within the Master of Education program.</p> <p>The decision to transition from a face-to-face, traditional delivery model to an online program has been made following several years in which the program has offered online and blended course options to accommodate the need for flexibility for working teachers. The gradual infusion of both online and blended courses has caused a natural shift which has resulted in low enrollment in the face-to-face courses, many of which were cancelled as a result. At the same time, online courses flourished and in some cases had wait lists. The available resources are no longer able to sustain face-to-face sections which are low enrolled as the faculty resources are needed to service the online sections where the demand is growing. Therefore, the decision for this transition has been made to assure that FSU is responding to student demand for flexibility, while managing resources effectively.</p>

**VOTE REQUIRED: GC 19-15**

**ALSO REVIEWED BY IPR**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Educational Professions requests the following:</b></p> <p>Additional modality (online) for the M.Ed. concentration in Literacy Education</p>	<p>The Literacy concentration in the M.Ed. Program is requesting the addition of an online modality to deliver an online option for this concentration beginning Fall 2020. The Literacy concentration is one of five concentrations within the FSU Master of Education program.</p> <p>The decision to add an online modality is in response to declining program enrollments in the face-to-face, traditional delivery model. Over the past few years, the program has transitioned most face-to-face courses to a blended format with some courses offered entirely online. The gradual infusion of both online and blended courses has caused a natural shift which has resulted in lower enrollment in traditional face-to-face courses. At the same time, online courses have flourished.</p> <p>Additional data collected and reviewed as part of the due diligence process to consider adding an online modality also provided strong evidence for this proposal. The data reviewed included current program enrollment data, college of education enrollment trends</p>

	<p>by delivery mode, public school system data, and current student feedback, all of which indicate that an online option is the preferred modality for working professionals.</p> <p>After careful consideration of the data and the program design and requirements, FSU is proposing to add an online modality beginning fall 2020.</p>
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**VOTE NOT REQUIRED: GC 19-16**

**ALSO REVIEWED BY IPR**

RESOURCES REVIEWED BY TPR

Summary Proposal	Rationale																																																						
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## V. NEW BUSINESS

### **VOTE REQUIRED: SSC 19-04**

#### **The Excellence in Academic Advising (EAA) Task Force and the President of FSU request the following:**

For the Faculty Senate to endorse the proposed Academic Advising Mission and Goal Statements

#### **Rationale:**

As a key finding from the EAA Task Force's self-study was the lack of mission and goals for academic advising. Mission and goals are required to provide the foundation for learning outcomes and assessment, as well as to provide rationale and support for other activities to improve academic advising at FSU. One of the recommendations for improvement from the self-study final report is:

FSU must adopt a foundational framework for academic advising to provide the following common elements across all advising activities in all divisions, colleges, and units:

- A. Definition of advising
- B. Mission statement for advising
- C. Institutional advising goals
- D. Advising learning outcomes that contribute to the University's learning outcomes, including those that promote diversity, equity, and inclusion

These elements will form the basis of academic advising assessment that will inform policies and practices.

This recommendation, and the proposed mission and goals below, were developed collaboratively by the EAA task force of over 90 participants (31 faculty, 43 staff, and 17 students) with the appreciated participation of FSU's President, Provost, Vice President for Student Affairs, Vice President for Enrollment Management, and all three college Deans.

Twenty-two task force participants rated this action as likely to have a moderate or high impact on advising practices at FSU.

#### **PROPOSED ADVISING MISSION STATEMENT**

FSU engages every student in collaborative, learner-centered advising, focusing on academic, professional, and personal development.

#### **PROPOSED ADVISING GOAL STATEMENTS**

Frostburg State University:

- *Fosters a campus culture where advising is a shared responsibility essential to the education experience and student success;*
- *Empowers students, faculty, and staff to utilize university and professional resources to promote students' ability to navigate college and achieve their goals;*
- *Offers a college experience where holistic engagement prepares students to meet the challenges of a diverse, complex, and changing global society.*

## VI. ADJOURNMENT

# REPORTS TO THE FACULTY SENATE

## Chair's Report

## Chair's Report

I hope that everyone had a nice Thanksgiving break. This last report of 2019 will be brief.

**Faculty Senate.** Faculty Senate Meetings are open to the entire campus community. The next meeting is at 4 PM on Wednesday, December 4, in the Lane Center Atkinson Room.

**Commencement.** Commencement is one of my favorite campus events. I love being a part of the culmination of students' academic endeavors at FSU. I encourage each of my colleagues to attend commencement.

**9th Annual Regional Conference on Teaching, Learning, & Scholarship.** The Center for Teaching Excellence deserves a lot of credit for bringing a high quality regional conference on teaching and learning to FSU. What an exciting opportunity we have to learn and share from each other and from colleagues around the region. I regularly attend this conference and am always impressed with the keynote presentation and the variety of other sessions. I look forward to this event every year, and you should, too!

**Excellence in Academic Advising.** One year ago, FSU embarked on a journey to understand our advising practices with an aim to transform them. We have been fortunate to be part of the inaugural EAA cohort with the support of NACADA, the Global Community for Academic Advising, and the John N. Gardner Institute for Excellence in Undergraduate Education. Next week, we will share the findings of our advising self-study with the campus community. This week, one of the task force's recommendations is on the agendas for the Faculty Senate and the Staff Senate. The Task Force recommends FSU adopt the following advising mission and goal statements to serve as a foundation for continued advising improvements at FSU. The Student Government Association voted to endorse the mission and goals in November.

### PROPOSED ADVISING MISSION STATEMENT

FSU engages every student in collaborative, learner-centered advising, focusing on academic, professional, and personal development.

### PROPOSED ADVISING GOAL STATEMENTS

Frostburg State University:

- *Fosters a campus culture where advising is a shared responsibility essential to the education experience and student success;*
- *Empowers students, faculty, and staff to utilize university and professional resources to promote students' ability to navigate college and achieve their goals;*
- *Offers a college experience where holistic engagement prepares students to meet the challenges of a diverse, complex, and changing global society.*

Enjoy the rest of your semester and have a happy holiday season!

# Academic Affairs Committee Report

## Academic Affairs

### Senate Report

Wednesday, November 13, 2019

4:00 pm

Compton 237

Attending: Travis English, Chair; Jennifer Earles, Secretary; Sara Beth Bittinger, Office of the Provost; Mike Mathias, Office of the Provost; Kim Hixson, Dean of CLAS; Ben Forrest, SGA; Gerry Snelson; Matthew Georgeson; Darrell Rushton; Daniel Moorehead; Ken Levitt; Sally Stephenson; Jodi Ternent; Anne Murtagh; Lea Messman-Mandicott

- I. Call to order: 4:01 p.m.
- II. Approval of the 10/09/2019 minutes
- III. Reports:
  - a. Office of the Provost/Academic Standards Committee- Michael Mathias and Sara Beth Bittinger
    - i. Academic Standards – 2 minor proposals from Biology and Theater
    - ii. Low Enrollment Programs Committee – Planning stages
    - iii. Strategic Plan – Distance Education
    - iv. Sara Beth – Data Sharing
    - v. Student Complaint Process – New mechanism for students to offer complaints
    - vi. Adjuncts – Meeting on Thursday, November 21 regarding pay, etc.
    - vii. Working Group – FSU Academic Integrity, collecting feedback from Department Chairs and will share results in the Spring
    - viii. GEP – Developing learning goals and outcomes, draft statement will come in February 2020
  - b. Dean's Council- Kim Hixson
    - i. Planning for budget difficulties
  - c. Registrar's Office- Jodi Ternent
    - i. Registration is down from last year
    - ii. Emails will go out on Wednesday, November 14 to remind students to register
    - iii. Excellence in Academic Advising – finished self-study and will transition into implementation
  - d. [UUCR](#)- Matthew Georgeson – No report
  - e. AAC Chair- Travis English – No report
- IV. New Business:



19-42	<p><b>The Department of Marketing and Finance requests the following:</b></p> <p>3) to re-number MKTG 361 Principles of Marketing to MKTG 261 and remove the 29 credit hour pre-requisite.</p> <p>4) change both lists of required and elective courses in the concentration of Global Business by moving ECON 401 International Finance, currently in the elective list, to add it as an option for FINA 477 International Financial Management, in the required list, which is not often offered. Topic coverage of the two courses is similar.</p>	<p><b>Rationale:</b> 1) The Marketing &amp; Finance Department would like to make the course available to students earlier in their education sequence. The Registrar has been contacted regarding the re-numbering of the course and their Course Inventory File Update Form is included in the proposal.</p> <p>2) The proposed change will give Global Business students more flexibility in completing required courses.</p>	Approved																										
19-43	<p><b>The Department of Educational Professions requests the following:</b></p> <p>Deletion of the following courses:</p> <table><tr><td><u>Dept/Course No.</u></td><td><u>Course Title</u></td></tr><tr><td>ECED 438</td><td>Early Childhood Classroom Management</td></tr><tr><td>ECED 442</td><td>Administration &amp; Supervision of Early Childhood Programs</td></tr><tr><td>EDUC 406</td><td>Leadership Seminar</td></tr><tr><td>EDUC 403</td><td>Assessment and Management of Learning</td></tr><tr><td>EDUC 429</td><td>The School and Community</td></tr><tr><td>EDUC 430</td><td>Desktop Publishing for Educators</td></tr><tr><td>EDUC 432</td><td>Hypermedia &amp; Multimedia: Educational Applications</td></tr><tr><td>EDUC 446</td><td>Using Databases for Critical Thinking</td></tr><tr><td>EDUC 454</td><td>Microcomputer Application in Education</td></tr><tr><td>GUCO 406</td><td>Introduction To Guidance</td></tr><tr><td>SCED 416</td><td>Business Education in the Secondary School</td></tr><tr><td>SCED 430</td><td>Pedagogical Content Knowledge in the Secondary Disciplines</td></tr></table>	<u>Dept/Course No.</u>	<u>Course Title</u>	ECED 438	Early Childhood Classroom Management	ECED 442	Administration & Supervision of Early Childhood Programs	EDUC 406	Leadership Seminar	EDUC 403	Assessment and Management of Learning	EDUC 429	The School and Community	EDUC 430	Desktop Publishing for Educators	EDUC 432	Hypermedia & Multimedia: Educational Applications	EDUC 446	Using Databases for Critical Thinking	EDUC 454	Microcomputer Application in Education	GUCO 406	Introduction To Guidance	SCED 416	Business Education in the Secondary School	SCED 430	Pedagogical Content Knowledge in the Secondary Disciplines	<p><b>Rationale:</b> The Department of Educational Professions wishes to clean up the catalog and remove course descriptions of obsolete courses which have not been taught in years. None of these deletions will impact programs currently offered.</p>	No Vote Required
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19-44	<p><b>The Department of Educational Professions requests the following:</b></p> <p>A new concentration to the existing Elementary Education major. The 30-hour concentration in Special Education would require the following changes in the existing program requirements:</p> <ol style="list-style-type: none"> <li>1. New Courses <ol style="list-style-type: none"> <li>a. SPED 205</li> <li>b. SPED 305</li> <li>c. SPED 390</li> <li>d. SPED 405</li> <li>e. SPED 407</li> </ol> </li> <li>2. Catalog Language to be added to the Elementary Education requirements</li> </ol>	<p><b>Rationale:</b> This proposal concerns a new concentration within the existing Bachelor of Science degree in Elementary Education at Frostburg State University. The purpose of this change in concentration is to provide preparation in special education for elementary candidates who would be certified to teach general education in grades 1-6. The expanded experience would be desirable for new teachers and prospective employers, as there are documented needs for general education teachers to be highly qualified in the area of special education.</p>	<p><b>Approved</b></p> <p>*Pending approval of new faculty, this concentration would begin in fall 2021. IPR also conditionally approved and the Provost, and the Dean have written support letters.</p>
19-45	<p><b>The Department of Geography requests the following:</b></p> <p>Changes to its Earth Science program to better reflect the role of climate science in the Earth Sciences and to better align course offerings with faculty expertise.</p> <ol style="list-style-type: none"> <li>1. Renaming of the program to Earth Sciences to reflect the role of climate/atmospheric science in the program.</li> <li>2. Addition of climate/atmospheric science courses into the program core and electives</li> <li>3. Change in prerequisites for GEOG 207 and GEOG 208</li> <li>4. New course (GEOG 477 Advanced Geology)</li> <li>5. Change in course title and catalog description (GEOG 475) and deletion of course (GEOG 476)</li> <li>6. Creation of an Earth Science minor</li> </ol>	<p><b>Rationale:</b></p> <p>The Earth Sciences curriculum at FSU is currently lacking an opportunity for students to extend their knowledge and skills in structural geography and other advanced topics in geology beyond the 200-level.</p> <p>This change in prerequisites rewards student success on the AP Environmental Science exam, which provides a sufficient background to be successful in these two courses. It also allows for flexibility in getting transfer students started in the major if the department feels the student has sufficient background through coursework elsewhere.</p> <p>Currently there are two advanced geomorphology courses in the catalog. The department no longer has the capacity, in terms of instructors and students, to run both. By broadening the scope of a single advanced geomorphology course, the department will have flexibility to offer topics in advanced geomorphology tailored to faculty expertise and current labor market demands.</p>	<p><b>Approved amended proposal which strikes item 3 (letter B in the proposal documents).</b></p>

19-46	<p><b>The Department of Psychology requests the following:</b></p> <ol style="list-style-type: none"> <li>5. <i>New Course:</i> PSYC 406/506 Theories of Counseling</li> <li>6. <i>Changes in Course Title:</i> PSYC 385 Group Counseling PSYC 386 Pharmacology of Chemical Dependence PSYC 388 Topics in Substance-Related and Addictive Disorders</li> <li>7. <i>Changes in Course Title and Description:</i> PSYC 410/510 Individual Counseling: Evidence-Based Practices</li> <li>8. <i>Changes in Requirements of the Emphasis in Addictions Counseling</i></li> </ol>	<p><b>Rationale:</b> The Psychology Department requests the following changes to better align our Emphasis in Addictions Counseling with the requirements of the Maryland State Board of Professional Counselors and Therapists.</p>	<p><b>Approved</b></p>
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V. Adjournment: 4:50 p.m.

# Faculty Concerns Committee Report

## Faculty Concerns Committee Report 191009

Meeting Room: LUC 109. Meeting Time: November 13, 2019, 4:00pm

*Excused from attending this meeting:* Robert Kauffman, William Anderson, Katie Gares

*Present:* Tianna Bogart, Holly Currie, Seán Henry, Paul Bernhardt, Heather Hurst, Annie Danzie, John Lombardi, Ben Norris, Chelsea Schrader, Mike Murtagh

- I. **Call to order** 4:06pm called to order
- II. **Approval of the Minutes of Wednesday, October 09, 2019** No objections – minutes are approved **Orders of the day:**
  - a. **Special Orders**
    1. **Open Discussion: Any questions or discussion on the electronically distributed reports?** No discussion
    2. **Proceeding by consent, we may adopt a timed agenda as described in the Agenda**
  - b. **Unfinished business**
    1. **Updates on FCC 19-10 (H): Proposal for an Emergency Absence Policy**
      - Once FCC version is ready, we will work collaboratively with SGA to come up with a cohesive version. Any input or thoughts on this please let FCC Chair know so that it can be presented in meeting with SGA
      - Suggestion on the creation of grievance system for students for conflicts with professors. Maybe reframe the policy to create a broader way to take the complaint through the grievance avenue.
    2. **Update on FCC 19-21 (H): Students found responsible of an academic code violation become ineligible to evaluate the course.**
      - FCC Chair had meeting with administrators and staff (C. Crowe, S. Morton, M. Mathias, S-B Bittinger, S. Smith). From C.C.'s end it is not difficult to forward information to S.M. before evaluations go out.
      - C.C. and S.M. working on a test dataset for this semester. They are doing a test run about how the process would work: One lingering issue is what would happen if the violation is after the course evaluation build or after the report? Suggestions for this are forthcoming
- c. **Scheduled Business**
  1. **FCC 19-24 (H): Changes to IT governmental structure**

The Chief Information Officer, Troy Donoway, is working on a proposal for a new IT Governance structure for Frostburg State University. We discussed the new structure and the impact it has on the current Technology Advisory Group (TAG) as defined in the Faculty Handbook. Discussion included changes to overall structure and where faculty and staff fit within the new structure, faculty and staff membership guidelines (both in an advisory group and steering committee), and potential departmental liaisons that can interact with the TAG about their needs. Based on discussion with the FCC members, Troy will submit a finalized proposal for the December FCC meeting.
  2. **FCC 19-22: Emeritus status for Randall P. Bandura** FCC made a motion, see below.
  3. **FCC 19-23: Emeritus status for William P. Childs** FCC made a motion, see below.
  4. **FCC 19-25 (H): An earlier call for letters of intent to apply for Tenure/Permanent Status and/or Promotion**

FCC made a motion, see below.

**d. Unscheduled Business**

**e. Open Discussions**

**1. re: 48-hour final grade policy**

- From discussion with M. Mathias – once all grades are finalized by registrar’s office (about 12 hours after final grade deadline), the Provost’s office can run their academic query – then the dismissal letters are put together and all dismissal letters must go out in a very short turnaround (by the end of day following when final grades were due).
- Talked to Registrar’s office – the 48-hour policy is not a registrar policy it is only in the Faculty Handbook – any missing grades fall into a no record – and the faculty must then do a grade change form for each student and must find signatures on the forms.
- Missing the grade deadline can cause issues for students not getting into an Intercession course, etc. Come up with something that gets rid of the 48hr verbiage but strengthens the final deadline (with potential consequences if necessary)
- student expectations are set by this 48hr rule which adds addition pressure (and emails) from students
- What about courses that don’t have a final exam? Such as doctoral courses –
- Add the final grade deadline into the Academic Calendars and change the 48-hour rule to a 48-hour encouragement
- An official proposal will be presented in the December FCC meeting

**2. re: CUSF resolution on student evaluations**

- Discussion on this because a lot of things (salary equity, merit raises, Tenure/Promotion decisions) are tied to these scores – we need to make a strategy for how to deal with this often-bias instrument. Should we weight these SEI differently? Should they be counted at all?
- Recommend changes to model to include advising as part of instruction and a peer evaluation method instrument. This instrument is mostly done and will be tested with multiple faculty in the Spring – very qualitative.
- Question on if we go back to the paper evaluations? Response rate on electronic one’s are so low. Since putting it online, there is a Yelp review mentality that presents a customer relationship that makes it uncomfortable. Doing the evaluation online elsewhere allows for informal collaboration on the evaluations. H.H. – cannot do all paper because of the number of online programs...fundamental issue is that you do not know when you have been inappropriately evaluated, perhaps make evaluations less quantitative
- students do not understand what the evaluations purpose is...perhaps try to make students more aware (there is a statement that already does this)
- There is a struggle with so much weight in Tenure/Promotion for the overall average of SEI’s and does not think they should be included in this decision. Should be more value in how you are going to improve versus what you have done?
- Perhaps we should ask for AIR to do a study about how much bias is out there for our school...problem with getting rid of it completely – in evaluations right now for many departments that is the only thing that varies
- run analysis and look at departmental factors that have been referred to. Are feelings about the department correlating with the rest of the scores?

- Two separate issues 1) issues with the instrument and 2) how do we use SEI's in our assessments/evaluations.
- Faculty Senate Steering committee is evaluating how can we redesign the faculty role model to better use the scale
- f. **Reports – due to time, reports delivered electronically**
  1. **Chair of FCC** *sent electronically, see below*
  2. **Council of University System Faculty** *nothing to report*
  3. **University Chair's Council** *nothing to report*
  4. **Promotion and Tenure / Permanent Status** *nothing to report*
  5. **Faculty Development and Sabbatical / Professional Leave Subcommittee** *sent electronically, see below*
  6. **Faculty Handbook Subcommittee** *sent electronically, see below*
- g. **Business for future FCC meetings**
  1. Unfinished Business
    - i. FCC 19-10 (H): Proposal for an Emergency Absence Policy
    - ii. FCC 19-21 (H): Students found responsible of an academic code violation become ineligible to evaluate the course.
    - iii. FCC 19-24 (H): Changes to IT governmental structure
    - iv. FCC 19-26 (H): Reporting of final grades
    - v. CUSF resolution on student evaluations
  2. Open Discussions re: Disruptive students in and out of the classroom re: Equitable distribution of departmental service re: Lack of communication and desired reports pertaining to the air quality safety of Guild re: Concern over the practice of asking/requiring FTNTT to do service and/or professional development

III. **Adjournment @6:00pm**

**Business for the Senate Floor:**

1. **FCC 19-22: Emeritus status for Randall P. Bandura**  
**FCC moves** to support the nomination of Mr. Randall P. Bandura to Emeritus status. Mr. Randall P. Bandura has met and exceeded the required criteria for this distinction, as outlined in a letter from Dr. Kathie Shaffer, Chair of The Department of Accounting.
2. **FCC 19-23: Emeritus status for William P. Childs**  
**FCC moves** to support the nomination of Dr. William P. Childs to Emeritus status. Dr. William P. Childs has met and exceeded the required criteria for this distinction, as outlined in a letter from Dr. John L. Stoothoff, from the Department of Educational Professions.
3. **FCC 19-25(H): An earlier call for letters of intent to apply for Tenure/Permanent Status and/or Promotion**  
**FCC moves** to amend the date by which the Provost must issue the call for Tenure/Permanent Status and/or Promotion applications. The new proposed date is September 1. On page 92 of the handbook, the timeline entry would read: "September 1 Provost issues call for Tenure/Permanent Status and/or Promotion applications."

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**Committee Reports:**

- **FCC Chair**
  - **Faculty Development/Sabbatical Subcommittee**
  - **Faculty Handbook Subcommittee**
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## **FCC Chair Report**

### **Oct 23, 2019 Meeting: SEI scores from students found responsible of Academic Code violations**

In attendance: Carl Crowe, Mike Mathias, Sara-Beth Bittinger, Selina Smith, Sean Morton, Tianna Bogart

CC:

There is a 2-step process for **Academic Code Violations**

1. 1<sup>st</sup> offense: If found responsible by Carl Crowe, students must pay a \$25 fine and complete an online module on academic integrity. Student will remain on probation until graduation. There is no panel involved
  2. 2<sup>nd</sup> offense: The case goes to a suspension hearing where a panel may decide to find the student responsible of academic code violation. Student gets a 3-day notice of when the panel is meeting. Student has 5 class days to file an appeal to the Provost
- from his perspective, it would only be an extra check box in his reporting to add Sean Morton (who could then remove that student's access to a specific course's evaluation.
  - Maxiun – the software that Academic Affairs uses to track these incidents

SM:

- Can “exclude” student from a survey, similar process to when a student withdrawals from a course
  - It would be a manual process to remove the evaluation if student was found responsible after the evaluations go out, but still doable if it was before the evaluation results were released
  - Policy is that evaluations go out the last 10 days of the regular semester, before exams start.
- Problem: if student is found responsible after evaluations have already closed and reports have been generated. Reports and scores already include averages based on those evaluations.
    - Suggestion: an official notice from Academic Affairs that could be included with a faculty's scores – may help explain any bias that may be present from a disgruntled student
  - Action: Before the “build” of evaluations for the semester (which occurs on Nov 9), CC will generate a list of students who have been found responsible. This is a data collection phase, seeing how this process would potentially work.

### **What about “Disruptive Behavior”?**

- Typically, this results in the student being administratively removed from the class by the Dean. Followed by a hearing if the disruptive behavior was egregious or if the student is already on probation.
- This conduct violation is not currently tied to a course, but it could be (easy enough to do in Maxient)
  - We need to do more research into the faculty handbook to see how “disruptive behavior” is defined (can it be outside of the classroom?) and to find all instances of mention.

## Oct 23, 2019- Faculty Workload and Compensation Committee

### Provost Throop discuss workload issues with the committee

#### A. Pro-rate issues and workload calculation

- Dean's office decides which course counts as the overload (lowest enrolled) –
- But faculty member agrees to take on extra course last minute, contract shifts to whatever is lowest enrolled....
- Idea of having the chair identify which course would be flagged as overload. If Dean's office has an issue with the selection, this would be discussed at a meeting
- BN – if a course is run, then it goes...no last-minute cancellation. Dean must decide by a certain time, and the decision shouldn't be reversed. no more of waiting to see if there are enough students.
  - o Chair can make justification with 3-year historical average and need to graduate.
  - o If dean says no, then there is time to find alternatives for faculty/instructor.
  - o Provost is in support. Discussion on when decision should be made. Provost is suggesting right before final exams. Dec 1 for spring contracts, Aug 1 for fall contracts. All course cancellations decisions made on numbers this day. Contracts will be based on this snapshot
  - o Potentially a different discussion for graduate courses. This should go to Graduate Council.
  - o Studio art needs revisiting – b/c there seems to be inequitable student numbers amongst faculty
- Prorating the 1 overload course ONLY. The lowest enrolled course will (maybe) be the lowest enrolled course. But only 1 course
- Team teaching – half and half, or the dept chair decides what fraction each person is doing.

#### B. Senate Committee Chairs course release or stipend

- Provost is leery on reassigned time, however – the decision should be left up to committee chair. If dept chair needs to hire adjunct – provost office will pay. Provost office will also pay if faculty chooses stipend
- Q – how much release? 1 per year, 1 per semester?
- Q – all senate chairs (4)? Include GC chair or not? Just non-curriculum committee chairs?
- Each chair should talk to respective department chairs, going to try to implement something in the spring

## Faculty Development/Sabbatical Subcommittee

November Report to Faculty Concerns Committee William L. Anderson 103  
2019

November 12,

The Faculty Development/Sabbatical Subcommittee met October 21, 2019, to evaluate applications for sabbaticals and for project and publication assistance grants.

### Sabbatical Applications and Results

Seven faculty members applied for sabbaticals in the school year 2020-2021, six of them for one- semester leave and one for an entire school year. The subcommittee unanimously voted to recommend the full-year application and five of the six one-semester leave applications. We sent the recommendations to the provost and are planning to have a joint meeting the week of November 18 to make final decisions on the requests.

I sent letters to all of the applications via campus mail.



## Project and Publication Assistance Grants

Five faculty members made six requests for grants. The subcommittee unanimously voted to award grants to four of the applicants in the total of \$5,275. The subcommittee will have \$29,725 left in the budget for grant requests in March, 2020.

William L. Anderson, Chair

## Handbook Subcommittee Meeting Minutes

Date: Monday, October 17, 2019 Time:

11:00 a.m.

Attendees: Holly Currie, Katie Gares, Stephanie Sindy, Lisa Hartman

### Handbook Subcommittee Meeting Agenda 10-17-2019

- Review of approved handbook changes from previous senate meeting.
  - GC 19-06(H) – Graduate Council Charter Change – **Returned to Grad Council** to clarify wording.
  - FCC 18-12(H) – Statement added to FSU Policy 2.012 Syllabus requirements (recording classroom activity) – **Motion carried**
  - FCC 18-13(H) – Faculty Grievance Procedure changes – **Motion carried.**
    - While this motion carried. Faculty Handbook Committee does not have enough information to incorporate the changes.
- Updating the Handbook Charter Procedure:
  - How does Stephanie get the changes approved by Senate?
  - Where can minutes can be found? From Ben: the Senate Chair has previously chosen their own way of sharing the minutes. Ben puts them on SharePoint  
(<https://frostburg.sharepoint.com/sites/facultysenate/>) and they are also sent via email.  
The SharePoint link can be found on the Faculty Senate website. We should be cautious about putting website links in the handbook as they may change. Especially if we adopt a new management software. o FCC voted on 10-9-2019 that from here on out Committee Charters in the handbook should contain the total number of members at the very beginning to avoid confusion. We should discuss whether or not this type of guideline should be mentioned in the newly established procedures section for the Handbook Charter.
  - Subcommittee needs to create a procedure for getting the changes from the Senate Chair or Secretary
    - Handbook Subcommittee should be notified soon after a motion passes or a member of Handbook should monitor the minutes for updates that have passed.
    - At first meeting of the semester, senate secretary could attend the handbook meeting to establish procedures.
  - Minutes or other information shared need to have enough information for the committee to make the required changes, including:
    - Effective date.
    - Exact changes to be made and where they are to be made.
  - The procedure should include a description of the editing instructions § Instructions generally appear as:
- Black font: Current Language

- **Bold & Red**: Proposed new language
- ~~Crossed out and highlighted~~: Deleted
- (blue parentheses): Comments
  - o Handbook Subcommittee will hold off on bringing this to FCC until we have more information about the software to be implemented
- Checking the handbook for alignment with the Student Code of Conduct
  - o Disruptive behavior is only mentioned in the handbook in relation to incidents in the classroom. It needs to cover other areas as well such as in faculty offices.
  - o Faculty handbook needs to refer to the Student Code of Conduct (<https://www.frostburg.edu/about-frostburg/student-affairs/policystatements.pdf>). o Are the Deans and Provost the appropriate personnel to handle the process? The handbook should also mention the involvement of Carl Crowe's office (Student Affairs)
  - o Sections in the Code of Conduct that should be included or mentioned in the handbook:
    - #9 Violence to Persons / Physical or Verbal Assault (p.5)
    - #15 Ignoring or Refusing a Reasonable Request) of Authorized University Personnel (p.7)

Next meeting: Nov 21 at 11:00 am Meeting adjourned at 11:33.

# Graduate Council Report

## Graduate Council Meeting Minutes Monday, November 11, 2019 Gira 151 and USMH- 526 (136.160.255.74)

Call to order – 3:30

Approval of the minutes from the October 2019 meeting.

**Vote – Someone that I missed – all approved.**

### Reports

#### Chair's Report

~~We will host Gregg A Sekscienski, Assistant VP for Marketing & Communications.~~ We will have the opportunity to ask him for help and discuss how his office can help graduate school. I extended an invitation for Arlene Cash to visit graduate council to discuss enrollment tips, tricks, and trends at the graduate level. If there are others we would like to meet with to understand how they view graduate studies at Frostburg, I'm happy to reach out to them.

For December, I plan to have the changes to GC charter completed so we can prepare them for the February Senate meeting.

Any thoughts about what we should include as common resources for a knowledge base in the planned implementation of the advising course n Canvas? What would be in a knowledge base for advising graduate students? Should this be a collective effort, per graduate program, or a mixture?

Are we doing enough advertising on campus? I don't see a lot of graduate program materials across campus.

EAA has started to move forward to look at academic advising software to help us: EAB, Salesforce, and Starfish.

#### Low Enrollment Program Subcommittee (Dr. Richard Raesly)

There were several changes that were requested that happen during the November meeting, and the proposal tabled for further review. Changes to the timeline and the interaction of the Provost's office were requested.

#### Graduate Services (Dr. Vickie Mazer)

- Spring enrollment is open; please get your students enrolled.
- Get catalog requested started and finished.
- Education, MACS
- Kudos to Vickie for her support of catalog changes

#### Associate Provost

- Working on a 5 year academic plan and there is a retreat in January.
- The DESD has almost concluded with its suggestions for strategic directions for distance education.
- Data metrics for PINS were shared with department chairs and deans. It is accessible for anyone thought Helio
- Interfolio was used for promotion and tenure and continues to be rolled out. Let Mike M. know if you have additional questions or need help in the review process, let him know: [mbmathias@frostburg.edu](mailto:mbmathias@frostburg.edu).
- There will be a meet and confer on Thursday, November 21, 2019. There will be teleconferencing set up.
- They are working with IPR on adjunct issues.

- FSU is participating in USM-wide academic integrity committee. There is a need for a student on the committee.

## Registrar Office

None

## Old Business

None

## New business

## Proposals

## CoB - MBA Program Catalog Change 2020-2021, Dr. Eyad M. Youssef

### Executive Summary

Frostburg State University (FSU) has offered a Master of Business Administration degree since 1989. To meet the needs of employers and students, the program has transformed over time but has remained a 36-42 credit hour program, currently being delivered in a 100% online. The current curriculum offers three concentrations – Business Analytics, Healthcare Management, and Management.

Frostburg State University is proposing three new online Post-baccalaureate Certificate (PBC) within the existing Masters of Business Administration (MBA) program. These certificates are:

- j. Business Analytics
- k. Health Care Management
- l. Management

The PBCs, like their parent MBA program, will be delivered entirely online to meet the needs of working professionals. They are designed to provide a pathway for students who are seeking to develop additional skills and knowledge for the purpose of advancing their careers, improving marketability with employers, and providing students an opportunity to go deeper and broader in their studies for career advancement or to improve their chances to get into a graduate school or program.

The PBCs will also serve as a gateway for those candidates who are successful in completing the PBC coursework with a 3.0 GPA or higher and who wish to continue with their master's education to complete Frostburg State University's online MBA program.

### Discussion:

There were a few typos that needed correcting.

M.Flinn – We were getting rid of all certificates, why are we bringing them back? The laws that prevented this in the past are no longer laws. There is no reporting necessary as it was in the past for the federal government.

H. Hurst – Can a person that has “fizzled out” come back and complete the cert?

Yes, as long as they take a new class.

**Vote Required: Unanimous**

Title Summary of Package:

- 1) M.Ed. Curriculum and Instruction Concentration, Change in Modality
- 2) M.Ed. Educational Leadership, Addition of Modality for concentration and Post Master's Certificate
- 3) M.Ed. Literacy, Addition in Modality
- 4) M.Ed. Special Education Concentration, Change in Modality
- 5) Deletion of Education Courses

**1) M.Ed. Curriculum and Instruction Concentration, Change in Modality**

***Executive Summary***

The Curriculum and Instruction (C&I) concentration in the M.Ed. Program is requesting a change in modality to deliver the concentration entirely online beginning Fall 2020. The Curriculum and Instruction concentration is one of five concentrations within the Master of Education program.

The decision to transition from a face-to-face, traditional delivery model to an online program has been made following several years in which the program has offered online and blended course options to accommodate the need for flexibility for working teachers. The gradual infusion of both online and blended courses has caused a natural shift which has resulted in low enrollment in the face-to-face courses, many of which were cancelled as a result. At the same time, online courses flourished. The current enrollment levels in this concentration are no longer able to sustain face-to-face course sections as faculty resources are needed to offer online course sections where the demand is growing. Therefore, the decision for this transition has been made to assure that FSU is responding to student demand for flexibility, while managing resources effectively.

**Discussion:** Nothing substantial

**Vote Required:** Unanimous

**2) M.Ed. Educational Leadership, Addition of Modality for concentration and Post Master's Certificate**

***Executive Summary***

Concentration Addition of Online Modality

FSU is requesting to add an online modality for the Educational Leadership concentration in the M.Ed. Program. The addition of an online modality will begin fall 2020. The Educational Leadership concentration is one of five concentrations within the FSU Master of Education program.

The decision to add a modality has been made following several years in which the program has offered online and blended course options to accommodate the need for flexibility for working teachers. The gradual infusion of both online and blended courses has caused a natural shift which has resulted in low enrollment in the face-to-face courses, many of which were cancelled as a result. At the same time, online courses flourished, and, in some cases, had wait lists. The current availability of faculty resources can no longer sustain multiple sections of courses to accommodate both face-to-face and

online course options. It is clear from enrollment data that student demand is for the online modality. Therefore, the decision to add a modality has been made to assure FSU is responding to student demand for flexibility, while managing resources effectively.

FSU will not be discontinuing the face-to-face modality at this time as we are currently in negotiations with public school system partners to begin cohorts for this concentration. These partners have indicated that they would prefer some instruction be delivered via face-to-face. FSU will evaluate the need to discontinue the face-to-face modality after the online modality has been implemented and after we are able to assess the option for a cohort model design with our school partners.

#### Post Master's Certificate Addition of Online Modality

The Post Master's Certificate (PMC) in Educational Leadership is requesting the addition of an online modality beginning fall 2020. The PMC in Educational Leadership was recently approved and is a certificate within the existing Master of Education with a concentration in Educational Leadership.

FSU has submitted a proposal in parallel to this proposal to add an online modality for the Master of Education with concentration in Educational Leadership. Because this PMC is part of the existing M.Ed. with a concentration in Educational Leadership program, adding an online modality for this PMC is appropriate as all courses required in the PMC will be available online once the addition of an online modality for the M.Ed. with a concentration in Educational Leadership is approved.

**Discussion:** Nothing substantial

**Vote Required:** Unanimous

### 3) M.Ed. Literacy, Addition in Modality

#### *Executive Summary*

The Literacy concentration in the M.Ed. Program is requesting the addition of an online modality to deliver an online option for this concentration beginning Fall 2020. The Literacy concentration is one of five concentrations within the FSU Master of Education program.

The decision to add an online modality is in response to declining program enrollments in the face-to-face, traditional delivery model. Over the past few years, the program has transitioned most face-to-face courses to a blended format with some courses offered entirely online. The gradual infusion of both online and blended courses has caused a natural shift which has resulted in lower enrollment in traditional face-to-face courses. At the same time, online courses have flourished.

Additional data collected and reviewed as part of the due diligence process to consider adding an online modality also provided strong evidence for this proposal. The data reviewed included current program enrollment data, college of education enrollment trends by delivery mode, public school system data, and current student feedback, all of which indicate that an online option is the preferred modality for working professionals.

After careful consideration of the data and the program design and requirements, FSU is proposing to add an online modality beginning fall 2020.

**Discussion:** Nothing substantial

**Vote Required:** Unanimous

#### 4) M.Ed. Special Education Concentration, Change in Modality

##### *Executive Summary*

The Special Education concentration in the M.Ed. Program is requesting a change in modality to deliver the concentration entirely online beginning Fall 2020. The Special Education concentration is one of five concentrations within the Master of Education program.

The decision to transition from a face-to-face, traditional delivery model to an online program has been made following several years in which the program has offered online and blended course options to accommodate the need for flexibility for working teachers. The gradual infusion of both online and blended courses has caused a natural shift which has resulted in low enrollment in the face-to-face courses, many of which were cancelled as a result. At the same time, online courses flourished and in some cases had wait lists. The available resources are no longer able to sustain face-to-face sections which are low enrolled as the faculty resources are needed to service the online sections where the demand is growing. Therefore, the decision for this transition has been made to assure that FSU is responding to student demand for flexibility, while managing resources effectively.

**Discussion:** Nothing substantial

**Vote Required:** Unanimous

#### 5) Deletion of Education Courses

##### *Executive Summary*

The Department of Educational Professions wishes to clean up the catalog and remove course descriptions of obsolete courses which have not been taught in years. None of these deletions will impact programs currently offered.

Courses: Deletion of the following—

<u>Dept/Course No.</u>	<u>Course Title</u>
CUIN 518	Teaching Written Composition Methods in the Elementary School
CUIN 520	Assessment and Measurement in Early Childhood Education
CUIN 521	Child Development for the Early Childhood Educator
CUIN 608	Middle School Curriculum
CUIN 609	Elementary School Curriculum
CUIN 615	Elementary School Science Programs
CUIN 616	Introduction to Science Education
CUIN 618	Elementary School Language Arts Program
CUIN 621	Elementary School Social Studies Program
CUIN 622	Workshop in Elementary Language Arts
CUIN 623	Foundations of Early Childhood Education
CUIN 624	Parent Education
CUIN 626	Early Childhood Teaching Methodology
CUIN 639	Instructional Systems Design
CUIN 649	Curriculum Evaluation
CUIN 653	Accountability in the Context of Student Learning
CUIN 660	Secondary School Curriculum

ECED 538	Early Childhood Classroom Management
ECED 542	Administration & Supervision of Early Childhood Programs
EDAD 642	Organization and Administration of Public Schools
EDSU 648	Supervision of Student Teaching
REED 525	Creative Teaching of Reading
SCCO 602	Applied Readings in School Counseling
SCCO 633	Advanced Counseling & Consulting Strategies with Specific Populations
SPED 582	Curriculum for the Gifted Learner

These deletions have been approved by the Department and the COE Curriculum Committee.

**Discussion:** What if someone comes back to finish a program and they have been away for some time? The student will need to enroll in the newest program and follow those program requirements.

**Vote Required: Unanimous**

### Discussion

*Dr. H. Hurst–*

Why is the undergraduate symposium thriving while the graduate symposium struggles?

Is it work putting our energy to

### Problems:

The online component of the MBA and MACS are problematic.

Is there a timing problem?

We may not know the online students like we know our in-person students.

T. Redmond - Our students are very busy with other obligations and taking a day off to come to campus.

### Solutions:

### New Question

**Is it work putting our energy into this process in the future?**

There are a lot of applied tracks – what if we do something like an online showcase?

What about a PodCast?

It would give us the ability to showcase our students to potential students.

V. Mazer – how would the showcase look?

It could be a powerpoint, video, project, interactive project. We track this, somehow – then it becomes a centerpiece for graduate programs – a marketing piece.

T. Redmond – What is the purpose of what we want to do with research?

H. Hurst – It gets the exposure and practice, it broadens their knowledge base. If it is on campus, it is more comforting compared to a national conference.

T.Redmond – What would our student be “showcasing”



Show things from the program and demonstrate how it is used in the workplace.

E. Youssef - In a showcase, we are showcasing talent.

How many people have a research-based program?

N. Buta – it is an option for us

M.Flinn – it is an option

J. Tobery-Nystrom – all have a research, but it can be difficult

How are the students geographically distributed?

V. Mazer – Mostly regional

V. Mazer – Perhaps there could be a requirement to upload a project into the showcase. If I'm not required, I may not (as an adult student), have the time to participate. This could also help us align with our GLAGG goals. If it part of the class, if this is an assessment, it could be beneficial to the overall process. Can we build this into the assessment process?

K. Levitt – We have a capstone, we could do this in that course.

N. Buda – What does the student feel about this? Let's ask the students?

A. Ashraf - Could we put this in the Undergrad at the same time?

Maybe?

**H. Hurst – I need help for the Spring 2020 research symposium!! If you are willing to help, please let her know. She needs judges! Please email her: [hlhurst@frostburg.edu](mailto:hlhurst@frostburg.edu)**

H. Hurst – What I heard is that we don't want to do a research symposium in the future.

T. Serfass – I hope we can find a way to move forward with this.

We need to find a way to make it more inclusive- both applied in nature and research

V. Williams – Could we do a Zoom or other remote connection during the research symposium?

*Workload question about Graduate classes*

Dear Mike and Travis,

The Workload Committee had a meeting with the Provost last Monday. It is suggested that all four senate major committee chairs receive one course release a year or stipend for the work they do, and it is your decision what works best for you based on department needs. And the Provost suggest that talk to your department to see if course reassigned time is possible, meanwhile, Provost might consider providing \$2,000 stipend if course reassigned time is not available, but she would like you to work with the department on this issue first.

Mike, we also discussed, for undergraduate courses, we would like to have a clearer idea whether a course will run or not before the last minute, and we will try December 1 for the Spring semester and August 1 for the Fall semester. These are the deadlines to decide if a course will be canceled. We would like to see how this would work for graduate courses. So please discuss this issue at graduate council and see if a deadline like that works for you, and what would be a good deadline for graduate courses.

Let me know if you have any questions. Have a good day!

Thanks,

Lilly Ye

Associate Professor of Marketing

Marketing Club Advisor

Frostburg State University

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**Discussion** – Much of this email has changed and is no longer a valid question for GC. However, they are creating a process to give adjuncts access to our systems BEFORE their start date.

**Dr. Tom Serfass, Biology** –FYI – they are looking for a non-thesis option for their program. During the December meeting, we would like to revisit the talk about research. It would be beneficial if there were other research-focused programs on campus.

*The discussion moved back to the research symposium, so all additional discussion was placed in that area.*

Adjournment – 4.40 pm

## Institutional Priorities and Resources Committee Report

### **Institutional Priorities and Resources**

**Meeting date and time:** November 11, 2019 4:00 p.m., Gira Center 155

In attendance: Liz Throop, Erica Kennedy, Randy Lowe, Bill Wetherholt, Ben Norris, Brent Weber, Assyad Al-Wreikat, Jamison Odone, Lei Ye, Leon Wyden, Denise Murphy, Sherri Sheetz, Troy Dell

**Call to Order:** 4:00pm

**Discussion of Budget:** Leon Wyden (VP for Admin & Finance), Denise Murphy, Sherri Sheetz, Troy Dell

Presentation given to IPR, which included the following points:

- Met USM fund balance by increasing unrestricted funds by 1% of the current FY's operating expenses
- Fund Balance
  - Approximately \$22M in cash funds; secures favorable bond ratings for USM
  - Plant funds must be used for facilities renewal and must be removed in the year removed from fund balance
- Overview of traditional budget process timeline
- FY2020, down about \$3.3M from expectations
  - Total unrestricted revenue is \$94.5M
- Enrollment comparison, decline from 4,691 in Fall 2015 to 4,082 in Fall 2019
  - FSU Campus from 4,275 in Fall 2015 to 3,501 in Fall 2019
  - Graduate enrollment remains fairly constant
  - **Total impact on revenue due to enrollment decline estimated at \$8.283M**
- Getting back on track with respect to needed building repair, but there is a lot of work needing done, and this is a system-wide phenomenon, not just FSU
  - **There is about \$120M of deferred maintenance on our campus**
  - State facilities renewal budget for FY2020 is about \$3.6M and includes:
    - Collaborative student areas
    - Guild HVAC upgrades, flooring, drainage
    - Gunter roof
    - FA Building remediation
    - Dunkle Boiler, windows, HVAC
    - PE upgrades
    - Campus pavement/concrete
    - Pullen Hall boiler
    - Clock tower foundation/brick
    - Upper Quad circle brick
    - Chesapeake renovation in the Teaching Kitchen
- Capital projects – Updates on New Residence Hall and Education & Health Science Buildings
- Odds and ends
  - 2% withholding and additional reductions due to revenue shortfall
  - Fleet Commander to replace iPool software
  - Upgrading motor pool and police vehicles
  - PeopleSoft Upgrade for student module
  - New vending machines
  - Frederick Hall renovations AY2021
    - Will close in September, but new residence hall will more than cover Frederick going offline
    - Westminster will be the following year (AY2022)
- Why move to NCAA DII?
  - There was not a good alternative conference, and some were retiring from the conference, which was once a ten-team conference
  - We departed at the same time as Penn State – Harrisburg

- Conference now only has six teams with other schools voting on leaving
- We are the largest school in the MEC
- Will be assessed in February, annual report deadline in June
- Athletic roster size has increased from 494 in 2015 to 573 in 2019 (projected to top out ~ 650 in 2022)
- Athletic revenue and expenses
  - Revenue grows from around \$9M now to around \$13M in FY2022
    - Contribution per athlete is about \$12K
- Questions from IPR
  - How many positions in Athletics have been added to date to support migration to NCAA Division II membership? How many additional positions are required and/or anticipated?
    - Three positions have been added
  - What other fiscal investments besides positions (e.g. scholarships, facilities) have been initiated and what further projects are planned to relation to NCAA Division II membership?
    - No specific projects directly related to NCAA DII (e.g. floor renovations, bleacher safety)
    - Tennis courts and new scoreboard were private gifts
  - What is the source of revenue for new/additional positions, scholarships, facilities, and other enhancements for athletics? Will projected enrollments sustain NCAA Division II membership?
    - Optimistic that projected enrollments will sustain membership
    - Student athletes are held to a higher academic standard and have a slightly higher GPA compared to non-athletes, so more student athletes and increasing roster sizes contributes to more student retention and a more competitive pool of potential students
  - What is the status of the performance model that had been used for the budget?
    - This is a slow process, and easier for academic affairs; can be more qualitative in other areas
    - Performance metrics have been used for this year's PIN requests
  - Could you clarify about potential savings that departments had within CLAS during the past year and how those savings were reallocated?
    - Those savings were basically lapsed salaries and wages
    - Some PINS in COE will require enhancement funding

## Old Business

## Reports

(4:55)

- ◆ Report from the faculty Workload and Compensation subcommittee: Lei Ye
  - The Provost has stated that she is willing to provide either a \$2000 stipend or reassigned time for one semester to those serving as chairs of the four Faculty Senate committees in order to motivate people to serve in those time-intensive positions
  - Policy revisions are in development for overload contracts
  - Working on tentative dates to formally cancel low-enrolled classes
- ◆ Report from AIEC (Assessment and Institutional Effectiveness Council): Assyad Al-Wreikat
  - Replacement software for compliance assist being considered
- ◆ Report on Low Enrolled Program process: Randy Lowe
  - Robust discussion at assembly
  - Workload and timelines are of the greatest concern; meeting with Provost's office to address concerns
- ◆ Report from Adjunct Pay Working Group: Brent Weber

- Met with Provost's office and others to discuss concerns in pay for adjuncts
- Will be looking at other colleges to discuss pay scales, etc. that can be shared with Provost in hopes of addressing shortcomings

## New Business

### Proposals

(5:05)

#### **Vote Required:**

- ◆ Changes to Emphasis in Addictions Counseling (Psychology Department): Paul Bernhardt
  - Motivation is to better align program's emphasis in Addictions Counseling with the requirements of the Maryland State Board of Professional Counselors and Therapists
  - Mostly cosmetic changes aside from adding a new course: PSYC 406/506 Theories of Counseling
  - Changes in course titles to better align with other programs
  - Motion to accept proposal (Randy), second (Brent), **passed unanimously**
- ◆ Addition of three new online Post-baccalaureate Certificates (PBC) within the existing Masters of Business Administration (MBA) program: Eyad M. Youssef
  - Take out three concentrations, flip them into certificates
  - Aside from newly approved PIN position, no new faculty resources required
  - Conditional upon providing IPR with letters from affected departments
    - Nursing is in support of original concentration in 2017
  - Motion to accept proposal (Ben), second (Brent), **passed unanimously**
- ◆ Proposals from Education: Jamey Tobery Nystrom
  - Addition of an online modality for Educational Leadership concentration in M.Ed. program
    - Case-by-case basis for full on-campus program with closed contract arrangements
    - Currently 61 in-state; 6 out-of-state; moving to an online modality expected to increase the number of students
    - No new expenditures
    - Motion to accept proposal (Bill), second (Brent), **passed unanimously**
  - Addition of an online modality for Literacy concentration in M.Ed. program
    - Face-to-face offered for international students
    - 27 part-time in-state; 4 out-of-state
    - No resources are affected
    - Motion to accept proposal (Assyad), second (Bill), **passed unanimously**
  - Change in modality for Curriculum and Instruction (C&I) concentration in the M.Ed. to deliver the concentration entirely online (Fall 2020)
    - Change to an online-only program
    - No change in resources required
    - Motion to accept proposal (Brent), second (Ben), **passed unanimously**
  - Change in modality for Special Education concentration in the M.Ed. Program to deliver the concentration entirely online (Fall 2020)

- Always offered online; have an on-campus option currently with no students physically on campus – all current students are online
- Motion to accept proposal (Randy), second (Brent), **passed unanimously**
- New concentration in Special Education to be added to existing B.S in Elementary Education
  - Currently four concentrations of 24 credits, want to add Special Education with 30 credits
  - Five new courses will require a new faculty member with the expertise to offer the concentration
    - Without that position, the concentration cannot be offered
  - Based on open house interactions, a lot of potential students are asking about special education – concentration hopeful to increase enrollment
  - This is the only concentration being offered in the USM system
    - Typically double majors
  - Have applied for enhancement funds, and if awarded, confident that position can be filled – told they should know in the next few weeks if the funds will be awarded
    - Had prepared for Fall 2020, but funds wouldn't be available until Fall 2021, but could hire faculty with the expertise in the meantime
  - Because of the necessity of a new position to offer this concentration, IPR requests a Letter of support from the Dean as well as the Provost Office
  - Motion to accept proposal based on the condition that letters of support will be provided (Bill), second (Assyad), **passed unanimously**

Call to Adjourn 5:59pm

## Council of University System Faculty



COUNCIL of UNIVERSITY  
SYSTEM FACULTY

### CUSF Report to FSU Senate

**Wednesday, November 14, 2019**

The following is a summary of CUSF activities since the last report.

- **Council Meeting at the UMCP:** As noted, the Council had its November meeting at the University of Maryland College Park (UMCP). We thank President Loh and his staff for their hospitality. The meeting was a joint meeting of the three Councils and we thank Laila Shishineh, CUSS Chair, for doing the primary organizational work for the meeting. Several Regents were in attendance and there were good discussions at the tables. Regents included Vice-Chair Regent Barry P. Gossett and Regents Johnson, Leggett, Pope, & Schulz.
- **Emeritus Faculty BOR Member Resolution:** The Emeritus Faculty BOR Member commentary has been reformatted into a resolution. Still in the discussion phase, the resolution will be addressed at the December Council meeting.

Respectfully Submitted, November 25, 2019

Robert B. Kauffman, Ph.D.

Chair, CUSF and FSU CUSF Representative

Schedule of CUSF Council Meetings for 2019-2020 Academic Year	Location
Wednesday, Sept 18, 2019	Shady Grove
Thursday, Oct 24, 2019	UMGC
Thursday, November 14, 2019 (joint)	UMCP
Monday, Dec 16, 2019	UB
Tuesday, Jan 14, 2020	USM, Adelphi
Thursday, Feb 20, 2020	Coppin
Monday, March 23, 2020	UMB
Thursday, April 16, 2020	UMBC
Thursday, May 14, 2020	TU
Wednesday, June 17, 2020 (optional)	USM, Adelphi

# FACULTY SENATE MINUTES

Wednesday, November 6, 2019

4:00 PM

Lane Center Atkinson Room

Senators present: A. Al-Wreikat, A. Ashraf., P. Bernhardt, T. Bogart, H. Currie, A. Danzi, J. Earles, T. English, M. Flinn, S. Henry, H. Hurst, R. Kauffman, E. Kennedy, K. Levitt, J. Lombardi, D. Moorehead, M. Murtagh, B. Norris, J. Odone, R. Raesly, D. Rushton, C. Schrader, G. Snelson, S. Stephenson, S. Wassell, B. Weber, W. Weatherholt.

Absent (excused): K. Gares, S. Hay, G. Hayata, R. Lowe

Administrators attending: President Nowaczyk, Provost Throop

## VII. APPROVAL OF THE MINUTES

Faculty Senate Minutes of September 4, 2019 (Distributed electronically)

## VIII. ANNOUNCEMENTS

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

December 4, 2019

February 5, 2020

March 4, 2020

April 1, 2020

May 6, 2020

### **D. Future Faculty Assembly Meetings – Location TBA**

January 29, 4 PM

April 29, 4 PM

## IX. REPORTS & INFORMATION

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

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

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

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

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

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

P. President's Report (oral)

### 1. Information from USM meeting:

- a. Over the next year, the NCAA will be studying proposed changes on compensating student athletes for use of their names and likenesses.
- b. System-wide economic impact study will begin, focusing on how universities contribute to the state's economy.
- c. The System-wide enhancement fund request has been submitted to support teacher education.



- d. We have a Regent Liaison, Mr. James Holzapfel from Hagerstown. He will visit campus and meet with the various governance units early in the spring semester.
2. Construction updates: Both buildings are on track. The new residence hall is enclosed and interior work will progress over winter, with an estimated completion date in late spring. For the Education and Health Sciences building, meetings will be scheduled to present a building update and we are starting the construction bidding process. Construction will begin next spring with a groundbreaking ceremony. The gym is getting new bleachers, funded in part by the System as part of a safety improvement.
3. Vice President for Student Affairs: The short list has been completed and campus interviews are being scheduled, including open forums for students, staff and faculty to meet candidates prior to Thanksgiving break.
4. Salary adjustment letters: Human Resources is in the process of sending out information to faculty who did not get salary adjustments. If funds are available next year, we will continue to address the salary gap with updated salary data.
5. Brownsville monument: A working group of community members, students, staff and faculty is working to confirm the wording of the monument.
6. Old police building: City of Frostburg has asked to use our old police building for up to a year for city police. They will pay the utilities and be available to interact on campus. We are planning on converting the building (the former Lincoln School) into a multicultural center.
7. Presidential updates on WFWM: The President is doing weekly spots on WFWM and has spoken about possibilities of developing a regional recreational complex and a Challenger Center on or near campus.
8. Communication: The President requests that individuals include their appropriate governance bodies (Faculty/Staff Senates or SGA) with their issues and concerns rather than bypassing the bodies and coming directly to the President.
9. Maryland Humanities Council: President Nowaczyk has been elected to the Board and is looking forward to promoting Humanities Council events in Allegany and Garrett Counties.

Q. Provost's Report (oral)

1. Academic Affairs Strategic Plan: We have begun developing a five-year plan for Academic Affairs based on consulting with the Deans to establish a clear direction with clear goals. Gary Durr will be facilitating the planning process which will provide opportunities for contributions through the faculty governance system.
2. Online/distance education: The Provost has charged this committee with identifying the current state of distance education at FSU and the future opportunities. Recommendations will be shared.

3. Overloads/enrollment: The Provost is looking for feedback on courses with low enrollments to establish some uniform parameters for adjuncts and overloads regarding low enrolled sections.
4. Student complaint process: USDE requires that we have a process for student complaints; the Provost's office is formulating a draft for academic complaints in collaboration with Student Affairs.
5. PIN requests: The Provost met with the University Chairs Council and reviewed HelioCampus data to support decisions on PIN positions.
6. Interfolio: Training is continuing; those who are interested in serving on the Tenure and Promotion sub-committee are strongly encouraged to attend.
7. Adjuncts: The Provost will be holding a "meet and confer" session with adjuncts on Nov. 21st. She is also looking at adjunct pay and other issues related to adjunct faculty.
8. USM initiatives: Mike Mathias is leading an institutional team of faculty and staff who will be attending a day-long USM workshop on civic education and civic engagement. He is also working with the USM Academic Integrity initiative and has requested departments to provide some preliminary information.
9. Low degree productivity proposal: The Provost thanked Randy Lowe and the ad hoc committee for their work on this proposal. She expressed some concerns about timelines and all of the work outlined in the proposal; she will continue the discussion with the Chair of Faculty Ben Norris and Randy Lowe, committee chair, to move the process forward. When the Provost was asked about what changes she would like to see in the timelines, she replied that there is no involvement specified for the Provost in the first year. She would like to see the Provost reviewing the plan for remediation at the end of the first year to state support or offer suggestions.
10. Thanksgiving week classes: The Provost offered to send out a notice to students reminding them that the university is in session Monday and Tuesday of Thanksgiving week. Senate concurred.

Report from Ms. Arlene Cash, VP for Enrollment Management: Vice-President Cash provided a handout and gave an update on applications to date and new enrollment initiatives including the following points:

- Fall applications and deposits are up for both first time and transfer students
- Outreach to high school juniors including Junior Day
- First year using Common Application
- Search for a new Admissions Director (to start 7/1/20) and other positions
- Admitted Students Day
- New admissions reception area (105 Pullen)
- Building relationships with high school counselors
- "Take the 'Burg Home" campaign with FSU swag
- RFP for a partner to enhance understanding of the current student population
- New admissions counselor based down-state to work with community colleges/counselors
- Success Coaches to connect with first year students in Fall 2020

- Student phon-a-thons to assist applicants
- Application to hold AP teacher training on campus
- FAFSA completion workshops

R. Ad-Hoc Parking Committee Recommendations (Distributed electronically)

X. OLD BUSINESS

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

AAC: <U:\\AAC\\Senate>

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

GC: <U:\\GC\\Senate Items>

IPR: <U:\\IPR Committee\\Senate>

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

**Vote Required: IPR S19-01(H)**

Summary Proposal	Rationale
<p><b>The Institutional Priorities and Resources Committee requests the following:</b></p> <ol style="list-style-type: none"> <li>1. Approval of a new process to increase faculty, departmental, and governance participation in the review of low-productivity programs and the gathering and providing of evidence to sustain such programs.</li> <li>2. Updating the IPR charter to include this process highlighting the role of IPR</li> </ol>	<p>Institutions of higher education in Maryland are required to articulate a plan of action to increase enrollment and degree production for programs that meet the Maryland Higher Education Commission (MHEC) Definition of Low-Degree Productivity. This process provides a mechanism for program coordinators (or representatives) to work in a collaborative and productive manner with faculty colleagues and University administrators via shared governance to explore how low-enrollment/low-degree programs may be revised and/or assisted to attract more students.</p> <p>A program coordinator (or representative) will be provided three (3) hours of reassigned time to work collaboratively with other faculty and University administrative units to create a Program Analysis and Sustainability Plan for a low-enrollment/low-degree program.</p> <p>This process ensures faculty involvement in systematic and routine reviews of low-enrollment/low-degree programs, which result in formal recommendations for action to the Provost. It also allows the University to be proactive in responding to external oversight requirements, including Periodic Reviews of Academic Programs prepared for the University System of Maryland Board of Regents.</p>

**TRAVIS ENGLISH MOVED TO TABLE THE MOTION; RICH RAESLY SECONDED. PURPOSE OF TABLING MOTION IS TO ALLOW CONSIDERATION OF PROVOST'S CONCERNS. MOTION CARRIED.**

**VOTE REQUIRED: AAC 19-40**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Health Sciences Program requests the following:</b></p> <ol style="list-style-type: none"> <li>1. New Course <ol style="list-style-type: none"> <li>a. HSCI 425 Biostatistics – 3 cr.</li> </ol> </li> <li>2. Change in Program Requires: Health Science Major – Add two courses to the list of Health &amp; Natural Science Electives <ol style="list-style-type: none"> <li>a. HSCI 425 Biostatistics</li> <li>b. CHEM 330 Medicinal Chemistry</li> </ol> </li> </ol>	<p><b>1 and 2a.</b> A course in biostatistics will be helpful for any student interested in a career or graduate program in public health, epidemiology, biomedical research, and the various health professions. The interpretation of data and statistical information is critical for health practitioners to understand public health and epidemiological data as well as the results of clinical trials and diagnostic tests.</p> <p><b>2b.</b> An introductory knowledge of medicinal chemistry would be valuable for students entering the health professions, especially pharmacy.</p>

**MOTION CARRIED.**

**VOTE NOT REQUIRED: AAC 19-41**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Chemistry requests thee following:</b></p> <ol style="list-style-type: none"> <li>1. Approval of new IDIS 350 course, “Communicating with Data”</li> </ol>	<p>To expand the options available to students to fulfill the IDIS 350 requirement.</p> <p><i>How can we make meaning of the torrent of data available to us every day and use that data to tell a convincing story?</i></p>

**VOTE REQUIRED: FCC 19-18**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of English and Foreign Languages nominates Dr. Maria-Luisa Sanchez for emeritus status</b></p>	<p><b>FCC moves</b> to support the nomination of Dr. Maria-Luisa Sanchez to Emeritus status.</p> <p>Dr. Maria-Luisa Sanchez has met and exceeded the required criteria for this distinction, as outlined in a letter from Dr. Sydney Duncan, Chair of The Department of English and Foreign Languages (Full text below).</p>

Dr. Sydney Duncan, Chair

Department of English and Foreign Languages

September 20, 2019

Dear Faculty Concerns Committee:

The Department of English and Foreign Languages would like to nominate Dr. Maria-Luisa Sanchez to join the ranks of the University's other distinguished Professors Emeritus. Dr. Sanchez became a full professor in fall 2015 and will retire this December after 22 years of service.

Dr. Sanchez earned her M.A. and Ph.D. from Rutgers, and her undergraduate degree from Universidad Autónoma de Guadalajara, México. She joined the Frostburg State University faculty in fall 1997 when Foreign Languages was its own department. She became chair of that department in 2005 and served in the chair role for 10 years until English and Foreign Languages were combined into one department in fall 2015.

She adeptly managed the Foreign Languages and Literature department through lean times, including periods where she was the only tenure-track member of the department on campus. This meant she managed all departmental duties and kept the program alive, while doing an excellent job of teaching and of chairing in challenging circumstances. She worked cooperatively with the English faculty to ensure a smooth transition to our combined department, where she has served ably on the department evaluation and curriculum committees. She has continued to coordinate the Spanish major after the merger and has served all this time as an excellent advisor to students.

Dr. Sanchez has been actively engaged in research throughout her career, presenting at international conferences on a regular basis. She has been instrumental in placing many students in study abroad programs throughout the Spanish-speaking world. Throughout her years of service to the University, she has been collegial, hard-working, thoughtful, and kind.

Dr. Sanchez is a valued colleague, and we will be very sorry to see her retire. The Department would like to request that Frostburg State University honor the long and successful career of Dr. Maria-Luisa Sanchez with recognition of her status as Professor Emeritus.

Sincerely,

Dr. Sydney Duncan

**MOTION CARRIED.**

**VOTE NOT REQUIRED: FCC 19-19(H)**

Summary Proposal	Rationale
<b>The Faculty Concerns Committee requests the following:</b>  Any committee/subcommittee charter updates moving forward must include a statement on the number of total members before outlining membership requirements.	This required statement will clarify and error check committee sizes. As an example, the FCC charter would add "With all membership requirements met below, there will be at least 10 members and at most 17."

**VOTE REQUIRED: FCC 19-20(H)**

Summary Proposal	Rationale
<b>The Faculty Concerns Committee requests the following:</b>  Update the section on Tenure/Permanent Status and/or Promotion Application Materials in the Faculty Handbook (page 91) to specifically state that SEI scores must also be included. Changes are to strike 'should' and include 'must', to	The Chair of the Faculty Promotion and Tenure/Permanent Status Subcommittee noted that SEI have always been a part of the process but this was never formally written in the Handbook. SEI is a reflection of competency in teaching, which is a requirement. There were concerns expressed in

read “The following materials must be included in the application package ...” and amend the statement for #5 to read “Supporting evidence (limited to one notebook) including: representative material in teaching/job performance including student evaluation reports for each course taught during the Fall and Spring semesters of the evaluation period, research and professional development, and service.	codifying SEI score inclusion given 1) that it cannot be traced back in the process and 2) the unreliability and inherent bias from SEI scores. There is a Faculty Senate <i>ad-hoc</i> committee working on how to better evaluate teaching performance and FCC will adjust this statement when a new teaching evaluation system is adopted.
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**MOTION CARRIED WITH 21 IN FAVOR AND 4 OPPOSED.**

**VOTE REQUIRED: GC 19-07**

**ALSO REVIEWED BY IPR**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Educational professions requests the following:</b></p> <ol style="list-style-type: none"> <li>1. Add new program modality – Ed.D. in Educational Leadership (online)</li> </ol>	<p>The Educational Professions department and the Ed.D. in Educational Leadership program requests to add an online modality for our Doctor in Education in Educational Leadership program with the goal of better serving the needs of working adults and increasing access to students who live in Maryland. All classes will be offered online beginning with the cohort admitted to begin in summer 2020. The program has experienced declining applications since its inception. Currently, our admission cycle design admits a cohort each year, but we alternate locations between our FSU campus and the USM Hagerstown regional education center. This cohort admission design limits access to students who may have to wait up to a year to apply and two years to begin the program at the campus located closest to them, or, if they choose not to wait, would be required to drive more than an hour to attend a class.</p>

**INCLUDED IN THE FULL PROPOSAL IS A REQUEST TO INCREASE DOCTORAL-LEVEL ADJUNCT PAY TO \$3,000. A FRIENDLY AMENDMENT WAS MADE REGARDING PAYING DOCTORAL-LEVEL ADJUNCTS AT A HIGHER RATE (SEVERAL ATTEMPTS AT WORDING THE AMENDMENT WERE MADE); HOWEVER, THE AMENDMENT DIED FOR LACK OF A SECOND. PAUL BERNHARDT THEN MADE A MOTION TO AMEND THE PROPOSAL TO REMOVE THE STATEMENT ABOUT PAY FOR ADJUNCTS. DAN MOOREHEAD SECONDED THE MOTION. AFTER FURTHER DISCUSSION, THE MOTION TO AMEND FAILED UNANIMOUSLY. MIKE MURTAGH CALLED THE QUESTION FOR THE ORIGINAL PROPOSAL; DARRELL RUSHTON SECONDED CALLING THE QUESTION (WHICH ENDS DISCUSSION). MIKE MURTAGH RECALLED HIS CALLING THE QUESTION. HEATHER HURST, THE AUTHOR OF THE PROPOSAL, OFFERED TO WORK ON THE LANGUAGE ABOUT WHAT THE ADJUNCT STIPEND WOULD LOOK LIKE WITH THE PROVOST'S OFFICE AND OTHER INTERESTED PARTIES. MIKE MURTAGH THEN AGAIN CALLED THE QUESTION; DARRELL RUSHTON AGAIN SECONDED CALLING THE QUESTION. MOTION TO CALL THE QUESTION CARRIED WITH ONE ABSTENTION. THE ORIGINAL MOTION CARRIED.**

**XI. NEW BUSINESS**

**PAUL BERNHARDT MOVED TO SET ASIDE THE RULES IN ORDER TO HEAR THE AGENDA ITEM BELOW. MIKE FLINN SECONDED THE MOTION; THE MOTION CARRIED AND THE RESOLUTION WAS READ.**

**VOTE REQUIRED: SSC 19-02**

**The Chair of the Faculty requests the Faculty Senate endorse the following resolution.**

Whereas the Faculty at Frostburg State University perceive inequities in the variation of duties and compensation for program coordinators and directors across the institution;

Whereas excepting graduate program coordinators (beginning on Page 147), no description of duties for program coordinators or directors is provided in the Faculty Handbook; and

Whereas while the Faculty Scheduled Workload and Compensation Policy (section on Administration, pages 79-80) provides that workload units of reassigned time or stipends may be used to compensate program coordinators and directors, no procedures or criteria are given; now therefore, be it

*Resolved*, that the Faculty Senate at Frostburg State University authorizes the creation of an *ad-hoc* committee to examine practices, duties, and compensation structure related to program coordinators and directors with the charges and procedures following.

### Charges:

1. Examine internal and external practices related to program coordinators and directors, including range of duties and compensation.
2. Propose job or duty descriptions for the different types of program coordinators and directors to be included in the Faculty Handbook.
3. Propose a compensation (stipend and/or reassigned time) structure for program coordinators and directors that accounts for the variation in duties to be included in the Faculty Scheduled Workload and Compensation Policy.
4. Propose a process to ensure that program coordinator and director duties and compensation are regularly reviewed and adjusted as appropriate.

### Procedures:

1. A seven-member *ad hoc* committee of program coordinators and other faculty members shall be appointed by the Chair of the faculty to be representative of all three colleges and the different program coordinator types.
2. This *ad hoc* committee shall have the following officers:
  - a. a chair appointed by the Chair of the Faculty,
  - b. a recording secretary elected from the other members, and
  - c. any other such officers the committee may need to conduct its business.
3. This *ad hoc* committee may invite additional individuals with special expertise to help the committee carry out its duties. These individuals shall not be voting members of the committee.
4. This *ad hoc* committee may adopt such other procedures as it deems necessary to conduct its business in an orderly manner.
5. The *ad hoc* committee should meet with the Deans and Provost prior to making recommendations.
6. This *ad hoc* committee shall communicate its findings and recommendations to the Faculty Concerns Committee and the Faculty Workload and Compensation Subcommittee no later than March 1 of 2020.
7. Following approval of the Faculty Senate and the Provost, recommendations will be implemented for Fall 2020.

**Motion carried.**

**FIRST READING: SSC 19-03**

**The Chair of the Faculty requests the Faculty Senate consider the following motion to (temporarily) adopt a consent agenda for the meetings of the spring semester of 2020. A vote will be called following the second reading on December 4, 2019.**

Whereas the Faculty Senate at Frostburg State University may wish to conduct business using a consent agenda for its meetings;

Whereas the Faculty Senate recognizes the potential to hold more substantive discussion on topics important to the body if the majority of business is moved by consent; and

Whereas the Faculty Senate may wish to adopt a consent agent only for a probationary period and discontinue the practice should the body prefer; now, therefore be it

*Resolved*, that the Faculty Senate adopts procedures to conduct its business using a consent agenda for the four Faculty Senate meetings in the spring semester of 2020 with the procedures outlined below; and be it further

*Resolved*, that, unless the Faculty Senate should resolve to continue the practice, the Faculty Senate ceases the use of a consent agenda to conduct business following the meeting on May 6, 2020.

**Proposed consent agenda procedures:**

- 6) All items of old business, including agenda items moved by the four committees of the Faculty Senate – being the Academic Affairs Committee, the Faculty Concerns Committee, the Graduate Council, and the Institutional Priorities and Resources Committee – shall be placed on the consent agenda.
- 7) All items of new business and any items requiring a vote of the Faculty Senate to set aside the rules in order to hear an item not moved by the four committees shall not be placed on the consent agenda.
- 8) Any Faculty Senator (elected or ex officio) may request any item be removed from the consent agenda for discussion. Such requests do not need seconds.
- 9) All such items requested shall be removed from the consent agenda for discussion preceding a vote on the motion.
- 10) All remaining items on the consent agenda are adopted by consent.

**XII. ADJOURNMENT**

**REPORTS TO THE FACULTY SENATE**

**Chair's Report**

In this report, I will provide three brief updates, two requests for action, and one apology.

**Faculty Workload Survey.** As part of its charge to monitor the application of the Faculty Scheduled Workload Compensation Policy, the Faculty Workload and Compensation Subcommittee is again requesting faculty feedback on their workload. Please complete the short survey linked below to provide feedback.



<https://forms.microsoft.com/Pages/ResponsePage.aspx?id=0V75uBgqRkKBBAOmdHjTo-VpsVr2VWJMqHRUWmEmxjxUME9aU1INWEEdZWDIOVxLMDVIMVBYSFgwOS4u>

**Faculty Morale Survey.** Thank you to everyone who took the faculty morale survey. We had 165 responses, an increase from last year's 146. A summary of report of the quantitative and demographic questions was attached my monthly email to the faculty. As in prior years, I will follow up with some qualitative analysis of the free responses. As this is the third year of the faculty morale survey, I also plan to release a report showing three-year trends.

**Low Degree Productivity Program Review Process.** Twenty-five faculty members attended the faculty assembly dedicated to this proposed process. The discussion was robust. I again thank the five faculty members who served on the *ad hoc* committee to incorporate faculty feedback into the original proposal: Randy Lowe, Skott Brill, Stefanie Hay, Heather Hurst, and Rich Raesly. I also thank Dr. Throop and the Provost's office for providing a rationale for the process and necessary supporting documentation. The proposed process in its revised form was distributed with the Faculty Senate agenda, as was the Provost's rationale document, and summarized minutes from the assembly.

**Salary Adjustment Information.** I attached a copy of Dr. Nowaczyk's salary equity adjustment plan that he shared at the September Faculty Senate meeting to my monthly email to the faculty. I had thought that I distributed this plan with my message at the beginning of October, and I did not. My apologies. Here it is. As a reminder, please direct feedback regarding this plan, its application, its merits and flaws, and its implications for faculty evaluation to me so that I can ensure the right people get that information.

**Ad Hoc Parking Committee.** Earlier this semester, SGA requested that the University Advisory Council form an *ad hoc* parking committee to review some parking policies and practices. This committee had student, faculty, and staff representation. Faculty were represented by Guobin Xu, who also serves on the Parking Appeals Committee. This committee made several recommendations to UAC, and most were supported. The recommendation to reallocate some faculty/staff spots in the Guild Lot to students is being further studied to determine impact/need. I attached the recommendations to my monthly email.

**Faculty Handbook Subcommittee.** There is a vacancy on the Faculty Handbook Subcommittee. The subcommittee typically meets on the third Monday of each month at 4 PM, as the Faculty Handbook requests of all subcommittees, but this semester it meets on the third Thursday of each month at 11 AM. Please let me know if you are interested in an interim appointment to that committee for the remainder of the academic year.

Please reach out to me, or other faculty leadership, if you want to provide feedback or raise a concern.

## Academic Affairs Committee

### Senate Report

Wednesday, October 9, 2019

4:00 pm

Compton 237

**Attending:** Travis English, Chair; Jennifer Earles, Secretary; Sara Beth Bittinger, Office of the Provost; Mike Mathias, Office of the Provost; Kim Hixson, Dean of CLAS; Ben Forrest, SGA; Gerry Snelson; Matthew Georgeson; Darrell Rushton; Daniel Moorehead

- V. Call to order at 4:03
- VI. Approved of the 9/11/2019 minutes
- VII. Reports:
  - a. Office of the Provost/Academic Standards Committee- Michael Mathias and Sara Beth Bittinger: 9/16 Academic Standards – 2 minor proposals
  - b. Dean's Council- Kim Hixson: 1) DFW ratings – discussion of ways to improve student success, while decreasing the percentage of DFW ratings, including a review of those courses that have the highest percentage; 2) Equity in merit evaluations between colleges and departments
  - c. Registrar's Office- Jodi Ternent: No report
  - d. [UUCR](#)- Matthew Georgeson: Proposal approved
  - e. AAC Chair- Travis English: Items from last Senate meeting approved
- VIII. New Business:

<b>19-40</b>	<b>The Health Sciences Program requests the following:</b> <ul style="list-style-type: none"><li>3. New Course<ul style="list-style-type: none"><li>a. HSCI 425 Biostatistics – 3 cr.</li></ul></li><li>4. Change in Program Requires: Health Science Major – Add two courses to the list of Health &amp; Natural Science Electives<ul style="list-style-type: none"><li>a. HSCI 425 Biostatistics</li><li>b. CHEM 330 Medicinal Chemistry</li></ul></li></ul>	<b>Rationale: 1 and 2a.</b> A course in biostatistics will be helpful for any student interested in a career or graduate program in public health, epidemiology, biomedical research, and the various health professions. The interpretation of data and statistical information is critical for health practitioners to understand public health and epidemiological data as well as the results of clinical trials and diagnostic tests.  <b>2b.</b> An introductory knowledge of medicinal chemistry would be valuable for students entering the health professions, especially pharmacy.	<b>Vote Required</b>  <b>Dr. Keller attending</b>  <b>Approved</b>
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<b>19-41</b>	<p><b>The Department of Chemistry requests thee following:</b></p> <p>Approval of new IDIS 350 course, “Communicating with Data”</p>	<p><b>Rationale:</b> To expand the options available to students to fulfill the IDIS 350 requirement.</p> <p><i>How can we make meaning of the torrent of data available to us every day and use that data to tell a convincing story?</i></p>	<p><b>No Vote Required</b></p> <p><b>Dr. Norris attending</b></p>
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V. Adjourned at 4:34

Meeting Room: LUC 109. Meeting Time: October 09, 2019, 4:00pm

Excused from attending this meeting: Annie Danzi

Present: William Anderson, Paul Bernhardt, Tianna Bogart, Holly Currie, Katie Gares, Seán Henry, Heather Hurst, Robert Kauffman, Mike Murtagh, John Lombardi, Ben Norris, Chelsea Schrader

**I. Call to order @4:03pm**

**II. Approval of the Minutes of Wednesday, September 11, 2019 (green paper)**

Approved as amended

**III. Orders of the day:**

**a. Special Orders**

**1. Open Discussion: Provost visiting to answer questions re: 75/25 split**

- PIN allocation metrics were shared via computer document. One of the many factors includes the proportion of TT to FTNTT
  - Overall, the goal is somewhere in the range of 70-75% TT and 25-30% FTNTT (no rule, policy or practice on this) – she is leery of having a totally TT department in 21st century higher education (although some programs may warrant this)
  - Adjuncts do get accumulated into a FTNTT equivalent in proportion of TT to FTNTT. Overloads not included in this exercise. However, a lot of money is being spent on overloads – needs to be examined (processing data at this point). Provost acknowledges that adjunct pay is insufficient
- Q-How do staff PIN requests get factored in? A-Considered separately, number of majors are also considered in these decisions
- It has been a practice at FSU for automatic conversions from FTNTT to TT – this is not going to be supported without a legitimate national search.
- Provost has been asked to consider criteria for multiyear FTNTT contracts – she supports this and is working on basing the decision on specific criteria/need/performance
- FTNTT's are funded from Dean's set budget whereas TT's are funded from another pool
  - Q– this may create reluctance to get FTNTT?
  - A- USM system allows for fund reallocation among different objects that the Dean sees fit – Provost is willing to honor requests to do so.

**2. Proceeding by consent, we may adopt a timed agenda as described in this document**

**b. Unfinished business**

**1. FCC 19-10 (H): Proposal for an Emergency Absence Policy**

(to begin no later than 4:55)

Major concerns with the document proposed by SGA: 1- assigning the Division of Student Affairs the extra responsibilities outlined in the document; 2- the policy may contradict

policies already in place. FCC made a motion to work on a 1 to 2 paragraph policy that aligns with and would become included in the handbook, rather than the current emergency absence policy proposed by SGA.

**c. Scheduled Business**

**1. FCC 19-18: Emeritus status for Maria-Luisa Sanchez** (to begin no later than 5:25)

FCC made a motion to support FCC 19-18, see below.

**2. FCC 19-19 (H): unify committee charters to begin with the total number of members** (to begin no later than 5:35)

FCC made a motion, see below.

**3. FCC 19-20(H) Add SEI to Tenure and Promotion requirements**

(to begin no later than 5:45)

FCC made an amendment and motion, see below.

**4. FCC 19-21 (H)– Issue of Student found responsible of academic dishonesty or other violations to fill out the evaluation.** (to begin no later than 5:55)

After some discussion, FCC motioned to postpone further discussion until after the FCC chair has a meeting with representations from the offices of the Registrar, Student Affairs, and Assessment and Institutional Research.

Points of discussion: 1- the importance of using the language ‘found responsible’ instead of ‘accused’ due to previous judicial rulings against Purdue University restricting rights of students before they are found responsible; 2 - potentially extending to other violations such as disruptive behavior, etc.; 3 - if a student is found responsible can the loss of counted evaluation scoring only be for a particular class and not a loss of rights to evaluate in other classes.

**d. Unscheduled Business**

**e. Open Discussion re: 48-hour final grade policy** (*text appears in line*)

Ran out of time, discussion postponed to a future meeting

**f. Open Discussion re: equitable distribution of departmental service** (*text appears in line*)

Ran out of time, discussion postponed to a future meeting

**g. Reports** –reports delivered electronically

**1. Chair of FCC** sent electronically

**2. Council of University System Faculty** nothing to report

**3. University Chair’s Council** nothing to report

**4. Promotion and Tenure / Permanent Status** nothing to report

**5. Faculty Development and Sabbatical / Professional Leave Subcommittee** nothing to report

**6. Faculty Handbook Subcommittee** nothing to report

**h. Business for future FCC meetings**

- FCC 19-10 (H): Proposal for an Emergency Absence Policy

- FCC 19-21 (H) Issue of Student found responsible of academic dishonesty or other violations to fill out the evaluation.

- Open Discussions re: 48-hour final grade policy and re: equitable distribution of departmental service

#### IV. Adjournment @6:08pm

##### Business for the Senate Floor:

**1. FCC 19-18: Emeritus status for Dr. Maria-Luisa Sanchez**

**FCC moves** to support the nomination of Dr. Maria-Luisa Sanchez to Emeritus status.

Dr. Maria-Luisa Sanchez has met and exceeded the required criteria for this distinction, as outlined in a letter from Dr. Sydney Duncan, Chair of The Department of English and Foreign Languages.

**2. FCC 19-19 (H): Unify committee charters to begin with the total number of members**

**FCC moves** that any committee/subcommittee charter updates moving forward must include a statement on the number of total members before outlining membership requirements. This required statement will clarify and error check committee sizes. As an example, the FCC charter would add “With all membership requirements met below, there will be at least 10 members and at most 17.”

**3. FCC 19-20(H) Add SEI to Tenure and Promotion requirements to the Faculty Handbook**

**FCC moves** to update the section on Tenure/Permanent Status and/or Promotion Application Materials in the Faculty Handbook (page 91) to specifically state that SEI scores must also be included. Changes are to strike ‘should’ and include ‘must’, to read “The following materials must be included in the application package ...” and amend the statement for #5 to read “Supporting evidence (limited to one notebook) including: representative material in teaching/job performance including student evaluation reports for each course taught during the Fall and Spring semesters during the evaluation period, research and professional development, and service.

*Chair’s Notes:* The Chair of Faculty Promotion an Tenure/Permanent Status Subcommittee noted that SEI have always been a part of the process but this was never formally written in the Handbook. SEI is a reflection of competency in teaching, which is a requirement. There were concerns expressed in codifying SEI score inclusion when it cannot be traced back in the process and the unreliability and inherent bias from SEI scores. There is a committee working on how to better evaluate teaching performance and FCC will adjust this statement when a new teaching evaluation system is adopted.

##### Reports:

##### FCC Chair Report

##### Provost Meeting

- Passed along concerns regarding the salary equity plan. How is “meritorious” defined and if it should be done on the University level. There is a large discrepancy on how each department approaches evaluation.
  - There is a need for some sort of standardization – either the meritorious pool must be done at the department level OR some standardization of the evaluation process needs to be further looked into.
  - Provost mentioned that Biology is working on new evaluation criteria with defined criteria for scores of 1 through 5

- Passed on concerns about the fewer sabbaticals being awarded this year. Provost said that it isn't about the money – fewer were given to promote better applications that link sabbatical research back to the classroom. Needs to have student impact, somehow.
- Passed on concerns about lack of communication regarding the mold/asbestos environmental reporting in Guild. Basic message has been “it should be ok for healthy adults to be in the building”. What does that mean?

#### Senate Steering

- Discussion on defining various “coordinator” positions. Perhaps levels related to duties of the differing types of coordinators. Ben putting together an Ad Hoc committee to collect data, make suggestions in defining the levels and, if applicable, the appropriate compensation.
- Shifting to “Academic Integrity” instead of “Academic Honesty” – a move away from punitive attitude/actions, more towards education on how to have Academic Integrity.
- Looking into revamping evaluation metrics to a university wide scale, with each category (1 to 5) defined.

#### Workload and Compensation

- There will be an offered Faculty Workshop – for dept chairs primarily, how the workload calculations should be done
- Pro-rate issues and workload calculation
  - WL calculation is being done differently if a faculty member has an overload
  - there are unclear prorating criteria – when does prorating apply? Just to overload courses or to all courses? Calculation is too nebulous.
  - --ACTION: look at workload policy on prorated WL hours
- Committee plans to explore if Senate Chairs (FCC, IPR, AA, GC) should get some sort of compensation for the large time investment. GC chair is sometimes a Grad program coordinator and already has assigned time.

# Graduate Council

## Graduate Council Meeting Minutes Monday 9 September 2019

Present: Ali Ashraf, Sara Bittinger, Kameron Brooks, Natalia Buta, Mike Flinn, Heather Hurst, Ken Levitt, Vickie Mazer, Kara Platt, Rich Raesly, Trina Redmond-Matz, Tom Serfass, Beth Smolko, Virginia Williams, Eyad Youssef

Absent: Jay Hegeman, Michael Mathias, Kristine McGee, Brad Rinard, Jodi Ternent, Wendy Wilson

Minutes recorded by Rich Raesly, Secretary

### Call to Order

- Meeting was called to order at 3:35 PM by Mike Flinn, Graduate Council Chair

### Chair's Report (M. Flinn)

- The Chair's report was itemized in the Graduate Council Agenda for this meeting.
- Gregg Sekscienski, Assistant VP for Marketing and Communications will attend the November 2019 GC meeting.
- Arlene Cash will be asked to attend a future meeting.
- The GC will revisit changes to our charter that were sent back unapproved from the Faculty Senate at the December 2019 GC meeting
- Excellence in Academic Advising (EEA) is providing a course on Canvas as well as a knowledge base for undergraduate students. What should be included in the knowledge base for graduate students? [Discussion to follow.]

### Low-Enrolled Programs Subcommittee Report (R. Raesly)

- The subcommittee has met twice and has a nearly complete draft policy and timeline for low-enrolled programs. We will have one additional meeting on 17 October to make final edits, after which the draft will be sent to Ben Norris, Chair of Faculty Senate, who will review and distribute to FSU faculty on 24 October (one week prior to the 31 October Faculty Assembly).

### Graduate Services Report (V. Mazer)

- No report

### Provost Office Report (S.B. Bittinger)

- 31 PIN requests were received and 15 approved. The Provost will address details at next Department Chairs meeting.
- Search for Dean of the College of Education is in progress – application deadline is 31 October
- Information on catalog change deadlines was provided. Catalog changes that require USM and MHEC approval must be approved by the Faculty Senate by its December 2019 meeting.
- FSU was the first USM institution to submit Program Review Certificates to USM. Thirteen were submitted.



- The Provost's Office is reviewing Campus Labs products and looking for alternatives that are more user-friendly.
- FSU has joined the International Center for Academic Integrity and is pursuing certification from that organization while also participating in a USM/CUSF-sponsored initiative to promote academic integrity. M. Mathias is leading this initiative.
- FSU faculty, staff, and administrators are updating FSU's strategic plan for distance education.
- Faculty from all three colleges will be using Interfolio for tenure/promotion reviews this academic year
- FSU has established an institutional Open Educational Resources (OER) team.

## **Old Business**

### **(1) Hooding During Commencement Ceremony**

- M. Flinn distributed data regarding time required per graduate student during December 2018 and May 2019 Commencement ceremonies. The time difference undergraduate vs. graduate w/ hooding as approximately seven (7) seconds.
- Time-saving alternatives to the proposed elimination of hooding were discussed. Suggestions included reducing length of non-student speaker's remarks by 1-2 minutes per talk and eliminating the faculty processional at the beginning of the ceremony. This discussion included the possibility of bringing this issue up before the Faculty Senate. A change in venue (from the gym to outside) was also discussed.
- M. Flinn will pass along a summary of the discussion.

### **(2) Changes to Graduate Council Charter**

- The proposed changes were sent back to Graduate Council because of consistency issues and not objections to content-based changes. M. Flinn will take care of consistency issues and present to GC at the December 2019 meeting.

## **New Business**

### **(1) Proposal to offer the Ed.D. Program in a new (online) modality (H. Hurst)**

- The Department of education Professions is proposing to transition from a mix of online and blended courses to a fully-online delivery. All courses would be offered online (asynchronous, paced) beginning with the 2020 summer cohort, although individual instructors may occasionally offer synchronous (and recorded) classes to allow for discussion.
- **Motion to support the proposal carries with one abstention**

### **(2) Proposal for new course (PSYC 406/506) and change in course title and description (PSYC 410/510) (T. Redmond-Matz)**

- The new course (PSYC 406/506 – Theories of Counseling) is proposed to provide a theory-based course to complement applied courses offered by the Psychology Department. It will be an elective for the Counseling program.
- The course title and description of PSYC 410/510 (Individual Counseling: Evidence-Based Practices will better align the Addictions Counseling emphasis with Maryland State Board requirements.
- There was a question about the absence of some supporting materials (e.g., syllabi).
- **Motion to support the proposal carries**

## **Discussion**

**(1) Knowledge base for graduate advising (M. Flinn)**

- Focus of EAA is on advising at the undergraduate level. The undergraduate knowledge base provides students with information they need to know at this level.
- What items should constitute the knowledge base for graduate students?
- The knowledge base would likely be curated by a few individuals to keep content current.
- It was suggested that graduate forms be included as well as information for taking online courses. Additionally, the knowledge base should differentiate FSU and Hagerstown resources.

**(2) Accelerated Programs (V. Mazer)**

- Across the system undergraduate programs can opt into accelerated programs so that graduate courses can be taken earlier in a student's academic program. This topic will be discussed at the November 2019 GC meeting.

**(3) Value of College (M. Flinn)**

- Naysayers say that colleges/universities can't keep up with changing market demands. Programs need to keep pace with changing job/skill requirements and should be updated more frequently. Catalog changes can be accelerated with the Interfolio system.

**Meeting adjourned – 4:53 PM**

## Institutional Priorities and Resources Committee

**Meeting date and time:** October 14, 2019 4:00 p.m., Gira Center 155

In attendance: Liz Throop, Erica Kennedy, Randy Lowe, Bill Wetherholt, Ben Norris, Brent Weber, Assyad Al-Wreikat, Jamison Odone, Stacy Wassell, Sherri Sheetz, and Heather Hurst

Call to Order 4:05pm

### Old Business

#### Reports

(4:35pm; after discussion with Provost)

- ◆ Report from the faculty Workload and Compensation subcommittee: Lei Ye
  - Lilly is in China (excused absence!), but majority of meeting was spent on overloads and how to correct issues so they do not resurface in the future calculations. The issue appears to have been resolved. Also, there was discussion about getting overload contracts once, because there isn't a lot of variation before/after Census Day. Have yet to clean up this mess but the discussion is taking place. Chairs Council need to address a cultural climate of overloads in some departments. Compensation for committee chairs was also brought up – be it financial compensation or reassigned time, which depends on the chair (e.g. some already have reassigned time and reassigned time cannot be considered for service, etc.). Nonetheless, incentive for individuals to serve is a good thing given the time involved.
- ◆ Report from AIEC (Assessment and Institutional Effectiveness Council): Assyad Al-Wreikat
  - There was some discussion on software being used for campus labs, and an expressed interest in IPR potentially doing one of the 12 Days of Assessment. Also some discussion on IT's plan to hire a project manager (now interviewing) and how to prioritize workflow within IT.
- ◆ Report on Low Enrolled Program process: Randy Lowe
  - Meeting in 155 CCIT on Thursday. Spirit of the meetings has been good. Proposing changes to make the process more inclusive with faculty. Flow of the process hasn't changed, but the timeframe has shifted a bit (i.e. some things taking place in the Fall instead of the Spring). Making a concerted effort to be clear on the purpose of the process and have the Provost put it in writing. IPR was asked to be on this process to be sure that faculty had a voice. Committee has been productive and everyone seems to be on the same page. Ben will send out a draft of the process for faculty to evaluate prior to a faculty assembly. Also going to Provost's office to double-check for red flags; please keep an eye out for it in your inbox and please attend the faculty assembly. Optimistic that dialogue has enabled faculty to pick at the process proactively.

### New Business

(4:05pm; Provost provided overview ahead of old business to avoid a scheduling conflict)

- ◆ Overview of PIN position allocation process and discussion: Dr. Throop
  - Brief overview with evaluation metrics. Available dollar amount was estimated at \$1M. There were 31 faculty pin requests along with some staff requests. Evaluation process included questions relative to

the rationale of the request, whether request was for a new or replacement position, what percentage of the department was tenured/TT compared to FTNTT/adjunct, the student credit hours generated per FTE, and whether credit hours were rising/stable/decreasing. Then compared department to their respective national norms in terms of credit hours per FTE to specifically avoid comparing departments across campus. Ranked top 15 TT positions, considered whether positions should be TT or FTNTT, starting salary estimates, etc. Really aiming for a percentage of about 75% TT/permanent positions, and 25% of faculty that are FTNTT/adjunct (currently at about 81% TT/permanent positions). There are some departments where this will be difficult. FCC has empowered Provost with a committee to work on multi-year FTNTT contracts to help with questions regarding stability. Part of the TT/FTNTT ratio imbalance is likely geographic given our location. There is the possibility of distance education opportunities to address the ratio, as well as help with staffing shortages where appropriate. Last year only 10 PINs were granted. Dr. Throop wanted to stress that we were efficient this year and returned more than \$400,000.

It was noted that performance budgeting is much easier in academics because the metrics are in place to evaluate departments. Service units like the Library are less cut and dry when it comes to PIN requests. Ultimately, it is faculty who generate revenue for the institution, and performance requests are much easier to evaluate in an academic context. Please note that individual departments can request to see how their request was evaluated – Provost is happy to show her work. Department chairs can access the information in Helio. Further, the Provost is always available to address any questions that there may be.

- ◆ Discussion of adjunct faculty salaries (working group formation)  
Dr. Throop asked IPR Chair to work on obtaining faculty input regarding adjunct salaries, although the scope of the request may need some clarification. In particular, it would be ideal if long-term adjuncts were a part of the discussion (e.g. Music and Art). Goal is to have feedback for the Provost by the end of November. We want to make adjunct positions more attractive for those considering teaching at FSU through this fashion. Further, if the goal is to be 25% FTNTT/adjunct, then we need to create incentives that facilitate this goal. A very good point was raised about additional service being asked of adjuncts; IPR Chair will explore compensation options available to encourage adjunct participation.

## Proposal (5:15)

- ◆ Proposal to Offer Ed.D. in Educational Leadership in a new modality (online): Heather Hurst
  - Overview: Department admits cohorts annually, and cycles between Frostburg and Hagerstown. There has been some suggestion to offer Ed.D. online to increase availability for students so they do not need to wait until the next cohort is admitted. Further, there have been multiple retirements, which has required the department to create contractual positions.
  - FSU-Hagerstown admitted 18 this year, which is down from 21
  - Frostburg admitted 9 last year, which is down from 10
  - The trend appears to be moving towards online offerings and FSU wants to maintain competitiveness
  - PIN request for a position in doctoral leadership was denied this year, yet there has been a push for strengthening this program. If we want to have good programs, we really need to have the resources in place to facilitate their success – Administration is aware of this disconnect and working towards addressing it.

- ◆ Students want a face-to-face component, so there is not a lot of concern that an online program would cannibalize the on-campus program. President and Provost want an online offering. There is some concern from IPR regarding the perception of the degree being offered online vs. a brick-and-mortar option and stresses the importance of investing money into this program if it is expected to succeed.

***Vote Required: Motion (Randy), Second (Erica), Passed unanimously***

Adjournment  
5:38pm

## Council of University System Faculty



COUNCIL of UNIVERSITY  
SYSTEM FACULTY

### CUSF Report to FSU Senate Wednesday, November 6, 2019

The following is a summary of CUSF activities since the last report.

- **Council Meeting at the UMGC:** The Council had its October meeting at the University of Maryland Global Campus in Largo on the 24<sup>th</sup>. Several resolutions were passed including approval of the Regent's Awards committee, support for sharing the technical support in academic integrity with System campuses (see attachment), and approval of the Action Plan for 2019-2020 (not attached). In addition, there was a discussion regarding the development of an Emeritus Faculty BOR member. The Chair was instructed to draft a resolution to initiate the process and to facilitate discussion.
- **Open Educational Resources (OERs):** This year CUSF has expressed an interest in the OER issue. It is in the exploratory phases. As part of this process, MJ Bishop discussed the issue and how CUSF can assist in the movement at the October ExCom meeting.
- **Action Plan:** A working document, the CUSF action plan for 2019-2020 was approved at the October Council meeting at UMGC. It contains routine items like the Regent's Awards Committee, and the continuation of existing initiatives like academic integrity, faculty salaries, and evaluation.

Respectfully Submitted, October 31, 2019

Robert B. Kauffman, Ph.D.

Chair, CUSF and FSU CUSF Representative

#### **Resolution: 1920-02: Academic Integrity**

**Resolution:** In partnership with the Kirwan Center for Innovation, CUSF has been working with Maryland's 12 system institutions (USM) to foster the development of ethical learning across universities. CUSF strongly support the principle that all USM universities must procure, maintain, and manage the resources, both human and physical, which offer the greatest likelihood of success in achieving a System-wide environment of academic integrity on our campuses.

As representatives of all USM faculty, be it resolved that CUSF urges System presidents to give consideration to the proposal of University of Maryland Global Campus President Javier Miyares. The ability to share resources and costs associated with deploying the technologies necessary to protect academic integrity on all our campuses will ensure that all institutions might have the opportunity to develop a contemporary ethical learning environment.

<b>Schedule of CUSF Council Meetings for 2019-2020 Academic Year</b>	<b>Location</b>
Wednesday, Sept 18, 2019	Shady Grove
Thursday, Oct 24, 2019	UMGC
Thursday, November 14, 2019 (joint)	UMCP
Monday, Dec 16, 2019	UB
Tuesday, Jan 14, 2020	USM, Adelphi
Thursday, Feb 20, 2020	Coppin
Monday, March 23, 2020	UMB
Thursday, April 16, 2020	UMBC
Thursday, May 14, 2020	TU
Wednesday, June 17, 2020 (optional)	USM, Adelphi