

Faculty Senate Newsletter

February 2020

A MESSAGE FROM THE CHAIR OF FACULTY



I hope everyone's spring semester of 2020 is off to a good start. Here are three updates for you.

Faculty Evaluation. Thanks again to everyone who either attended the Faculty Assembly on January 29 or sent me comments and feedback. The discussion was fruitful, and I learned a number of things. I have not processed all of the information from the assembly, but I wanted to share some highlights (in no particular order):

1. We value collegiality and the creation of a welcoming, inclusive, and cooperative workplace and campus community.
2. The disciplinary distinctions between the various academic departments and the library are part of an important strength of academia, and efforts to create evaluation consistency between departments may be misguided. These distinctions should be recognized when using evaluation information at the institution level. Faculty should only be compared numerically against other faculty members in their department / library.
3. Work-life balance can be a struggle for some of us, myself included. We are an awesome and hard-working faculty, and our efforts and achievements are worthy of recognition. We are also stretched thin and burnt out. Many of us only find time to pursue professional development or scholarship on our own time. There is a sense that some of us may be doing excess work, and a small committee of faculty may be able to identify potentially unnecessary work and suggest ways to eliminate it. Doing so would make more time for the work we find most meaningful.
4. Many faculty members express methodological concerns with the evaluation process, whether it is assigning meaning to insignificant differences, performing improper statistical analyses on ordinal data, or assigning numbers at all to things that are unquantifiable. I appreciate all of these concerns, and welcome any ideas to address them.

Once I have processed all of the feedback, I will share it with the faculty along with potential next steps.

Excellence in Academic Advising. The Excellence in Academic Advising taskforce completed its comprehensive self-study last semester leading to 14 recommendations for improvement and highlighting a number of points of excellence:

1. The initial institutional commitment to improving advising at FSU is encouraging. The EAA project is a strategic priority for FSU and remains funded as part of the strategic plan. The involvement of FSU leadership at every stage is appreciated.
2. Faculty, staff, and students express confidence in and appreciation for campus units that provide advising services, including the Center for Academic Advising and Retention, the Career and Professional Development Center, TRIO Student Support Services, and the advising centers in the Colleges of Business and Education. These units work with faculty advisors to provide collaborative advising experiences for student populations at FSU.
3. The first year advising program, including Preview FSU, ORIE 101, and the FSU Connections provides an exemplar for a shared model of integrated advising services with support from the divisions of Academic Affairs, Enrollment Management, and Student Affairs. FSU was an early leader in developing programs like these, and the model we use remains a national best practice for promoting student success.

The full report, including all 14 recommendations, was shared in December as part of the 12 Days of Assessment.

In January, a group of students, faculty, staff, and administrators met to draft action items related to the recommendations. Those action items will be grouped and prioritized into an action plan with items that we can implement right away and others that we will implement over time. Once the action plan is finalized, it will be shared with the entire campus.

Faculty Governance. The time is nearing for elections for Faculty Senators, CUSF Representatives, and members of the various committees, subcommittees, and advisory groups. Participation in shared governance is a great way to get involved at the university outside of your department. Shared governance is the means by which faculty influence curriculum decisions, academic policies, and faculty personnel processes. The Faculty Senate and most committees, subcommittees, and advisory groups have designated seats for faculty from all three colleges and the library. Additionally, non-tenure-track faculty, both full- and part-time, are eligible to nominate for most seats. The Faculty Senate has two seats reserved for NTT faculty. Faculty Senate nominations will open in March,

and the nominations for committees, subcommittees, and advisory groups will occur in April. Please respond to the call by nominating yourself to stand for election. If you know someone else who you think should serve, encourage them to do so.

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

In addition, Justin Dunmyre and Erica Kennedy represent the faculty at the University Advisory Council. Robert Kauffman is once again serving as Chair of the Council of University System Faculty (CUSF), and John Lombardi is our other CUSF representative.

Contact any one of us if there is anything we can do to help make your faculty experience at FSU better.

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

Tianna Bogart, Geography
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, February 5, 2020

4:00 PM

Lane Center Atkinson Room

I. ORAL REPORTS

1. Report by FSU President, Dr. Ronald Nowaczyk
2. Report by FSU Provost and Vice President for Academic Affairs, Dr. Elizabeth Throop
3. Questions for Administrators

II. CONSENT AGENDA

Note: Any item on the consent agenda may be removed from the consent agenda for discussion by the request of any voting member of the Faculty Senate. Requests to remove items from the consent agenda may be made at the meeting or in advance. Items remaining on the consent agenda pass by consent.

APPROVAL OF THE MINUTES OF DECEMBER 4, 2019 (DISTRIBUTED ELECTRONICALLY)

ANNOUNCEMENTS

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

March 4, 2020

April 1, 2020

May 6, 2020

B. Future Faculty Assembly Meetings – Location TBA

April 29, 4 PM

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)

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>

Summary Proposal	Rationale
<p>The Institutional Priorities and Resources Committee requests the following:</p> <ol style="list-style-type: none"> 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. 2. Updating the IPR charter to include this process highlighting the role of IPR 	<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>

AAC 19-45-2

ALSO REVIEWED BY IPR

Summary Proposal	Rationale
<p>The Department of Geography requests the following:</p> <ol style="list-style-type: none"> 1. New program <ol style="list-style-type: none"> a. Earth Science minor 	<p>Most academic majors in CLAS are also available as minors. Minors provide non-majors with the opportunity to explore a second academic field without committing to taking on a double-major. Currently, students majoring in Earth Science can minor in Geography, or Chemistry, or Biology. However, students majoring in those subjects cannot minor in Earth Science. It would open up more of the Department of Geography curriculum to non-majors.</p>

AAC 19-47

ALSO REVIEWED BY IPR

Summary Proposal	Rationale
<p>The Department of Chemistry requests the following:</p> <ol style="list-style-type: none"> 1. New program /substantial modification <ol style="list-style-type: none"> a. Chemistry Major, Pre-Pharmacy Concentration 	<p>This Concentration within the Chemistry Major is being proposed as a pathway to prepare students for admission to professional schools of pharmacy and for graduate studies in pharmaceutical sciences, medicinal chemistry, and related fields.</p>

	<p>The MD Department of Labor, Licensing, and Regulation estimates the need for 320 new or replacement pharmacists each year through 2026. PharmD programs in MD are only producing an average of 250 graduates per year. If existing professional programs expand, new sources of bachelor's prepared students will be needed.</p> <p>This program is primarily being developed in anticipation of articulation agreements and/or dual degree programs with professional schools of pharmacy in the state and region that could allow students to complete a BS in Chemistry and the PharmD in seven years instead of eight.</p> <p>This program provides a solid core Chemistry experience while optimizing the other courses in the program to closely match pharmacy program pre-requisites. Students who complete this program and do not matriculate into PharmD programs will still be well-prepared for employment or graduate studies in chemistry, biochemistry, medicinal chemistry, pharmacology, toxicology, and other related fields.</p>
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AAC 19-48

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following:</p> <ol style="list-style-type: none"> 1. Change Exercise and Sport Science elective credit requirements <ol style="list-style-type: none"> a. Change required elective credits to “at least 14 credits” instead of “at least 15 credits” 	<p>Students enrolled in the Combined BS EXSS/MSAT Program must take PHYS 215 and CHEM 150 as prerequisites for the MSAT Program. This also fulfills 8 credits of EXSS elective hours. If the student takes 2 more 3-credit elective courses, they will have completed 14 credits and will be short 1 credit of elective hours. It is difficult for these students to squeeze in 1 more EXSS elective course due to the accelerated nature of the program; students only have 3 years to complete their undergraduate degree before transitioning to the graduate program. Lowering the required elective credits to at least 14 hours will still give the student 120 total credits required for graduation.</p>

AAC 19-49

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following: Changes to course offerings in the Recreation and Parks Management program - Sport Promotion and Communication Concentration:</p> <p>RECR 332 Sport Media and Communication (from Fall to Spring) RECR 430 Sport Promotion (from Spring to Fall) PHEC 420 – Sport Law and Ethics (from Spring to Fall)</p>	<p>To stagger the 200/300 and 400 level classes, so that we can work with students across multiple academic years (rather than the students taking all sport management classes in one academic year).</p>

FCC 19-24(H)

Summary Proposal	Rationale
<p>The Office of Information Technology requests the following: Changes to the IT governance structure:</p> <ul style="list-style-type: none"> Update the charter of the existing Technology Advisory Group to create a new Academic Technology Advisory Group. 	<p>The proposed change to the faculty handbook updates the charter of the previous Technology Advisory Group (TAG) into the new Academic Technology Advisory Group. This group will focus on technology opportunities related to the academic environment and is a member of a campus-wide IT Governance structure at FSU. The Academic TAG will provide recommendations to the IT Steering Committee. The chair of the Academic TAG will serve on the IT Steering Committee.</p>

VOTE REQUIRED: FCC 19-27(H)

Summary Proposal	Rationale
<p>The Faculty Concerns Committee requests the following:</p> <p>Amending the Reporting of Final Grades section of the Handbook (page 116) with new proposed language. The amendment encourages the submission of final grades within 48 hours of scheduled final exam period or final course assessment, however all final grades for courses in a given term are due by 11:59 pm on the day indicated on the academic calendar for that term.</p>	<p>Due to the discontent of many faculty regarding the Handbook policy on Reporting Final Grades, commonly called “The 48-Hour Rule”, FCC has been tasked by the Provost to reevaluate this policy.</p>

GC 19-17**ALSO REVIEWED BY IPR**

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</p> <p>Additional modality (online) for the M.Ed. Interdisciplinary concentration</p>	<p>The Interdisciplinary concentration in the M.Ed. Program is requesting an addition of an online modality to deliver the concentration entirely online beginning fall 2020. The Interdisciplinary concentration is one of five concentrations within the Master of Education program, three of which are submitting proposals to add or transition to an online modality in parallel with this proposal.</p> <p>The M.Ed. with an Interdisciplinary concentration requires students to develop a study plan using courses from existing graduate programs, most of which have or will be transitioning to an online modality in fall 2020. In order for this program to continue offering students the available menu of courses and focus areas, this concentration must have an online option as it may be the only option for students to enroll in the program if their focus areas in their study plan come from online programs. The majority of students enrolled in the current program are choosing focus areas from programs that are either currently online or are transitioning to an online modality.</p>

GC 19-18

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following:</p> <p>Three changes in course offering schedules are proposed:</p> <ul style="list-style-type: none"> • PHEC 520 Sport Law and Ethics (from Spring to Fall), • RECR Current Issues in Sport Management (from Fall to Spring), • RECR 603 Facilities Planning and Management (from Fall to Spring) 	<p>The Department of Kinesiology and Recreation requests the following changes to course offerings in the Recreation, Parks and Sport Management graduate program - Sport Management Concentration.</p> <p>These changes improve flow of content and take into consideration the graduate recreation and parks management concentration courses.</p>

III. ITEMS REMOVED FROM THE CONSENT AGENDA FOR DISCUSSION**INFORMATION:**

Announcement from the Library Regarding the MD-SOAR Repository.

FCC 19-26

FCC endorses the resolution made by Academic Department Chairs Council as follows:

The Academic Department Chairs Council met September 25, 2019. During that meeting, a discussion took place on the University's policy of asking adjuncts teaching higher than a 50% load to sign a waiver refusing benefits as a condition of employment.

We understand that sacrifices must be made when resources are reduced or reallocated. However, the members of the Chairs Council stand together to state our disagreement with a practice that asks adjunct faculty, even those who receive benefits from other sources, to sign away benefits to which they are entitled. The Chairs Council feels a moral obligation to state publicly its disagreement with this practice and voted unanimously to issue this statement.

Frostburg State University is strongly dependent on its adjunct faculty to fulfill the academic mission of the University. The Academic Department Chairs Council stands with adjunct faculty and supports their rights.

IV. NEW BUSINESS

MOTION TO RECONVENE TO CLOSED SESSION TO DISCUSS THE STATE OF SHARED GOVERNANCE AT FSU

Topic to be Discussed: CUSF Senate Chair Survey on the State of Shared Governance

The purpose of the survey is to strengthen shared governance in the USM. It strengthens shared governance by surveying the Senate Chairs or their equivalent position regarding the state of shared governance on the individual campuses. The authority for the survey is excerpted from Section 1, Purpose of the CUSF Constitution. This survey advises the Chancellor. Determining the state of shared governance within the System is to make recommendations on matters of System wide professional and educational concern to the faculty. Section 1 of the Constitution with highlighted sections is provided below.

ARTICLE I (3.01-2.00 Constitution of CUSF)

Section 1. Purpose.

The Council of University System Faculty advises the Chancellor and reports regularly to the Board of Regents. Its responsibility will be to consider and make recommendations on matters of System wide professional and educational concern to the faculty and matters to which faculty bring special expertise.

The primary use of the survey is by the Chancellor in his annual performance evaluation of the Presidents during April. It provides the Chancellor with substantive data and feedback on improving share governance practices within the individual institutions.

V. ADJOURNMENT

REPORTS TO THE FACULTY SENATE

Chair's Report

Colleagues,

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Faculty Evaluation. Thanks again to everyone who either attended the Faculty Assembly on January 29 or sent me comments and feedback. The discussion was fruitful, and I learned a number of things. I have not processed all of the information from the assembly, but I wanted to share some highlights (in no particular order):

1. We value collegiality and the creation of a welcoming, inclusive, and cooperative workplace and campus community.
2. The disciplinary distinctions between the various academic departments and the library are part of an important strength of academia, and efforts to create evaluation consistency between departments may be misguided. These distinctions should be recognized when using evaluation information at the institution level. Faculty should only be compared numerically against other faculty members in their department / library.
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1. The initial institutional commitment to improving advising at FSU is encouraging. The EAA project is a strategic priority for FSU and remains funded as part of the strategic plan. The involvement of FSU leadership at every stage is appreciated.
2. Faculty, staff, and students express confidence in and appreciation for campus units that provide advising services, including the Center for Academic Advising and Retention, the Career and Professional Development Center, TRIO Student Support Services, and the advising centers in the Colleges of Business and Education. These units work with faculty advisors to provide collaborative advising experiences for student populations at FSU.
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Academic Affairs Committee

Senate Report

Wednesday, December 11, 2019

4:00 pm

Compton 237

- I. Call to order 4:06 p.m.
- II. Approval of the 11/13/2019 minutes
- III. Attending: Travis English, Chair; Jennifer Earles, Secretary; Gerry Snelson; Stephanie Hay; Jodi Ternent, Office of the Registrar; Lea Messman-Mandicott, Director of the Library; and guests, Martin Barrett and Robert Larivee. Note that Jodi and Lea served as proxies to create a quorum.
- IV. Reports:
 - a. Office of the Provost/Academic Standards Committee- emailed report
 - b. Dean's Council- no report
 - c. Registrar's Office- Jodi Ternent - reported that the Registrar's Office is more and more understaffed
 - d. [UUCR](#) – no report
 - e. AAC Chair- Travis English – no report
- V. New Business:

19-47	The Department of Chemistry requests the following: <ul style="list-style-type: none">2. New program /substantial modification<ul style="list-style-type: none">a. Chemistry Major, Pre-Pharmacy Concentration	<p>Rationale: This Concentration within the Chemistry Major is being proposed as a pathway to prepare students for admission to professional schools of pharmacy and for graduate studies in pharmaceutical sciences, medicinal chemistry, and related fields.</p> <p>The MD Department of Labor, Licensing, and Regulation estimates the need for 320 new or replacement pharmacists each year through 2026. PharmD programs in MD are only producing an average of 250 graduates per year. If existing professional programs expand, new sources of bachelor's prepared students will be needed.</p> <p>This program is primarily being developed in anticipation of articulation agreements and/or dual degree programs with professional schools of pharmacy in the state and region that could allow students to complete a BS in Chemistry and the PharmD in seven years instead of eight.</p> <p>This program provides a solid core Chemistry experience while optimizing the other courses in the program to closely match pharmacy program pre-requisites. Students who complete this program and do not matriculate into PharmD programs will still be well-prepared for employment or graduate studies in chemistry, biochemistry, medicinal chemistry, pharmacology, toxicology, and other related fields.</p>	<p>Approved</p> <p>*Notes: Changes will be made to pgs. 21 & 23 catalog descriptions. Eventually, this program will move to a ¾ in which students complete three years at FSU and earn a chemistry degree after they successfully complete their first year of pharmacy school.</p>
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19-48	<p>The Department of Kinesiology and Recreation requests the following:</p> <ol style="list-style-type: none"> 2. Change Exercise and Sport Science elective credit requirements <ol style="list-style-type: none"> a. Change required elective credits to “at least 14 credits” instead of “at least 15 credits” 	<p>Rationale: Students enrolled in the Combined BS EXSS/MSAT Program must take PHYS 215 and CHEM 150 as prerequisites for the MSAT Program. This also fulfills 8 credits of EXSS elective hours. If the student takes 2 more 3-credit elective courses, they will have completed 14 credits and will be short 1 credit of elective hours. It is difficult for these students to squeeze in 1 more EXSS elective course due to the accelerated nature of the program; students only have 3 years to complete their undergraduate degree before transitioning to the graduate program. Lowering the required elective credits to at least 14 hours will still give the student 120 total credits required for graduation.</p>	<p>Approved</p> <p>*Notes: This will not go into effect until Fall 2020. Until then, students will need to go through an Academic Standards Appeal or request a Course Substitution Form from their instructor. Travis: follow-up with Mike Mathias about this.</p>
19-49	<p>The Department of Kinesiology and Recreation requests the following:</p> <p>Changes to course offerings in the Recreation and Parks Management program - Sport Promotion and Communication Concentration:</p> <p>RECR 332 Sport Media and Communication (from Fall to Spring) RECR 430 Sport Promotion (from Spring to Fall) PHEC 420 – Sport Law and Ethics (from Spring to Fall)</p>	<p>Rationale: To stagger the 200/300 and 400 level classes, so that we can work with students across multiple academic years (rather than the students taking all sport management classes in one academic year).</p>	<p>No Vote Required</p>

VI. Adjournment at 4:27 p.m.

Faculty Concerns Committee

Faculty Concerns Committee Report 190911

Meeting Room: LUC 109. Meeting Time: December 11, 2019, 4:00pm

I. Call to order

II. Approval of the Minutes of Wednesday, November 13, 2019 (*distributed electronically*) 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 this document**

b. Unfinished business

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

The current version of the proposal was a collaboration between the SGA President, Vice President, FCC chair, and Senate chair. The overall intent of the original SGA proposal was preserved while incorporating academic freedom in specific course policies outlined by individual instructors. Discussion centered around:

- Using the language of “must” versus “should” in excusing legitimate emergency absences
- If using alternative assignments and/or excusing some assignments can be considered as arbitrary and capricious grading (according to our grade grievance policy).
- The language on student appeals needs to be added before a vote can be called. There was also concerns expressed about how this policy applies for student activates. Graduate assistants should not be excused for activities when they are assistant coaches. Discussion will continue in the February meeting.

- ##### 2. **FCC 19-24 (H): Changes to IT governmental structure** FCC made a motion, see below.

c. Scheduled Business

1. **FCC 19-26: Resolution from the Academic Department Chairs Council re: adjunct benefits** FCC made a motion, see below.
2. **FCC 19-27 (H): Reporting Final Grades** FCC made a motion, see below.

d. Unscheduled Business

e. Open Discussions

1. **re: Disruptive students in and out of the classroom**

Faculty have identified a lack of clarity in what action or ‘best practice’ to follow when there are incidents with disruptive student behavior. There is also concern about procedure when student behavior is disruptive outside formal classroom meetings (e.g., during office hours, through email

or voicemail, on experiential learning outings, etc.). This issue has been raised by several faculty members and the Faculty Handbook Subcommittee. **Clarification and guidelines are needed for**

when faculty feel unsafe from any personnel or student. Questions/issues that need to be addressed:

- At what point should faculty involve student affairs? At what point should faculty involve the police (University and/or City)? What constitutes harassment (in person and electronically)?
- 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.
- A suggestion is to strike from the heading “in the classroom” from the policy since the disruptive behavior may occur during office hours, at a campus event, electronically, etc.
- Specific code of conduct violations in online environment needs to be addressed
- Faculty handbook needs to refer to the Student Code of Conduct when discussing disruptive student behavior (<https://www.frostburg.edu/about-frostburg/studentaffairs/policystatements.pdf>). 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)
- Are the Deans and Provost the appropriate personnel to handle the process? The handbook should also mention the involvement of Student Affairs

Through discussion, FCC has suggested forming a committee/panel that will produce and review documents and processes for faculty to use when these instances occur. The ultimate goal is that faculty have clear understanding of their avenues/options when there is disruptive behavior and/or they feel unsafe. FCC feels that is it important to consult with campus police and involve them in this process

Due to time, further discussion will continue in the next meeting

f. Reports – due to time, reports delivered electronically

1. **Chair of FCC** *nothing new to report*
2. **Council of University System Faculty** *see report sent to Senate*
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*

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. Continued discussion on the CUSF resolution on student evaluations
 - iv. Continued discussion re: Disruptive students in and out of the classroom

2. Open Discussions 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**

Business for the Senate Floor:

1. FCC 19-24(H): Changes to IT Governmental Structure

FCC moves to adopt the proposed updates to the charter of the previous Technology Advisory Group (TAG) into the new Academic Technology Advisory Group. This group will focus on technology opportunities related to the academic environment and is a member of a campus-wide IT Governance structure at FSU. The Academic TAG will provide 7 recommendations to the IT Steering Committee. The chair of the Academic TAG will serve on the IT Steering Committee.

Chair's Note: There was some discussion on the role of the Distance Advisory Group (DAG) in relation to the Academic TAG. Currently there is not much interaction, however it was suggested that having a member of DAG that also sits on the Academic TAG would be beneficial.

2. FCC 19-26: Resolution from the Academic Department Chairs Council regarding adjunct benefits

FCC endorses the resolution made by Academic Department Chairs Council as follows:

The Academic Department Chairs Council met September 25, 2019. During that meeting, a discussion took place on the University's policy of asking adjuncts teaching higher than a 50% load to sign a waiver refusing benefits as a condition of employment.

We understand that sacrifices must be made when resources are reduced or reallocated. However, the members of the Chairs Council stand together to state our disagreement with a practice that asks adjunct faculty, even those who receive benefits from other sources, to sign away benefits to which they are entitled. The Chairs Council feels a moral obligation to state publicly its disagreement with this practice and voted unanimously to issue this statement.

Frostburg State University is strongly dependent on its adjunct faculty to fulfill the academic mission of the University. The Academic Department Chairs Council stands with adjunct faculty and supports their rights.

3. FCC 19-27(H): Reporting of Final Grades

FCC moves to amend the Reporting of Final Grades section of the Handbook (page 116) with new proposed language. The amendment encourages the submission of final grades within 48 hours of scheduled final exam period or final course assessment, however all final grades for courses in a given term are due by 11:59 pm on the day indicated on the academic calendar for that term

Graduate Council

Monday 9 December 2019

Present: Ali Ashraf, Natalia Buta, Mike Flinn, Heather Hurst, Vickie Mazer, Rich Raesly, Trina Redmond-Matz, Tom Serfass, Beth Smolko, Jodi Ternent, Jamelyn Tobery-Nystrom, Virginia Williams, Eyad Youssef

Absent: Sara Bittinger, Kameron Brooks, Jay Hegeman, Ken Levitt, Michael Mathias, Kristine McGee, Kara Platt, Brad Rinard, 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

Approval of Minutes

- Minutes approved with suggested spelling correction from N. Buta

Chair's Report (M. Flinn)

- We will be hosting Gregg A. Sekscienski, Assistant VP for Marketing and Communications, who will discuss how his office can help with graduate programs.
- Arlene Cash indicated she would be able to attend a Graduate Council meeting in spring 2020.
- 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? Still seeking input. Should this be a collaborative effort, per graduate program, or a mixture?

Low-Enrolled Programs Subcommittee Report (R. Raesly)

- The subcommittee received proposed revisions from the Provost's Office to the draft of IPR S19-01(H) that was presented to FSU faculty at the November 2019 Faculty Assembly and to the Faculty Senate at the 6 November 2019 meeting.
- The changes suggested by the Provost's Office would: (1) enable the Provost to suspend a program without undertaking the Low-Enrollment/Low-Degree Program Review Process, and (2) enable the Provost to suspend a program after the submission of the one-year progress report.
- The subcommittee made edits to the proposed revisions and submitted our changes to the Provost

Graduate Services Report (V. Mazer)

- Enrollment for spring 2020 is running 103 students below final enrollment for spring 2019). The drop in enrollment would be greater (a 128 student deficit) without the addition of the PA program. However, this is not necessarily a red flag as COE enrollment usually comes in stronger after the first of the year[A spreadsheet of enrollment headcounts was provided.] Vickie will send spreadsheets to Program Coordinators to keep them updated. In the meantime, PCs are encouraged to email their advisees.
- Vickie is working with Marketing and Communications to develop a plan for next year.
- Catalog changes should be submitted in February 2020 to meet deadlines.

Provost Office Report (written report submitted by M. Mathias)

- The Provost's Office is working with FSU General Counsel, HR, OIT, and the Library to create a preliminary contract allowing new hires to access Canvas and library resources before their official hire date.
- The Provost's Office is working on a course cancellation policy in collaboration with the registrar and Deans' offices that will be implemented during the 2020-21 academic year.
- An RFP for an online catalog will be issued in spring 2020.
- Proposed language was provided to the subcommittee on Low-Productivity/Low-Degree Programs as suggested modifications to the IPR S19-01(H) draft document.
- The Provost's Office is working with Student Affairs to develop a formal process for students filing academic complaints.
- An Academic Affairs strategic planning session is scheduled for 9 January 2020.

Registrar's Office (J. Ternent)

- Phylis Casey and Carol Cosner are retiring this month. There is currently no plan to cover the losses.

Old Business

(1) Workload for five Senate Major Committee Chairs (M.Flinn)

- It has been suggested that all five Senate major committee chairs receive one course release time per year or a stipend for the work associated with chairing these committees.
- The Provost suggested that Senate committee chairs seek course reassigned time from their department first. If reassigned time is not possible, the Provost's Office might consider providing a \$2,000 stipend.

(2) Changes to Graduate Council Charter (M. Flinn)

- No time was available to work on these changes.

(3) Research-based Graduate Programs (T.Serfass)

- The Biology Department's graduate programs are structured differently from most others on campus in that research is a major focus.
- While numbers of students and graduates are important to FSU administrators, the existing model is limited by funded assistantships and time for mentoring.
- Biology Department graduate students teach lower-level lab classes and have significantly contributed to department productivity: 38 peer-reviewed publications, 85 presentations at international, national, and regional professional conferences, and >\$700,000 in externally-funded grant awards (these number are from 2012-present).
- Without graduate students this level of productivity would not be possible, but decreased university commitment to graduate stipends is adversely impacting this, and other, research-based graduate programs.
- N. Buta noted that the general trend is away from research, even though good schools want research experience.
- V. Mazer noted that the university is not tracking the 'value-added' component of graduate programs (e.g., TAs for labs, experiential learning for undergraduates, research opportunities for faculty).
- M. Flinn pointed out that FSU doesn't support a research culture.

- V. Mazer suggested that more conversation is needed around the Applied/Research dichotomy, and that we should invite Al Delia, VP Regional Development and Engagement to attend a future GC meeting.
- This conversation will be continued at another GC meeting.

New Business

(1) Gregg Sekscienski, Assistant Vice President, Marketing and Communications

- \$35,000 is currently spent on advertising all FSU graduate programs.
- The Office of Marketing and Communications wants to reach out to all graduate programs and get marketing plans in place. We will be meeting with all Graduate Program Coordinators individually over the next several months.
- There is a need for departments to provide information on target markets.
- The Office of marketing and Communications needs to know what a program's current enrollment is and the enrollment level they would like to target.
- The Office of Marketing and Communication recognizes that the university website is exceptionally important in recruiting students and is currently working with search engine optimization. There is a possibility of working with departments on website issues, but the office currently has six employees, none of whom are dedicated to website organization/content.
- There was discussion among GC members regarding funding for marketing, recruiting students at professional meetings, advertising as part of USM, and developing a unified marketing approach as opposed to 'this program, that program.'

(2) College of Education, M.Ed. Interdisciplinary Concentration - Proposal to add online modality (H. Hurst and V. Mazer)

- The request is to deliver the concentration entire online beginning fall 2020.
- **Motion to support the proposal carries**

(3) Recreation and Parks Management (N. Buta)

- Three changes in course offering schedules are proposed: (1) PHEC 520 Sport Law and Ethics (from Spring to Fall), (2) RECR Current Issues in Sport Management (from Fall to Spring), (3) RECR 603 Facilities Planning and Management (from Fall to Spring)
- **Motion to support the proposal carries**

Discussion

(1) Conflicts with GAs receiving pressure from athletics (T. Redmond-Matz)

- There are frequent conflicts between graduate student coursework and GA obligations to athletics, and students feel pressured.
- V. Mazer – Athletic GAs job responsibilities are such that they have conflict with some graduate programs. However, the GA is a secondary commitment relative to graduate program coursework. Students should attend the meeting in the Provost's Office in early February as a group to discuss this concern
- M. Flinn – will bring up this issue at Senate Steering Committee.
- What protection do GAs have in this circumstance?

Meeting adjourned – 5:02 PM

Institutional Priorities and Resources

December 9, 2019

Meeting date and time: December 9, 2019 4:00 p.m., Gira Center 155

In attendance: Arlene Cash, Gregg Sekscienski, Erica Kennedy, Randy Lowe, Bill Wetherholt, Ben Norris, Brent Weber, Assyad Al-Wreikat, Jamison Odone, Richard Russo, Sherri Sheetz, Vickie Mazer

CALL TO ORDER

4:03pm

Discussion on Enrollment/Retention: Arlene Cash (Vice President for Enrollment Management)

- Since arrival, all key indicators had been trending down
 - We were not using the Common App for students to be able to apply to FSU
 - Of our 2,621 applications thus far (1,475 last year), more than 70% have been through this app
 - Completed applications: 620 last year, 1,464 this year (136% increase)
 - **We are not staffed for this number of applications:** really can handle something like 600
 - Immediacy is pressing to read applications and get back to applicants
 - Some admin have been pitching in to try and help expedite the process
 - 807 students admitted so far
 - Goal for Fall 2020 applicants is to let students know by April 1 (application deadline is Feb 1)
 - Arlene would like to see students notified within 72hrs
 - Have hired a new position in Admissions as of today
 - Starting search in January for a new permanent position to begin in June
- Need a better communications plan
 - Establishing relationships with some other community colleges to foster better relationships in hopes of channeling more transfer students to FSU
 - Articulation agreements discussed by Provost not in the purview of Arlene; needs to work closer with that office to better coordinate efforts between the Provost and Admissions
 - Richard requested that when a transfer student is admitted, the department chair is notified – last year 10 were admitted to Geography program, only 2 came and department does not know who the other 8 potential students were
- November Open House was very well-attended
 - Good communication with students after Oct 15 appeared to net results in attendance
 - We had students calling fellow students that said they'd show up
- IPR recommends a recruitment and retention committee to facilitate collaboration between departments
 - Getting together and sharing ideas/events benefits us all
 - Arlene's Summer Soirées for incoming students
 - Smaller events like bowling parties
 - Trying to foster magnet school relationships
 - Would like to try and offer stipends to incentivize
 - Target market database for departments would be excellent for faculty to reach out
 - Music uses a couple of students on work study to update a list for the department every semester

- Arlene's office increasing social media outputs (twitter, Instagram, etc.) – let Arlene know if you have an active social media presence so that can be communicated to others
- Success coaches will be working with admitted students
- Have put out an RFP to identify those things that help to identify “Frostburg”
 - We need to understand what we have, and what we do differently as a university
 - What are student expectations?
 - **Faculty perspective will be critical**

Discussion on Marketing: Gregg Sekscienski (Assistant VP, Marketing and Communications)

- Overview of Office oversight
 - Supporting advancement
 - Messaging for donor letters, publications, promotion, etc.
 - Supporting enrollment
 - Coordinating advertising, messaging, etc.
- Strategy and goals
 - Search Engine Marketing
 - Increase awareness and inquiry, driving traffic to our website, web content work
 - New opportunities for advertising like Peachjar (Allegany County Schools utilize this software)
 - Targeted marketing for specific programs
 - Earned vs. owned vs. paid media
 - Social media posting and local events are helpful resources for promotion
 - Development of marketing plans for all graduate programs
 - Move to digital marketing
 - Geotargeted pushes (Baltimore event pushed 600 visits to our apply page)
 - Over the top marketing – roku sony, hulu, etc.
 - Value proposition study RFP – please be on the lookout for this study to offer feedback
 - Brand review/refresh after

NEW BUSINESS (5:25PM)

Proposals

Vote Required:

- ◆ Proposal for new Earth Science Minor: Richard Russo
 - Rationale is that Geography has a major without a minor
 - Would alleviate the need of some geography students double-majoring
 - Some interest in other departments with the offering (e.g. Parks and Rec)
 - No cost associated or additional resources necessary
 - Motion (Brent), second (Assyad), **passed unanimously**
- ◆ Proposal for new Pre-Pharmacy Concentration within the Bachelor in Science in Chemistry: Ben Norris
 - Rationale: The proposed program helps with Chemistry's overall sustainability. This program provides preparatory coursework for pharmacy students; a pharmacy school asked Chemistry when they would send them more students, so the department is working towards an articulation agreement with the pharmacy school and looking to reach out with other institutions to foster additional pipelines to FSU; curriculum structure is to put some additional coursework on top of traditional Chemistry offerings

- and address expected pharmacist shortcomings, and offer something that no other USM program has to offer
 - No additional costs or resources anticipated
 - Motion (Randy), Second (Brent), **Passed with 6 Yes and 1 Abstention**
- ◆ Addition of online modality for the Interdisciplinary concentration in the M. Ed. program: Vickie Mazer
 - Rationale: many other programs are going online, hoping to see a modest bump in enrollment – 8 to 10 students is estimated
 - Expense: course release for a new program coordinator in the spring
 - Motion (Assyad), second (Randy), **passed unanimously**

OLD BUSINESS (5:55PM)

Reports

- ◆ Report from the faculty Workload and Compensation subcommittee: Ben Norris
 - Plan is to have official guidance for finalizing courses that will run or be cancelled
 - Issues: will the course run, and how much will people be paid?
 - Don't want to amend these decisions multiple times prior to census
 - Working on a proposal that senate subcommittee chairs will receive reassigned time or a stipend
 - Verbal commitment from Provost that this is a good idea; IPR chair will be following up
 - Other things will be distributed via email for the sake of brevity
- ◆ Report from AIEC (Assessment and Institutional Effectiveness Council): Assyad Al-Wreikat
 - Meeting was cancelled, so nothing to report
- ◆ Report on Low Enrolled Program process: Randy Lowe
 - Provost returned to the committee with written responses to concerns raised by committee
 - Changes to beginning and end of document
 - Compelling case for suspension of the program (i.e. key faculty retirement) at the beginning
 - After 1 year, Provost can decide to end the program
 - Written rationale will be required
 - Sense is that there is a push to begin this program as soon as possible; Committee's first recommendation will be that this process doesn't begin until Fall so programs can prepare
 - The committee acknowledges that the Provost can cancel programs after one year, but it is thought that the Provost should allow programs to go the full three-year cycle – especially in the first few rounds of this program
- ◆ Report from Adjunct Pay Working Group: Brent Weber
 - Provost will be reaching out to colleagues for data that has been requested from the working group – nothing has been provided thus far. Work on a proposal linked to adjunct pay will continue over break and into next semester.

FUTURE BUSINESS

- ◆ Three year review process
- ◆ Chair stipends
- ◆ Discussion of IPR report from 2014

ADJOURNMENT (6:12PM)

Council of University System Faculty



COUNCIL of UNIVERSITY
SYSTEM FACULTY

CUSF Report to FSU Senate

The following is a summary of the Council of University System Faculty (CUSF) activities and initiatives since its last report.

- **Council Meeting at the UB:** The Council had its December 9th meeting at the University of Baltimore. We thank President Schmoke and his staff for their hospitality. One resolution was passed which authorized the Chair to write a letter of appreciation to Chancellor Caret for his service and support of the faculty. (Note: *This was done.*) MJ Bishop spoke to the group on incorporating OERs, credentialing, and badging throughout the System. The consensus of the CUSF Council was to pursue the emeritus faculty BOR member and to circulate the draft as presented. The faculty had a discussion of student aggression toward faculty members. (Note: *See the separate item below.*)
- **Council Meeting at USM:** The Council had its January 14th meeting at USM in Adelphi. Topics discussed include a review of the BOR policy on academic integrity, an update on the “civility” issue, and a discussion with the new Chancellor Perman, the new chancellor (Note: *See welcome below*).
- **Academic Integrity Initiative:** The Educational Policy Committee of CUSF has been working on BOR policy recommendations to the BOR regarding BOR Policy III-1.00 and 1.02. More on this in January. Second, the EdPolicy members of CUSF invited key members of the administration (e.g. associate provost, Student Council Chair, Student Services) to discuss what steps are being taken at UB and what additional steps CUSF can take to assist the implementation of academic integrity on the campus. The two-way dialogue was most informative for all parties.
- **Code of Civility:** An outgrowth of the State of Shared Governance Report by the Senate Chair Stephanie Gibson was a robust discussion regarding an alliance between Student Affairs and students which enables students to take aggressive behavior and aggression toward faculty. The discussion quickly revealed that there is an issue, that it is a system-wide issue, and that it is not an isolated matter on campuses. Possible solutions were discussed including developing a Code of Civility. The issue was delegated to the Faculty Concerns Committee for further action.
- **Emeritus Faculty BOR Member Resolution:** A draft of the Emeritus Faculty BOR Member resolution is attached. It has been informally shared with the Student and Staff Councils. It is expected that the resolution will continue to evolve. In addition, the Legislative Committee of CUSF has done some research regarding what other states have done regarding student, faculty, and staff representation on the BOR. That research is presented in the attached commentary.

- **Welcome to Chancellor Perman:** The Council of University System Faculty extends a warm welcome to Chancellor Perman. Dr. Perman is well qualified for the chancellor's position. As with the previous two chancellors, he has extensive experience with the University System of Maryland. He has been president of the major professional institution, and professionally, he has a national reputation. In welcoming the new chancellor, I wanted to pick up on my departing theme in our letter to Chancellor Caret. Our purpose is to serve our students. In his past roles, Chancellor Perman has done this on a continuing basis. As Chancellor, Dr. Perman works with the Presidents, the BOR, and advisory councils to strengthen higher education. As President of UMB and as the past Chair of the President's Council, CUSF recognizes that you have worked on behalf of higher education and the faculty to serve our students. CUSF looks forward to working with you in the future to continue the strengthening of higher education in Maryland.

Respectfully Submitted, January 24, 2020

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, December 4, 2019

4:00 PM

Lane Center Atkinson Room

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

Absent (excused): H. Currie, M. Flinn, K. Gares, S. Hay., D. Rushton, C. Schrader.

Administrators attending: Provost Throop, Vice-President Wyden

VI. APPROVAL OF THE MINUTES

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

MINUTES WERE APPROVED.

VII. ANNOUNCEMENTS

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

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

VIII. REPORTS & INFORMATION

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

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

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

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

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

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

M. President's Report (written)

The President was unable to attend so he sent written comments which Chair of Faculty Ben Norris read to the Senate and are included below.

1. The VP for Student Affairs search continues. We are in the process of completing background and reference checks. We had considered bringing in an additional candidate, but scheduling conflicts and the likely lack of student participation resulted in not inviting an additional candidate.
2. A group of school superintendents and science coordinators along with some FSU education faculty will be visiting the Challenger Center in Wheeling WV this month to learn more about the Challenger Center and begin a discussion as to whether there is merit in considering a Center here at FSU.

3. The FSU Foundation and VP Short have been instrumental in conducting some focus groups on campus and in the community looking at the marketing that is necessary for our comprehensive campaign. FSU is also issuing an RFP for a study on the public and student perceptions of FSU as part of marketing and branding our institution. The last study was done over seven years ago.
4. Working with SGA, I have scheduled lunch opportunities with student leaders and me for them to share thoughts about FSU and answer questions.
5. I have tentatively scheduled two open meetings for an update on the Education and Health Sciences building on Dec. 12 at 2:30 and Dec. 16 at 1:00. Once I have secured locations, I'll send an announcement out to campus. This will be an opportunity for the community to see the latest plans for the building. We are tentatively looking at having the groundbreaking ceremony in May depending on the schedules of various elected officials.

N. Provost's Report (oral)

Dr. Throop attended the meeting and shared the following information, which was also emailed out to all faculty:

1. A letter of intent for the proposed **new Bachelor of Science in Life-Cycle Facilities Management** was submitted to USM for comments from other institutions. Objections from other USM schools were due to us by Dec. 3; as of this writing, none was received. In January, we will proceed with curriculum development with a team of faculty from the departments involved in planning: Geography, Physics and Engineering, Chemistry, and Business, and with the help of a consultant specializing in construction management.
2. My office continues to review best practices for **course cancelation** to inform future policy. We will be issuing a course cancellation policy in collaboration with the Registrar and Deans' offices to take effect in the next academic year.
3. We are working with Administration & Finance to issue an **RFP for an online catalog** early in the spring 2020 semester.
4. We also continue to work in collaboration with Student Affairs to develop a more formal process for **students to file general academic complaints** per federal law.
5. My office has provided some proposed language to Randy Lowe and the **Low Degree Productivity Program** ad hoc committee. The committee will meet later this week to consider these proposed revisions.
6. I was pleased to recommend **sabbatical leave** for six faculty members who proposed very worthwhile research and service projects – all of which will directly or indirectly benefit student learning at FSU.
7. Today is **the third day of the "12 Days of Assessment"** and I would like to thank all of the faculty engaged in program and student learning assessment – this is really important work that is key to continuous improvement in academics.
8. Candidates for **Dean of the College of Education** are visiting campus this week and next. I am very appreciative of the efforts of **Dr. Jodi Eirich**, chair of the search committee.

9. A **daylong Academic Affairs strategic planning session** is set for Jan. 9. This important work will be facilitated by Gary Durr – a long-time administrator at Allegany College – and will include all of my direct reports as well as your Senate Steering leaders.

10. Mike Mathias and Sara-Beth Bittinger will be representing the Provost's Office at the annual **Middle States conference** next week. This is a significant opportunity to learn about news and trends from the Commission.

11. **Holiday greetings** from the Office of the Provost. The Provost thanked the faculty for the hard work they are doing for their students.

Chris Everett, new to HR, was introduced by Heather Killeen.

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

1. Operated in a fiscally responsible manner with a balanced budget for FY2019; met USM fund balance reserve requirement.

2. Fund balance (in place for bond rating purposes for USM): Plant funds must be used for facilities renewal and must be replaced in the year removed from Fund Balance; total fund balance contribution each year is 1% of unrestricted revenue plus expenditures

3. Year-end balances for the Colleges: Deans moved money from 01 budget to make up the difference and they have to go back. Taking money back out of the Fund Balance has to be approved by System in order to carry over funding and meet compliance rules.

4. USM Traditional Budget Process Timeline: Always budgeting two years in advance (now working on 2020 budget; have submitted 2021.). Goes through many steps and the Governor must approve it.

5. Census data, 5-year picture: Enrollment was 4961 in Fall 2015; 4082 this year (not including HUTB Chinese students who do not contribute as much). Down to 3500 students on this campus. Graduate enrollment has improved, primarily through P.A. program; also working on Computer Science and Nursing programs.

6. FY2020 Budget comparison: Working budget after census \$94.5 m; \$3.3 m less than projected. Reduction of 2% held back = \$186,000; each division has a plan on how to achieve the goals of reduction to \$3.3 m to balance the budget this year.

7. State Support Facilities Renewal: (does not include non-state buildings, residence halls, Lane Center, Dining Hall). Have made some strides in improving structures. Lot of work yet to be done. Listed academic renewals and other building renewals. (Completed projects in Guild, Fine Arts, Compton, Lowndes, Old Main, Library, Gunter, PAC, E&HS construction management fees, 7 American, Dunkle). Plan to spend \$3.6 m this year (Collab. student areas, Guild HVAC, Guild flooring, Gunter roof, Fine Arts remediation, Dunkle Boiler/HVAC, Lowndes ADA, PE upgrades, Library exterior lighting) as well as Campus pavement/concrete, pullen hall boiler, clock tower foundation, college age storm drains, upper quad circle brick, AC for CARI Building

8. Chesapeake Renovation: will include teaching kitchen (to be completed Fall 2020).

9. New Residence Hall: Funded by auxiliary facility fees and room rates, completion 2020. Most windows are in, HVAC units are all in, building now heated. Working on drywall, by spring will probably be setting up walk-through tours.

10. Education and Health Sciences building: Meetings to share drawings. Mine grouting with concrete this March. Funded by State Capital Funding; ground breaking Spring 2020.

11. Transition to Division II: We had management problems with D3; public institutions are not as prevalent in D3 as D2. July 19 notified of acceptance into Membership Process by NCAA. Provisional Year 1 began in Sept. 2019. Oct 19 - Feb 20--reassessment for Feb. evaluation. Troy Dell took the floor to continue the update. Other schools are leaving D3 now. Developing Institutional Self-Study now; due in June 2020 and will submit Annual Report. Athletic roster size chart showed growth from 494 in 2015 to a projected 643 in 2022 (to include Acrobatics and Tumbling). 2019 has 573 athletes. Leon returned to discuss revenues and expenses. So far, he feels that the D2 thing has worked out well.

12. Odds & Ends: Fleet Commander software to replace iPool software (many problems), upgrading motor pool and police vehicles, PeopleSoft upgrade for student module (PAWS); new vending machines that take cards and digital payment; Frederick Hall will be closed for renovations AY2021 (bathrooms, carpet, etc.). Westminster will follow in AY2022.

IX. 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.

Kaufman moved; Rich seconded; carried.

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>The Institutional Priorities and Resources Committee requests the following:</p> <ol style="list-style-type: none">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.2. Updating the IPR charter to include this process highlighting the role of IPR	<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</p>

	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.
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MIKE MURTAUGH MOVED TO KEEP IT ON THE TABLE; RANDY LOWE SECONDED; MOTION CARRIED.

VOTE REQUIRED: AAC 19-42

Summary Proposal	Rationale
<p>The Department of Marketing and Finance requests the following:</p> <ol style="list-style-type: none"> 1) to re-number MKTG 361 Principles of Marketing to MKTG 261 and remove the 29 credit hour pre-requisite. 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. 	<p>1) The Marketing & 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>

MOTION CARRIED.

VOTE NOT REQUIRED: AAC 19-43

Summary Proposal	Rationale																				
<p>The Department of Educational Professions requests the following:</p> <p>Deletion of the following courses:</p> <table border="0"> <thead> <tr> <th><u>Dept/Course No.</u></th><th><u>Course Title</u></th></tr> </thead> <tbody> <tr> <td>ECED 438</td><td>Early Childhood Classroom Management</td></tr> <tr> <td>ECED 442</td><td>Administration & 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 & 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> </tbody> </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	<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																				
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	

VOTE REQUIRED: AAC 19-44

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</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"> 1. New Courses <ol style="list-style-type: none"> a. SPED 205 b. SPED 305 c. SPED 390 d. SPED 405 e. SPED 407 2. Catalog Language to be added to the Elementary Education requirements 	<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>Chair's Note: 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>

MOTION CARRIED.

VOTE REQUIRED: AAC 19-45

Summary Proposal	Rationale
<p>The Department of Geography requests the following: 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"> 1. Renaming of the program to Earth Sciences to reflect the role of climate/atmospheric science in the program. 2. Addition of climate/atmospheric science courses into the program core and electives 	<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</p>

3. New course (GEOG 477 Advanced Geology)	tailored to faculty expertise and current labor market demands.
4. Change in course title and catalog description (GEOG 475) and deletion of course (GEOG 476)	Chair's Note: 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.

MOTION CARRIED.

VOTE REQUIRED: AAC 19-46

Summary Proposal	Rationale
<p>The Department of Psychology requests the following:</p> <ol style="list-style-type: none"> <i>New Course:</i> PSYC 406/506 Theories of Counseling <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 <i>Changes in Course Title and Description:</i> PSYC 410/510 Individual Counseling: Evidence-Based Practices <i>Changes in Requirements of the Emphasis in Addictions Counseling</i> 	<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>Chair's Note: Items 1 and 3 were approved by GC in October.</p>

MOTION CARRIED.

VOTE REQUIRED: FCC 19-22

Summary Proposal	Rationale
The Department of Accounting nominates Prof. Randall Bandura for emeritus status	FCC moves 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.

NOMINATION LETTER INCLUDED BELOW WAS READ BY ASSYAD AL-WREIKAT. MOTION CARRIED.

Date: October 10, 2019

To: Dr. Tianna A. Bogart, Chair Faculty Concerns Committee
From: Dr. Kathie J. Shaffer, Chair Department of Accounting, on behalf of
the tenured faculty members in the Department of Accounting
Subject: Recommendation for Emeritus Status, Professor Randall P. Bandura

The Department of Accounting recommends emeritus status for Professor Randall P. Bandura, who is retiring as of the end of the fall, 2019 semester. Since 1983, Randy has served the University, the College of Business, and the Department of Accounting with distinction. He has consistently demonstrated his commitment to teaching, service and research. Randy is very deserving of this honor.

Randy's primary focus has always been the needs of the students. Students respond to his calm, professional, challenging, yet caring approach. His professorial excellence (both in the classroom and as an academic advisor), has been appreciated and respected by his students and admired by his colleagues. Randy has always held himself to the highest of standards in the classroom and expects the same from his students. His student evaluations have always been in the top tier of the Department. In the past ten years, his student evaluations have ranged between 4.97 - 4.99 while maintaining a normal distribution of grades.

University Service

Randy has made a strong and lasting contributions at the University level:

- He served multiple terms as a Faculty Senator, 1988 – 1999 and served on the associated University Committees.
- He prepared the tax returns for the FSU Foundation from 1997 through 2005 and elected the commensurate compensation be contributed to the Accounting Association Scholarship Fund.
- He served on the Board of Advisors for the Catholic Campus Ministries and served as Secretary in 1998. He also prepared the Ministries' tax returns without compensation.
- Randy attended nearly all Commencements during tenure at FSU and served as Faculty Marshall from May 2009 – May 2019.

College of Business Service

Randy has been an active member of the College of Business serving on many committees over the years.

- Notably, Randy served important roles as the College sought and maintained AACSB accreditation through active service on labor intensive committees such as the Assurance of Learning Committee (AOL).
- Randy co-authored approximately 34 published research papers over his tenure in the College of Business making a significant contribution to the publication requirements for the maintenance of AACSB accreditation.
- As a consultant for the Small Business Development Center (SBDC), between 1999 – 2007, he was responsible for obtaining a \$115,000 Federal grant from the Appalachian Regional Commission.

Department Service

At the Department level, Randy has truly done yeoman's work and been indispensable.

- He served as Department chair between 1986 -1991.
- Randy has served on the Department Assessment Exam Committee, Curriculum Review Committee, Faculty Renewal Committee, Faculty Promotion Committee, Scholarship Committee (Chair).
- He served as Chair of the Search Committee for many, many faculty searches over the years.
- Served as Faculty Advisor to the FSU Accounting Association from its foundation from (approximately) 1985 through fall 2018 except for the time period he served as Chair of the Department.
- He has always stepped up to develop new courses and teach new course preparations as required in a small department.

Professional Community

- Randy is very well-respected in the professional community both locally and regionally.
- For decades he has served as our first point of contact between firms, alumni, and our current students. Many students have gotten their first job based on Randy's efforts.

For the past 36 years Randy has been an exemplary University employee. He has worked tirelessly to serve his Department, the College, and the University. Randy is well respected in the Department, the College, across the University community as well as the local professional community. He is polite at all times, intelligent, self-motivated, goal-oriented, willing to take on new challenges, collegial, student-focused, a tireless worker, and committed to excellence and quality in all he does. Even in the last few years leading to his retirement he has still fully participated and graciously taken on any tasks requested.

Randy will be greatly missed by all who have worked with him and by the students he has taught and mentored over his long career. His efforts have helped create and nurture a high-quality accounting program at FSU. He has truly made FSU a better place.

I ask that you please consider and approve Professor Bandura for Emeritus status.

Thank you,

Dr. Kathie Shaffer

Chair, Department of Accounting

VOTE REQUIRED: FCC 19-23

Summary Proposal	Rationale
The Department of Educational Professions nominates Dr. William Childs for emeritus status	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.

NOMINATION LETTER WAS READ BY JOHN STOO THOFF. MIKE MURTAGH ADDED AN ANECDOTE CREDITING DR. CHILDS WITH EXCELLENT LEADERSHIP IN RUNNING A DOCTORAL COMMITTEE MEETING. MOTION TO AWARD DR. CHILDS EMERITUS STATUS CARRIED.



John L. Stoothoff, Ph.D., Associate Professor
Frostburg State University
University System of Maryland at Hagerstown
32 West Washington Street
Hagerstown, MD 21740
October 17, 2019

Tianna A. Bogart, Ph.D., Chair
FSU Faculty Concerns Committee
Frostburg State University – 229 Gunter Hall
101 Braddock Road.
Frostburg, MD 21532

Dear Dr. Bogart,

This letter signals the unanimous recommendation of this university's *Department of Educational Professions'* Departmental Evaluation and Promotional Review Committee (DEC) of Dr. William P. Childs as Professor-Emeritus. Dr. Childs has retired from full time faculty service as of July 1st, 2019. By virtue of this notice, Dr. Childs meets all criteria as noted in our Faculty Handbook (see pp. A-83 through A-84), which also includes his requirements to have achieved full rank and to have served for at least ten (10) years at Frostburg State University.

Our faculty, as represented by our DEC, finds William P. Childs' record of professional service to be exceptional. He has served Frostburg State University since 2001 when he was identified as Assistant Professor. Throughout his 18 years at FSU, Dr. Childs' roles have included those of Assistant Professor, Associate Professor, and Professor. He was the program coordinator for the M.A.T.- *Secondary* program and for the M. Ed. in *Administration and Supervision* from 2003 to 2007 and from 2007 to 2012, respectively. Dr. Childs has been a member of numerous national, statewide and regional professional organizations as well as the author of numerous professional reports and publications.

During 2012, while still maintaining program coordination responsibilities, he assumed the role of Acting Associate Dean of the College of Education. Soon after, he became the Associate Dean, serving from July of 2012 through May of 2013. In May of 2013, Dr. Childs was named Interim Provost and Vice-President of the University for Academic Affairs. From July of 2015 to July of 2019, Dr. Childs returned as a faculty member of the *Department of Educational Professions*.

William P. Childs earned his bachelor's degree from the University of Richmond (VA) and his master's degree in *Curriculum and Instruction* from the University of Virginia. Dr. Childs' obtained his doctorate in *Educational Leadership* from the Virginia Polytechnic Institute and State University. Upon arriving at Frostburg State University, Dr. Childs brought with him thirty (30) years of educational instruction and leadership in Virginia public schools, twenty-one (21) of which in the capacity of Assistant Principal for the Spotsylvania County Public Schools.

The human individual – the one behind the achievements, the service elements, the documents and the accolades - is as impressive as those data and the rules-based artifacts, enumerated above. That individual has never been better introduced to us than as through the stories of his personal interactions on our campus. Ask the 20 Internship Practicum students of the Summer of 2012, who recognized from the outset that each of the students' four monitoring visits – that's right, a total of 80 – *were not- so-neatly* distributed (strewn?) among field locations Oakland to Carroll County, and Berlin, PA to Romney WV. Ask the Health-PE instructor for whom Dr. Childs secured appropriately earned back pay, 380 bucks worth of vintage Frostburg controversy. Ask Bill's professional mentoring subject, Joyce Henderson. Ask me, twice a Bill Child's protegee; once as a 2010 tenure-track appointee and again in 2013, Bill's M. Ed. in *Educational Leadership* coordination replacement.

Bill Childs' *Emotional Intelligence (EI)* record, a qualitative ledger of teams-man-ship and care, is a long one. He fought doggedly that an Ed. D. student, beset with breast cancer, enjoy the resumption of her doctoral studies. It was in the name of institutional integrity, honor, and compassion that WPC simultaneously produced evidence of worth and value and a demonstration that not a thing was given away for free.

An M. Ed. student expected 2016 to be the year of his *Educational Leadership* graduation date. Instead to this day, this teacher of our service regions marks 2016 the year of his nervous breakdown. Our student, despondent over the loss of his father, understandably had also lost the rhythm of the Master's-level drive he had developed. Bill Childs' gifts for patience, persistence, and probity insulated this young person for a time long enough for him to conclude successfully. Again, just like our friend, the cancer victim, the student re-emerged on the other side of the experience, whole, and having had nothing gifted to him, thanks to the manner in which Bill set up each of the requisite conditions.

Among the strengths of "*EI Bill*"? The ability to address the resource issues. Bill joined forces with colleague Lei Ye to get a most worthy Ed. D. student from China, to a successful result. "Lilly" assisted Committee Chair Bill greatly on all aspects of the student's dissertation, but notably in the area of assisting the Chinese-as-first language visitor in English translation needs and in the doctoral parlance elements which were particularly Anglo-American.

Tianna A. Bogart, Ph.D., Chair
October 17, 2019
Page 3

These brief anecdotes are meant to underscore Dr. Child's regard for our students, who are our customers. At the macro-level this is amplified by our recognition that his most important and career-defining achievement was as the author of Frostburg State University's College of Education's *Doctor of Education* (Ed. D.) in *Educational Leadership*. This degree-granting program is the first, and to date, the only program at the doctoral level in FSU history. Dr. Childs led an effort of equal parts vision, scholarly excellence, and knowledge of systems to bring about such a programmatic accomplishment. As of this writing, the Ed. D. enjoys its eighth (8th) year of vitality, celebrates 159 cohort members, and revels in 67 confirmed degrees.

Our DEC and our department's faculty members stand in support of the appointment of William P. Childs, Ed. D. as Professor-Emeritus. We look forward to assisting with any further needs or next steps as may be specified by your committee or by the FSU Faculty Senate.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J. Stoothoff', with a stylized flourish at the end.

John L. Stoothoff, Ph.D., Associate Professor
Frostburg State University

cc: Benjamin Norris, Ph. D. President of the Senate

VOTE REQUIRED: FCC 19-25(H)

Summary Proposal	Rationale
<p>The Faculty Concerns Committee requests the following:</p> <p>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.”</p>	<p>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.</p>

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

Summary Proposal	Rationale										
<p>The College of Business requests the following:</p> <p>Create a Post-Baccalaureate Certificate in Business Analytics with the following requirements:</p> <table> <tr> <td>MGMT 621</td><td>Foundations of Analytics</td></tr> <tr> <td>MGMT 622</td><td>Data Management (Prerequisite: MGMT 621)</td></tr> <tr> <td>MGMT 623</td><td>Data Analysis (Prerequisite: MGMT 621)</td></tr> </table> <p><i>And one of either below:</i></p> <table> <tr> <td>MGMT 624</td><td>Predictive Analytics (Prerequisite: MGMT 623)</td></tr> <tr> <td>MGMT 625</td><td>Prescriptive Analytics (Prerequisite: MGMT 623)</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 621	Foundations of Analytics	MGMT 622	Data Management (Prerequisite: MGMT 621)	MGMT 623	Data Analysis (Prerequisite: MGMT 621)	MGMT 624	Predictive Analytics (Prerequisite: MGMT 623)	MGMT 625	Prescriptive Analytics (Prerequisite: MGMT 623)	<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> <ol style="list-style-type: none"> Business Analytics Health Care Management Management <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 621	Foundations of Analytics										
MGMT 622	Data Management (Prerequisite: MGMT 621)										
MGMT 623	Data Analysis (Prerequisite: MGMT 621)										
MGMT 624	Predictive Analytics (Prerequisite: MGMT 623)										
MGMT 625	Prescriptive Analytics (Prerequisite: MGMT 623)										

MOTION CARRIED.

VOTE REQUIRED: GC 19-09

ALSO REVIEWED BY IPR

Summary Proposal	Rationale								
<p>The College of Business requests the following:</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">d. Business Analyticse. Health Care Managementf. Management <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								

MOTION CARRIED.

VOTE REQUIRED: GC 19-10

ALSO REVIEWED BY IPR

Summary Proposal	Rationale						
<p>The College of Business requests the following:</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></table>	MGMT 510	Leadership and Ethics	MGMT 542	Organizational Behavior	MGMT 620	Strategic Human Resource 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>
MGMT 510	Leadership and Ethics						
MGMT 542	Organizational Behavior						
MGMT 620	Strategic Human Resource Management						

<p>MKTG 640 Marketing Management</p> <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>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"> g. Business Analytics h. Health Care Management i. Management <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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MOTION CARRIED.

VOTE REQUIRED: GC 19-11

ALSO REVIEWED BY IPR

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</p> <p>A change in modality (online) for the M.Ed. concentration in Curriculum and Instruction</p>	<p>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.</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</p>

	<p>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>
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MOTION CARRIED.

VOTE REQUIRED: GC 19-12

ALSO REVIEWED BY IPR

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</p> <p>Additional modality (online) for the M.Ed. concentration in Educational Leadership</p>	<p>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.</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</p>

	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.
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MOTION CARRIED.

VOTE REQUIRED: GC 19-13

ALSO REVIEWED BY IPR

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</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. with a concentration in Educational Leadership is approved.</p>

MOTION CARRIED.

VOTE REQUIRED: GC 19-14

ALSO REVIEWED BY IPR

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</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>
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MOTION CARRIED.

VOTE REQUIRED: GC 19-15

ALSO REVIEWED BY IPR

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</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 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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MOTION CARRIED.

VOTE NOT REQUIRED: GC 19-16

ALSO REVIEWED BY IPR

Summary Proposal		Rationale
The Department of Educational Professions requests the following:		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.
Deletion of courses		
<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	

X. 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.*

SALLY STEPHENSON MOVED TO AMEND WORDING TO SAY "NAVIGATE THE UNIVERSITY" AND "OFFERS A UNIVERSITY EXPERIENCE" JOHN LOMBARDI SECONDED. MOTION TO AMEND PASSED.

AMENDED MOTION CARRIED.

XI. ADJOURNMENT: MEETING WAS ADJOURNED AT 5:33 P.M.

PREVIOUS REPORTS TO THE FACULTY SENATE

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

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

- VII. Call to order: 4:01 p.m.
- VIII. Approval of the 10/09/2019 minutes
- IX. 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
- X. New Business:

19-42	The Department of Marketing and Finance requests the following: <ul style="list-style-type: none">3) to re-number MKTG 361 Principles of Marketing to MKTG 261 and remove the 29 credit hour pre-requisite.4) change both lists of required and elective courses in the concentration of Global Business by moving ECON	Rationale: 1) The Marketing & 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. 2) The proposed change will give Global Business students more flexibility in completing required courses.	Approved
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	<p>401 International Finance, currently in the elective list, to add it as an option for FINA</p> <p>477 International Financial Management, in the required list, which is not often offered. Topic coverage of the two courses is similar.</p>																												
19-43	<p>The Department of Educational Professions requests the following:</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 & 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 & 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>Rationale: 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>	<p>No Vote Required</p>
<u>Dept/Course No.</u>	<u>Course Title</u>																												
ECED 438	Early Childhood Classroom Management																												
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SCED 416	Business Education in the Secondary School																												
SCED 430	Pedagogical Content Knowledge in the Secondary Disciplines																												
19-44	<p>The Department of Educational Professions requests the following:</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"> New Courses <ol style="list-style-type: none"> SPED 205 SPED 305 SPED 390 SPED 405 SPED 407 	<p>Rationale: 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>Approved</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</p>																										

	<p>2. Catalog Language to be added to the Elementary Education requirements</p>		support letters.
19-45	<p>The Department of Geography requests the following: 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"> 1. Renaming of the program to Earth Sciences to reflect the role of climate/atmospheric science in the program. 2. Addition of climate/atmospheric science courses into the program core and electives 3. Change in prerequisites for GEOG 207 and GEOG 208 4. New course (GEOG 477 Advanced Geology) 5. Change in course title and catalog description (GEOG 475) and deletion of course (GEOG 476) 6. Creation of an Earth Science minor 	<p>Rationale: 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>Approved amended proposal which strikes item 3 (letter B in the proposal documents).</p>

19-46	<p>The Department of Psychology requests the following:</p> <ol style="list-style-type: none"> 5. <i>New Course:</i> PSYC 406/506 Theories of Counseling 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 7. <i>Changes in Course Title and Description:</i> PSYC 410/510 Individual Counseling: Evidence-Based Practices 8. <i>Changes in Requirements of the Emphasis in Addictions Counseling</i> 	<p>Rationale: 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>	Approved
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V. Adjournment: 4:50 p.m.

Faculty Concerns Committee
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 Intersession 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 additional 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."

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. 1st 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. 2nd 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

Graduate Council Meeting Minutes Monday, November 11, 2019

Time: 3:30-5:00 PM

Locations:

FSU - Gira 151

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.
- 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

CoE – Several changes, Jamelyn C. Tobery-Nystrom, EdD

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: h1hurst@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

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

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

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