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FROSTBURG STATE UNIVERSITY FACULTY NEWSLETTER

MAY 2020

FACULTY SENTATE CHAIR'S REPORT

Colleagues,

As we near the end of a semester that has been unusual in so many ways, the best use of my report is to express gratitude and admiration for everything that you have done to make the latter half of this semester work. For those of us who do not usually teach online, our courses may be imperfect replications of the face-to-face experience. We compromised, we adjusted our expectations of ourselves and our students, and we made it work somehow.



As Chair of the Faculty, I want to thank my colleagues who have served as Faculty Senators, CUSF representatives, and/or members of committees, subcommittees, or advisory groups. I want to thank the members of the staff and the student body who hold similar roles. Our plans for professional achievement and service are disrupted. But through it all, the critical work of shared governance has continued. We have stepped up to make virtual committee meetings, even Faculty Senate meetings, functional and productive. Every member of the campus community deserves our gratitude for this. Your contributions are vital to the academic functions of university. Just as the pandemic has upended our teaching, it has upended our other duties.

I want to offer special appreciate to the officers of the Faculty Senate and the chairs of the senate committees and subcommittees who have put in excellent work all year and risen to the challenge of keeping faculty shared governance going these last two months:

Vice Chair of the Faculty Senate	John Lombardi
Secretary of the Faculty Senate	Sally Stephenson
Academic Affairs Committee Chair	Travis English
Faculty Concerns Committee Chair	Tianna Bogart
Graduate Council Chair	Michael Flinn
Institutional Priorities and Resources Committee Chair	Erica Kennedy
Academic Department Chairs Council Chair	Michael Murtagh
University Undergraduate Curriculum Requirements Subcommittee Chair	Matthew Georgeson
Faculty Handbook Subcommittee	Holly Currie
Faculty Promotion & Tenure/Permanente Status Subcommittee Chair	Michael Murtagh
Faculty Sabbatical / Professional Research Leave Subcommittee Chair	William Anderson
Faculty Workload & Compensation Subcommittee Chair	Lei (Lilly) Ye

I also want to thank the Faculty Senators whose terms are ending at the end of May:

Jennifer Earles	Jamison Odone
Travis English	Chelsea Schrader
Guedeyi Hayatou	Joanna Shore
Sean Henry	Gerry Snelson
Erica Kennedy	Sally Stephenson

I also want to welcome the newly elect Faculty Senators, some who are joining the Faculty Senate for the first time and some who are returning for another term:

Ali Ashraf	Kenneth Levitt
David Atenasio	Mike Murtagh
Seniz Celimli-Aksoy	David Puthoff
Holly Currie	Richard Raesly
Stefanie Hay	Darrell Rushton
Katherine Horacek	Nazanin Tootoonchi
Franklin Hughes	Stacy Wassell
Heather Hurst	Brent Weber
Gerald Kiel	Xinliang (David) Zheng

Finally, my thanks to the continuing Faculty Senators. I appreciate your continued involvement!

Assyad Al-Wreikat

Paul Bernhardt

Tianna Bogart

Annie Danzi

Katie Gares

John Lombardi

Randall Lowe

Daniel Moorehead

William Wetherholt

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

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 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, May 6, 2020

Web Conference

I. ORAL REPORTS

1. Recognition of Faculty Senators ending their terms
2. Welcoming of new Faculty Senators
3. Faculty Senate Chair's Award for Service to the Faculty
4. Report by FSU President, Dr. Ronald Nowaczyk
5. Report by FSU Provost and Vice President for Academic Affairs, Dr. Elizabeth Throop
6. 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.

ANNOUNCEMENTS

A. Future Faculty Senate Meetings (4:00 PM) – Location TBA

September 2, 2020

October 7, 2020

November 4, 2020

December 2, 2020

February 3, 2021

March 3, 2021

April 7, 2021

May 5, 2021

B. Future Faculty Assembly Meetings – Location TBA

TBA

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>

AAC 20-05

Summary Proposal	Rationale
<p>The Department of Physics and Engineering requests the following:</p> <p>Change in the Number/Title/Credits:</p> <p>(A) Change in the course title for ENME 271, Numerical Methods in Mechanical Engineering</p> <p>Change of Catalog Description/Prerequisite/Frequency</p> <p>(B) Change the contact hours for ENME 400, Machine Design</p> <p>(C) Change in the lab hours for ENES 099, Introduction to Workshop and Machine Shop</p> <p>(D) Change in prerequisites for ENEE 408, Capstone Design Project for Electrical Engineers, and ENME 410, Capstone Design Project for Materials Engineering</p> <p>(E) Change in the frequency of offering ENES 320, Wind and Solar-Powered Generation System Design</p> <p>(F) Change in the course description for ENEE 439, Topics in Signal Processing</p> <p>(G) Change the prerequisite for ENEE 244, Digital Logic Design</p>	<p>(A) This is a course required of all of our engineering students – electrical, materials, and mechanical. It is appropriate to rename the course to serve those three groups of students.</p> <p>(B) This course supports the Mechanical Engineering program at Maryland. The increase from 3 to 4 contact hours will allow integration of lab work to reinforce topics and concepts covered in the lecture. This would be consistent with the practice at College Park.</p> <p>(C) The Registrar indicated this course does not meet the COMAR (or federal) standard for contact hours. This change would bring this course into compliance with that standard.</p> <p>(D) ENES 491 had served as the course to prepare students for capstone. The new courses, ENEE 481 and ENME 481, are structured appropriately to prepare students for their capstone in the Engineering program.</p> <p>(E) This is an elective course. This gives flexibility in offering the course based on the appropriate number of electives in the major available per semester.</p> <p>(F) Students in the electrical engineering concentration must take</p>

	<p>this course for 3 credits in order to satisfy their requirements.</p> <p>(G) Students get sufficient exposure to programming in ENES 100 and other course work leading up to this one. It is not necessary for the students to have a full course in programming, such as ENEE 114, before taking this course.</p>
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AAC 20-09

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following: Changes to course titles and descriptions in</p> <ul style="list-style-type: none"> • HPED 104 Foundations of Health Education (description only) • HPED 208 Inclusion Strategies in Health Education (description only) • HPED 232 Teaching Health Content I: ATOD and Safety Education (description and change in title to <i>HPED 232 Teaching Substance Abuse and Safety & Violence Prevention</i>) <p>HPED 404 Health Instruction (description only)</p> <p>Movement of Nutrition Education from HPED 233 to HPED 234 (includes changes to title and description to represent the movement of content)</p> <p>Removal of Consumer & Environmental Health content from HPED 233</p> <p>Replacing the terms “Block” and “Phase II” with “Internship I” in HPED 404, HPED 408, and HPED 418 AND Replacing the term “Phase III” with “Internship II” in HPED 497</p> <p>Removal of “Major in Health and Physical Education” as a prerequisite in HPED 230 AND</p>	<p>The requested changes are primarily editorial and are designed to “clean up” the program’s catalog page and course descriptions section, align with new language in COMAR, and align with approved changes affecting all teacher preparation programs at FSU.</p>

<p>Removal of “May not be taken by students who have credit for former...” in HPED 232, HPED 233, and HPED 234</p> <p>Changes to frequency of course offerings:</p> <ul style="list-style-type: none"> • HPED 301 Applied Biomechanics (from Every Semester to Spring) • HPED 406 Applied Physiology (from Every Semester to Fall) <p>HPED 416 Curriculum Design in Health and Physical Education (from Spring to Every Semester)</p> <p>a. Updates to the program page (including adding a contact person, updating personnel information, correcting previous errors, modifying credit counts, and moving courses from the discipline core into the professional education sequence)</p>	
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AAC 20-10

Summary Proposal	Rationale
<p>The Department of Political Science requests the following:</p> <p>Addition of new IDIS 150 section: “Politics and Science”.</p>	<p>Rationale: Explore the impact of politics on science and scientific thinking. Explore the use of paradigms in thinking. Explore contemporary issues of health, science, and politics.</p>

AAC 20-12

Summary Proposal	Rationale
<p>The Academic Standards Subcommittee requests the following: That Frostburg State University’s current leave of absence policy, as articulated in the Undergraduate Catalog (see Appendix I), be amended in the following manner: The portion of the policy requiring students to have a 2.0 cumulative grade point average at the end of the last term of enrollment in order to be eligible for a leave of absence, should be</p>	<p>Rationale: Dr. Ben Norris requested that the Academic Standards Subcommittee review this policy (see Appendix III). The Subcommittee agrees with Dr. Norris’s rationale for the revision.</p>

deleted (see Appendix II).	
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FCC 20-08(H)

Amendment to add “advising” in reference to the materials/evidence that may be excluded in the Abridged Evaluation.

FCC moves to amend pg. 25 in the 2019 Faculty Handbook with the following proposed language:

An Abridged Evaluation means for one, two, three, or four years following a complete evaluation, tenured/permanent status faculty may elect not to submit evaluation materials in the category of ~~teaching/job performance~~ **Teaching and Advising/Job Performance** and accept the element ratings from the most recent complete evaluation of such materials. However, tenured teaching faculty must include in the element for *Teaching Performance and Feedback to Students* the current yearly student evaluation score. Tenured/permanent status faculty must still provide evidence for evaluation in the categories of **P**rofessional **D**evelopment and **A**chievement and **S**ervice.

FCC 20-09(H)

Reporting item – Correction to the timeline of application for promotion to the Librarian IV rank.

FCC reports a correction is in Standards Governing Promotion in Academic Rank for Library Faculty regarding promotion to Librarian IV. This should state that librarians may apply for promotion to Librarian IV after two years at Librarian III rather than at six years.

1. This is a correction to a change that was approved at the Feb 6, 2019 Faculty Senate meeting. (FCC 18-17(H)).
2. The original agenda item only addressed promotion to full Professor. Library Faculty requested that the section on promotion to Librarian IV also be updated to show parallel wording. It was also noted that the number of years would need to be different (two rather than six). The motion with proposed changes passed in Faculty Senate.
3. Please see p. xii (USM Policies & Statements) of the 2019 Faculty Handbook if there are questions about the number of years required at Librarian III for promotion to Librarian IV.

FCC 20-10

Optional inclusion of the Teaching and Advising sections and/or Student Evaluations from the spring 2020 semester in annual evaluation

FCC proposes that faculty may opt out of including the Teaching and Advising section and/or student evaluations, without penalty, from the Spring 2020 semester in their annual evaluation materials and review.

The impact of the COVID-19 pandemic has been and continues to be substantial. This includes an ongoing mandatory shelter in place order as well as a mid-semester modality change to solely online for all courses. As such, teaching evaluation, including student evaluations, must be able to take into account this extraordinary time. Details include:

1. Student course evaluations will still be administered for the spring 2020 semester; however, faculty may decide to not include these evaluation values in their 2020 annual student evaluation scores.

2. Faculty may choose to exclude the Spring 2020 semester in the Teaching and Advising category in their 2020 annual evaluation. In effect, the 2020 Teaching and Advising category would be based solely on the Fall 2020 semester.

FCC Chair's Note: There is still uncertainty about the ability to hold face-to-face courses in the Fall 2020 semester. As events unfold, the 2020 evaluation of teaching may have to be revisited.

FCC 20-11

Optional delay in application for promotion, tenure, and/or permanent status for those eligible to apply in the fall of 2020.

FCC proposes that faculty who would be eligible to apply for promotion, tenure, and/or permanent status in the fall of 2020 may elect to take an optional, no penalty, one-year postponement.

The impact of the COVID-19 pandemic has been and continues to be substantial. This includes an ongoing mandatory shelter in place order, a mid-semester modality change to solely online for all courses, as well as postponements of Professional Development and Service opportunities. As a result, faculty may feel that they were not able to participate in their planned endeavors that would have been included in their academic dossier.

Faculty may opt to delay their application by one year (with no penalty) if their preparation was disrupted by the coronavirus pandemic. Again, this option is only for faculty members who would be eligible to apply for promotion, tenure, and/or permanent status in the fall of 2020. Those that want to defer their application for one year will need notify the Provost (Dean and Department Chair) by the deadline stated in the Provost's call for applications.

FCC 20-12

Impact of COVID-19 on second-year reappointment evaluations

FCC proposes that the second-year renewal of faculty that would normally take place in October 2020 occur in March 2021 (pages 6-7, 222-223 in Handbook).

Second-year reappointment evaluations for tenure track faculty reflect what the faculty did in the previous spring semester. However, due to the widespread impact of the COVID-19 pandemic during the spring 2020 semester, including a mid-semester change to an online-modality, this evaluation would not be an accurate representation of the faculty member's academic performance.

FCC Chair's Note: There was substantial discussion on the timing of the second-year renewal, even in non-pandemic years. A proposal regarding a permanent change in the timing of the second-year reappointment evaluation is likely forthcoming.

GC 20-06(H)

Summary Proposal	Rationale
<p>The Graduate Council proposes the following changes to its charter:</p> <p>Update the Membership as follows:</p> <p><u>Membership</u></p> <ol style="list-style-type: none">1. Faculty (13, voting)<ol style="list-style-type: none">a. One representative from each of the following departments	<p>This proposal updates the names of programs and departments.</p>

with a graduate/post-graduate program: ~~Counseling~~ Psychology, ~~Kinesiology and Recreation~~, ~~Wildlife-Fisheries~~ Biology/~~Applied Ecology/Conservation~~ Biology, ~~Applied Computer Science & Information Technologies~~, ~~Master of Arts in Teaching~~ Nursing, and ~~Physician Assistant Medicine~~.

- b. Two representatives from each of the following masters programs: the Master of Business Administration and the Master of Education programs (~~Administration and Supervision~~ ~~Educational Leadership~~, Curriculum and Instruction, School Counseling, Special Education, ~~Literacy Education~~, and Interdisciplinary).
- c. ~~One representative from Master of Arts in Teaching~~
- d. One representative from the Ed.D. program in Education Leadership.
- e. One Faculty in Library Services.
- f. ~~Physician Assistant Program~~

2. Faculty Senate (2, voting)
Two members of the Faculty Senate appointed by the Faculty Senate.

3. Student Representatives (1, voting)

4. Administrators (3, nonvoting)

- a. The Director of Graduate Services.
- b. The Provost or designee.
- c. The Registrar or designee.

GC 20-07**ALSO REVIEWED BY IPR**

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</p> <ol style="list-style-type: none">1. Creation of a new area of certification in the MAT Secondary program:<ol style="list-style-type: none">a. Computer Science2. New course:<ol style="list-style-type: none">a. SCED 516 Computer Science Methods	<p>This is in response to an MSDE mandate that Computer Science be a required course in all Maryland high schools. We received a grant from MCCE (Maryland Center for Computing Education) to complete this work and relied on the input of local K-12 stakeholders to develop the syllabus for the Computer Science Methods course. This certification area will be a first for the region and will help fill Maryland's need for Computer Science teachers.</p>

GC 20-08

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following changes for the MAT Elementary program</p> <ol style="list-style-type: none">1. Change in title<ol style="list-style-type: none">a. EDUC 696 Practicum I to EDUC 696 Internship Part Ib. EDUC 697 Practicum II to EDUC 697 Internship Part II2. Change in number<ol style="list-style-type: none">a. EDUC 666 Social Studies: Curriculum, Instruction & Assessment changed to EDUC 668 Social Studies: Curriculum, Instruction & Assessment	<ol style="list-style-type: none">1. MSDE is requiring all programs to identify internships within the licensure programs. The change in course title is in alignment with this requirement to better describe the internship requirement.2. The change in course number is in response to adjunct and student feedback.

Summary Proposal	Rationale
<p>The Department of Biology requests the following changes to MS programs in Applied Ecology & Conservation Biology and Wildlife & Fisheries Biology:</p> <ol style="list-style-type: none"> 1. Change in program requirements: MS in Wildlife & Fisheries Biology <ol style="list-style-type: none"> a. Delete course from degree requirements - 601 Laboratory Teaching Experience 2 cr. b. Add BIOL 550 Ecology and Management of Wildlife Population 3 cr. or BIOL 520 Fish Management and Culture 3 cr. c. Clarify catalog credit requirements by category (credit hour requirements remain the same: at least 36 credits): Core Courses (12 credits) Electives (12-18 credits) Capstone (6-12 credits) 2. Change in program requirements: Applied Ecology & Conservation Biology <ol style="list-style-type: none"> a. Delete the two tracks: <ol style="list-style-type: none"> i. Conversation Biology – retaining BIOL 640 Population and Conservation Genetics as a requirement for all students ii. Landscape and Watershed Ecology – and delete BIOL 632 Land Margin Interactions b. Delete course from degree requirements - 601 Laboratory Teaching Experience 2 cr. c. Change course description and credits for BIOL 640 Population and Conservation Genetics d. Clarify catalog credit requirements by category (credit hour requirements remain the same: at least 36 credits): Core Courses (10 credits) Electives (14-20 credits) Capstone (6-12 credits) 3. Course changes that affect both programs: <ol style="list-style-type: none"> a. Change in course number and description: <ol style="list-style-type: none"> i. BIOL 613 Plant Physiology to BIOL 503 Plant Physiology b. Delete courses: 	<ol style="list-style-type: none"> 3. Wildlife & Fisheries <ol style="list-style-type: none"> b. Students will choose one or the other depending on their career interests and research interests. These courses were elective options. c. The current catalog includes the capstone thesis as a core course and in fact it is a capstone. This change does not impact the number of credit hours but simply clarifies the number of required credit hours by category. Students were taking Capstone credits and counting them toward elective credits and the program policies do not allow for this. This change makes it clear that students have the choice of up to 18 elective credits from course work or up to 12 thesis credits. It also clarifies that if additional thesis credits are needed then student will take less elective courses but also sets minimums in both categories. This will also provide a clear guideline for advisors. Please note that the above changes will not change the credit hour requirements of the degree, only the categories in which the courses are assigned. The degree will continue to require at least 36 credits and only two changes in program requirements will apply. 2. Applied Ecology and Conservation Biology <ol style="list-style-type: none"> a. Each track had one required course. Elimination of tracks will not change required credit hours but will limit the course

<ul style="list-style-type: none"> i. BIOL 536 Electron Microscopy for Biologists ii. BIOL 539 Environmental Toxicology iii. BIOL 540 Developmental Biology iv. BIOL 601 Laboratory Teaching Experience v. BIOL 621 Terrestrial Biogeochemistry vi. BIOL 622 Ecosystem Ecology vii. BIOL 623 Landscape Ecology viii. BIOL 625 Wildlife Habitat Ecology and Analysis ix. BIOL 626 Wildlife Habitat Ecology and analysis Laboratory x. BIOL 631 Stream Ecology xi. BIOL 632 Land Margin Interactions <p>c. New courses:</p> <ul style="list-style-type: none"> i. BIOL 526 – Vertebrate Zoology 4 cr. ii. BIOL 525 Forest Ecology and Conservation 3 cr. 	<p>selection options. Students will no longer have the option to take BIOL 632 Land Margin Interactions and all students will be required to take BIOL 640 Population and Conversation Genetics</p> <ul style="list-style-type: none"> c. Change from 3 credits to 2 credits and change description to eliminate lab. d. The current catalog includes the capstone thesis as a core course and in fact it is a capstone. This change does not impact the number of credit hours but simply clarifies the number of required credit hours by category. Students were taking Capstone credits and counting them toward elective credits and the program policies do not allow for this. This change makes it clear that students have the choice of up to 20 elective credits from course work or up to 12 thesis credits. It also clarifies that if additional thesis credits are needed then student will take less elective courses but also sets minimums in both categories. This will also provide a clear guideline for advisors. <p>3. Course deletions: These courses have not been taught for quite some time. Deletion is needed for accuracy of availability.</p>
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IPR S20-01

Reporting Item – IPR forms for the Low Degree Productivity Program Review Process

Following the approval of IPR S19-01, IPR created instructions and form templates for the program analysis and sustainability plan to be completed by the academic program representatives. Additionally IPR created report and review templates for a one-year (brief) and three-year (substantive) review following the approval of the sustainability plan.

III. ITEMS REMOVED FROM THE CONSENT AGENDA FOR DISCUSSION

Summary Proposal	Rationale
<p>The Academic Standards Subcommittee requests the following: That Frostburg State University's current graduation policy, as articulated in the Undergraduate Catalog (see Appendix I), be amended in the following manner: The following portion of the policy allowing students to request permission to participate in commencement, though not having completed all degree requirements, should be deleted:</p> <p><i>Exceptions to these rules require a written request to the Registrar's Office at least three weeks prior to the commencement ceremony, accompanied by evidence that you have enrolled in, and paid tuition for, course work that will meet the remaining requirements during the summer session immediately following May commencement or the January Intersession immediately following December commencement. Permission will be granted only if you have no more than two courses totaling no more than nine credits remaining to complete your degree and have a 2.0 cumulative FSU grade point average and a 2.0 cumulative FSU grade point average in your major at the time of the request, as determined by the official degree audit performed by the Registrar. (See Appendix II.)</i></p> <p>I. For purposes of this proposal, this text will be referred to as the "Exceptions Clause" and students that participate in commencement in virtue of this Exceptions Clause will be referred to as "Walkers."</p>	<p>The recommendation to eliminate the Exceptions Clause is motivated first by practical considerations:</p> <ul style="list-style-type: none"> • Processing these requests to participate in commencement adds to the workload of a number of administrative offices and staff. • Renovations to the Main Arena of the Cordts PE Center (where commencement ceremonies take place) have reduced the number of seats available to audience members. There are about 600 fewer seats now. Consequently, fewer tickets are available to family and friends of graduates. For the spring 2020 CLAS commencement, for example, students would receive only four tickets. <p>The latter fact has raised concerns about fairness. Students who have successfully completed their degree requirements will receive fewer commencement tickets in order to accommodate Walkers. The Subcommittee's final concern relates to desert. Allowing students to participate in commencement when they have not yet completed all of their degree requirements—and, as noted in the Background portion above, 22% of Walkers will not meet those requirements within the allotted time, and another 8% of Walkers will never complete those requirements at all—confers an honor not yet earned.</p>

FCC 20-06**Emeritus Nomination for Dr. Lance Revenaugh**

FCC moves to support the nomination of Dr. Lance Revenaugh to Emeritus status.

Dr. Lance Revenaugh has met the required criteria for this distinction, as outlined in a letter from Dr. Justin Dunmyre, Chair of The Department of Mathematics.

FCC 20-07**Emeritus Nomination for Dr. William Southerly**

FCC moves to support the nomination of Dr. Bill Southerly to Emeritus status.

Dr. Bill Southerly has met the required criteria for this distinction, as outlined in a letter from Dr. Michael Murtagh, Chair of The Department of Psychology.

GC 20-07

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following change for the M.Ed. in School Counseling:</p> <p>Students currently have a choice of elective. This choice will continue for students who have met the special education requirement through a prior undergraduate or graduate course upon admission to the program. Those who are not able to provide transcript evidence of having a special education course with a grade of “C” or better will be required to take SPED 562 Introduction to the Education of Exceptional Children or may take an alternative special education course if approved by the Program Coordinator.</p>	<p>In compliance with new regulations for Advanced Programs which require a three-credit special education course, the M.Ed. School Counseling program is requesting a change to the description of the elective option.</p>

SSC 20-01**Discussion: Should the use of the consent agenda continue for the next academic year?**

The original motion (SSC 19-03) to use a consent agenda was probationary and only covered the four Faculty Senate meetings in the Spring of 2020. If the Faculty Senate wished to continue to use a consent agenda to conduct its business, a new motion must be made at this meeting for AY 2020-2021. As a reminder, the consent agenda procedures are as follows:

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 vote on a single motion for the entire consent agenda.

IV. NEW BUSINESS

SSC 20-02(H)

Reassigned time or stipend for Faculty Senate Committee chairs

Following the recommendation of the Faculty Workload and Compensation Subcommittee, the Faculty Senate steering committee requests updates to the charters of the Academic Affairs Committee, the Faculty Concerns Committee, the Graduate Council, the Institutional Priorities and Resources Committee, and the Academic Department Chairs Council to provide the chairs of those bodies with reassigned time or stipend equivalent to one 3-credit course per academic year. This reassigned time or stipend recognizes the time investment of these committee chairs and provides incentive to encourage faculty members to take on these roles. The Faculty Senate Steering Committee recognizes that AY 2020-2021 may not be the best year to implement these incentives from a fiscal standpoint, so the proposal is to approve these incentives with implementation when the budget allows (presumably AY 2021-2022).

Proposed changes to the Graduate Council Charter (Page 146):

Officers and Terms of Office

2. The Chair will preside at all meetings or appoint another member to preside, may call special meetings of the Council, and exercise other powers and duties normally exercised by a committee chair. The chair will sit on the President's Cabinet. If unable to attend the President's Cabinet, the Chair will send his/her representative. **The Chair will receive reassigned time or overload stipend equivalent to one 3-credit course per academic year, beginning in AY 2021-2022.**

Proposed changes to the Academic Affairs Committee Charter (Page 149):

Officers

The Chair and Secretary are elected at the first meeting following elections. **The Chair will receive reassigned time or overload stipend equivalent to one 3-credit course per academic year, beginning in AY 2021-2022.**

Proposed changes to the Faculty Concerns Committee Charter (Page 156):

Officers

1. The Chair shall schedule, set agendas for, and preside over meetings. The Chair shall sit on the Faculty Senate Steering Committee. The Chair will sit on the President's Cabinet. If unable to attend the

President's Cabinet, the Chair will send his/her representative. **The Chair will receive reassigned time or overload stipend equivalent to one 3-credit course per academic year, beginning in AY 2021-2022.**

Proposed Changes to the Institutional Priorities and Resources Committee Charter (Page 164):

Procedures:

The Committee will elect a Chair and a Vice-Chair, normally at the last meeting of the academic year with the participation of the newly appointed Committee members. The Committee may establish bylaws or operating procedures as needed by majority vote of the Committee. **The Chair will receive reassigned time or overload stipend equivalent to one 3-credit course per academic year, beginning in AY 2021-2022.**

Proposed Changes to the Academic Department Chairs Council Charter (Page 179):

Procedures

Chair

A chair will be elected at the last meeting of the spring semester. The chair will:

- Set the agenda for and preside at meetings
- Represent the Council to the Provost
- Report to the Faculty Senate
- Sit on the President's Cabinet, and if unable to attend, send a representative in his/her place
- **Receive reassigned time or overload stipend equivalent to one 3-credit course per academic year, beginning in AY 2021-2022.**

V. ADJOURNMENT

REPORTS TO THE FACULTY SENATE

ACADEMIC AFFAIRS COMMITTEE

ACADEMIC AFFAIRS COMMITTEE

Senate Report

Wednesday, April 8, 2020

Note: Meeting was via email and restricted to discussion of proposals and voting.

I. Old Business:

The Department of
Physics and Engineering
requests the following:

Change in the
Number/Title/Credits:

(A) Change in the course
title for ENME 271,
Numerical Methods in
Mechanical Engineering

Change of Catalog
Description/Prerequisite
/Frequency

(A) Change the contact
hours for ENME 400,
Machine Design

(B) Change in the lab
hours for ENES 099,
Introduction to
Workshop and Machine
Shop

(C) Change in
prerequisites for ENEE
408, Capstone Design
Project for Electrical
Engineers, and ENME
410, Capstone Design
Project for Materials

Rationale:

(A) This is a course
required of all of our
engineering students –
electrical, materials, and
mechanical. It is
appropriate to rename the
course to serve those
three groups of students.

(A) This course supports
the Mechanical
Engineering program at
Maryland. The increase
from 3 to 4 contact hours
will allow integration of
lab work to reinforce
topics and concepts
covered in the lecture.
This would be consistent
with the practice at
College Park.

(B) The Registrar
indicated this course does
not meet the COMAR (or
federal) standard for
contact hours. This
change would bring this
course into compliance
with that standard.

(C) ENES 491 had served
as the course to prepare

Vote Required; passed

Engineering

(D) Change in the frequency of offering ENES 320, Wind and Solar-Powered Generation System Design

(E) Change in the course description for ENEE 439, Topics in Signal Processing

(F) Change the prerequisite for ENEE 244, Digital Logic Design

students for capstone.

The new courses, ENEE 481 and ENME 481, are structured appropriately to prepare students for their capstone in the Engineering program.

(D) This is an elective course. This gives flexibility in offering the course based on the appropriate number of electives in the major available per semester.

(E) Students in the electrical engineering concentration must take this course for 3 credits in order to satisfy their requirements.

(F) Students get sufficient exposure to programming in ENES 100 and other course work leading up to this one. It is not necessary for the students to have a full course in programming, such as ENEE 114, before taking this course.

II. New Business:

The Department of Kinesiology and Recreation requests the following: Changes to course titles and descriptions in

- HPED 104 Foundations of Health Education (description only)

Rationale: The requested changes are primarily editorial and are designed to “clean up” the program’s catalog page and course descriptions section, align with new language in COMAR, and align with approved changes affecting

Vote Required; passed

- HPED 208 Inclusion Strategies in Health Education (description only)
- HPED 232 Teaching Health Content I: ATOD and Safety Education (description and change in title to *HPED 232 Teaching Substance Abuse and Safety & Violence Prevention*)
- HPED 404 Health Instruction (description only)

all teacher preparation programs at FSU.

Movement of Nutrition Education from HPED 233 to HPED 234 (includes changes to title and description to represent the movement of content)

Removal of Consumer & Environmental Health content from HPED 233

Replacing the terms “Block” and “Phase II” with “Internship I” in HPED 404, HPED 408, and HPED 418
AND

Replacing the term “Phase III” with “Internship II” in HPED 497

Removal of “Major in Health and Physical Education” as a prerequisite in HPED 230
AND

Removal of “May not be taken by students who have credit for former...” in HPED 232, HPED 233, and HPED 234

Changes to frequency of course offerings:

- HPED 301 Applied Biomechanics (from Every Semester to Spring)

- HPED 406 Applied Physiology (from Every Semester to Fall)
HPED 416 Curriculum Design in Health and Physical Education (from Spring to Every Semester)

Updates to the program page (including adding a contact person, updating personnel information, correcting previous errors, modifying credit counts, and moving courses from the discipline core into the professional education sequence)

The Department of Political Science requests the following:

Addition of new IDIS 150 section: "Politics and Science".

Rationale: Explore the impact of politics on science and scientific thinking. Explore the use of paradigms in thinking. Explore contemporary issues of health, science, and politics.

No Vote Required

The Academic Standards Subcommittee requests the following: That Frostburg State University's current graduation policy, as articulated in the Undergraduate Catalog (see Appendix I), be amended in the following manner: The following portion of the policy allowing students to request permission to participate in commencement, though not having completed all degree requirements, should be deleted:

Exceptions to these rules require a written request to the Registrar's Office at least

Rationale: The recommendation to eliminate the Exceptions Clause is motivated first by practical considerations:

- Processing these requests to participate in commencement adds to the workload of a number of administrative offices and staff.
- Renovations to the Main Arena of the Cordts PE Center (where commencement ceremonies take place) have reduced the number of seats available to audience members. There are about

Vote Required; passed

three weeks prior to the commencement ceremony, accompanied by evidence that you have enrolled in, and paid tuition for, course work that will meet the remaining requirements during the summer session immediately following May commencement or the January Intersession immediately following December commencement. Permission will be granted only if you have no more than two courses totaling no more than nine credits remaining to complete your degree and have a 2.0 cumulative FSU grade point average and a 2.0 cumulative FSU grade point average in your major at the time of the request, as determined by the official degree audit performed by the Registrar. (See Appendix II.)

II. For purposes of this proposal, this text will be referred to as the “Exceptions Clause” and students that participate in commencement in virtue of this Exceptions Clause will be referred to as “Walkers.”

The Academic Standards Subcommittee requests the following: That Frostburg State University’s current leave of absence policy, as articulated in the Undergraduate Catalog (see Appendix I), be amended in the

600 fewer seats now. Consequently, fewer tickets are available to family and friends of graduates. For the spring 2020 CLAS commencement, for example, students would receive only four tickets. The latter fact has raised concerns about fairness. Students who have successfully completed their degree requirements will receive fewer commencement tickets in order to accommodate Walkers. The Subcommittee’s final concern relates to desert. Allowing students to participate in commencement when they have not yet completed all of their degree requirements—and, as noted in the Background portion above, 22% of Walkers will not meet those requirements within the allotted time, and another 8% of Walkers will never complete those requirements at all—confers an honor not yet earned.

Rationale: Dr. Ben Norris requested that the Academic Standards Subcommittee review this policy (see Appendix III). The Subcommittee agrees with Dr. Norris’s rationale for the revision.

Vote Required;
passed

following manner: The portion of the policy requiring students to have a 2.0 cumulative grade point average at the end of the last term of enrollment in order to be eligible for a leave of absence, should be deleted (see Appendix II).

V. Adjournment

FACULTY CONCERNS COMMITTEE REPORT

FACULTY CONCERNS COMMITTEE

Meeting Room: ONLINE. Meeting Time: April 8, 2020, 4:00pm

<https://frostburg.sharepoint.com/sites/facultysenate/fcc/>

I. Call to order

II. Approval of the Minutes of Wednesday, March 11, 2020 *(available on the FCC SharePoint site)*

Orders of the day:

a. Special Orders

1. **Open Discussion: Any questions or discussion on the electronically distributed reports?**
2. **Proceeding by consent, we adopt a timed agenda as described in the agenda document**

b. Unfinished business

c. Scheduled Business

1. **FCC 20-06: Emeritus nomination letter for Dr. Lance Revennaugh**

FCC made a motion, see below

2. **FCC 20-07: Emeritus nomination letter for Dr. Bill Southerly**

FCC made a motion, see below

3. **FCC 20-08 (H): Amendment to add “advising” in reference to the materials that do not need to be included in the Abridged Evaluation.**

This proposed amendment came from Dr. Shoshana Brassfield. In addition to the aforementioned suggestion, the FCC chair noticed some inconsistent capitalization of the evaluation categories within this section. *FCC made a motion, see below*

4. **FCC 20-09(H): Amendment to correct the timeline of application for promotion to the Librarian IV rank.**

This is a reporting item, see below. No vote needed.

5. **FCC 20-10: Optional inclusion of the Teaching and Advising sections and/or Student Evaluations from the spring 2020 semester in annual faculty evaluation**

- Student evaluations will still be done but instructors may choose whether to use include them in their annual evaluation materials.
 - Reports will still be generated the same way: per course for the spring 2020 semester
 - The decision of excluding the Spring 2020 student evaluations should be made when the faculty member is preparing their annual evaluation materials
 - What would the spreadsheet look like if a faculty chooses not to use the evals from Spring 2020? – it would just include the Fall 2020 evaluation numbers.
- There needs to be clear communication to faculty about their options
 - Ensure that faculty are not disadvantaged by whatever option they choose
 - “without penalty”, ensures the exclusion of Spring 2020 student evaluations will not impact future renewal and/or tenure decisions

- Multiple faculty mentioned issues in getting the overall score for a semester within CourseEval (instructor, dept, college, university). Old reporting also included averages *per question* (instructor, dept, college, university). Suggestion to Sara-Beth: have these data easily accessible by faculty in CourseEval.

FCC made a motion, see below

6. FCC 20-11: Optional delay in application for promotion, tenure, and/or permanent status those eligible to apply in fall 2020.

- What is the advantage of deferring this for another year?
 - This is a supportive option that should be made available due to the upheaval of the Spring 2020 semester (and continuing until an unknown time in the future).
 - Most will probably not take advantage of this unless there are extenuating circumstances.
 - Should be setup as an voluntary opt out option, so those that want to defer will notify the Provost (Dean and Department Chair?) by the deadline stated in the Provost's call for applications.
- Does this send a false message that one semester could really make that much of a difference?
 - Perhaps there should be some reassuring words for those that are going up for tenure.
 - This could come from the Provost, Deans, and/or members of the P&T committee.
- How would the timeline would be affected if we are not allowed back into our offices until far into the summer?
 - Senate Steering will need to revisit this sometime in August to make a suggestion on timeline changes.
 - If this is the case, more faculty may choose to make the decision to defer a year

FCC made a motion, see below

d. Unscheduled Business

e. Open Discussion

re: Impact of mid-semester change to online modality on second-year renewal evaluations

- Most renewal evaluations are already in, but these are due in October and they reflect what the faculty did in the previous semester in spring 2020.
 - Because of the virus we could use the normal timetables as all the other evaluations
 - Proposing that the second-year renewal due to COVID be March (pg 221-222 in Handbook)
- Suggestion to take this opportunity to make a policy change for this second-year renewal evaluation for future
 - Item will need to be brought back to the FCC with an official proposal to have this be change be permanent

FCC proposed FCC 20-12, see below

f. Reports – nothing reported during the meeting or sent electronically

1. Chair of FCC
2. Council of University System Faculty
3. University Chair's Council
4. Promotion and Tenure / Permanent Status
5. Faculty Development and Sabbatical / Professional Leave Subcommittee
6. Faculty Handbook Subcommittee

III. Adjournment

Business for the Senate Floor:

1. FCC 20-06: Emeritus status for Lance Revennaugh

FCC moves to support the nomination of Dr. Lance Revennaugh to Emeritus status.

Dr. Lance Revennaugh has met the required criteria for this distinction, as outlined in a letter from Dr. Justin Dunmyre, Chair of The Department of Mathematics.

2. FCC 20-07: Emeritus status for Bill Southerly

FCC moves to support the nomination of Dr. Bill Southerly to Emeritus status.

Dr. Bill Southerly has met the required criteria for this distinction, as outlined in a letter from Dr. Michael Murtagh, Chair of The Department of Psychology.

3. FCC 20-08(H): Amendment to add “advising” in reference to the materials/evidence that may be excluded in the Abridged Evaluation.

FCC moves to amend pg. 25 in the 2019 Faculty Handbook with the following proposed language:

An Abridged Evaluation means for one, two, three, or four years following a complete evaluation, tenured/permanent status faculty may elect not to submit evaluation materials in the category of ~~teaching/job performance~~ **Teaching and Advising/Job Performance** and accept the element ratings from the most recent complete evaluation of such materials. However, tenured teaching faculty must include in the element for *Teaching Performance and Feedback to Students* the current yearly student evaluation score.

Tenured/permanent status faculty must still provide evidence for evaluation in the categories of **P**rofessional **D**evelopment and **A**chievement and **S**ervice.

4. FCC 20-09(H): Reporting item – Correction to the timeline of application for promotion to the Librarian IV rank.

FCC reports a correction is in Standards Governing Promotion in Academic Rank for Library Faculty regarding promotion to Librarian IV. This should state that librarians may apply for promotion to Librarian IV after two years at Librarian III rather than at six years.

1. This is a correction to a change that was approved at the Feb 6, 2019 Faculty Senate meeting. (FCC 18-17(H)).
2. The original agenda item only addressed promotion to full Professor. Library Faculty requested that the section on promotion to Librarian IV also be updated to show parallel wording. It was also noted that the number of years would need to be different (two rather than six). The motion with proposed changes passed in Faculty Senate.
3. Please see p.xii (USM Policies & Statements) of the 2019 Faculty Handbook if there are questions about the number of years required at Librarian III for promotion to Librarian IV.

5. FCC 20-10: Optional inclusion of the Teaching and Advising sections and/or Student Evaluations from the spring 2020 semester in annual evaluation

FCC proposes that faculty may opt out of including the Teaching and Advising section and/or student evaluations, without penalty, from the Spring 2020 semester in their annual evaluation materials and review.

The impact of the COVID-19 pandemic has been and continues to be substantial. This includes an ongoing mandatory shelter in place order as well as a mid-semester modality change to solely online for all courses. As such, teaching evaluation, including student evaluations, must be able to take into account this extraordinary time. Details include:

1. Student course evaluations will still be administered for the spring 2020 semester; however, faculty may decide to not include these evaluation values in their 2020 annual student evaluation scores.
2. Faculty may choose to exclude the Spring 2020 semester in the Teaching and Advising category in their 2020 annual evaluation. In effect, the 2020 Teaching and Advising category would be based solely on the Fall 2020 semester.

Chair's Note: There is still uncertainty about the ability to hold face-to-face courses in the Fall 2020 semester. As events unfold, the 2020 evaluation of teaching may have to be revisited.

6. FCC 20-11: Optional delay in application for promotion, tenure, and/or permanent status for those eligible to apply in the fall of 2020.

FCC proposes that faculty who would be eligible to apply for promotion, tenure, and/or permanent status in the fall of 2020 may elect to take an optional, no penalty, one-year postponement.

The impact of the COVID-19 pandemic has been and continues to be substantial. This includes an ongoing mandatory shelter in place order, a mid-semester modality change to solely online for all courses, as well as postponements of Professional Development and Service opportunities. As a result, faculty may feel that they were not able to participate in their planned endeavors that would have been included in their academic dossier.

Faculty may opt to delay their application by one year (with no penalty) if their preparation was disrupted by the coronavirus pandemic. Again, this option is only for faculty members who would be eligible to apply for promotion, tenure, and/or permanent status in the fall of 2020. Those that want to defer their application for one year will need notify the Provost (Dean and Department Chair) by the deadline stated in the Provost's call for applications.

7. FCC 20-12: Impact of COVID-19 on second-year reappointment evaluations

FCC proposes that the second-year renewal of faculty that would normally take place in October 2020 occur in March 2021 (pages 6-7, 222-223 in Handbook).

Second-year reappointment evaluations for tenure track faculty reflect what the faculty did in the previous spring semester. However, due to the widespread impact of the COVID-19 pandemic during the spring 2020 semester, including a mid-semester change to an online-modality, this evaluation would not be an accurate representation of the faculty member's academic performance.

Chair's Note: There was substantial discussion on the timing of the second-year renewal, even in non-pandemic years. A proposal regarding a permanent change in the timing of the second-year reappointment evaluation is likely forthcoming.

GRADUATE COUNCIL COMMITTEE REPORT

GRADUATE COUNCIL Monday 13 April 2020

Present: Ali Ashraf, Jennifer Bishoff, Kameron Brooks, Natalia Buta, Mike Flinn, Joyce Henderson, Heather Hurst, Ken Levitt, Michael Mathias, Vickie Mazer, Kristine McGee, Kara Platt, Rich Raesly, Tom Serfass, Jodi Ternent, Jamelyn Tobery-Nystrom, Virginia Williams, Eyad Youssef

Absent: Sara Bittinger, Jay Hegeman, Brad Rinard, Beth Smolko, Wendy Wilson

Minutes recorded by Rich Raesly, Secretary

Call to Order

- Meeting was called to order at 4:01 PM by Mike Flinn, Graduate Council Chair
- Vote to add Master of Education – School Counseling catalog changes to New Business for today's meeting. **Approved**

Approval of Minutes

- Minutes of the 9 March 2020 GC meeting **approved**.

Chair's Report (M. Flinn)

- There has been a lot of change since we last met. I hope that everyone is adjusting to the new modality in course delivery for the remainder of the semester. Personally, I have some great students that are showing they are resilient and ready to continue their studies!
- Congratulations to Dr. Vickie Mazer in her new role as Dean of Graduate and Professional Studies at McDaniel College. I wish you the best in the new path of your career journey. I'm positive your leadership in your new role will be invaluable to McDaniel College.
- I have reserved time for any discussion on the CORVID-19 outbreak and any other concerns we may have about the future.

Graduate Services Report (V. Mazer)

- Enrollment – Summer and Fall enrollment is now open. The Provost office has asked that all summer courses be moved to an online environment. However, there are a few programs which have particular need for face-to-face delivery if at all possible. These programs are being encouraged to develop contingency plans for moving online to consider at least the first summer session online with potential f2f courses in second summer session with contingency to go online. Programs that have concerns about summer delivery online should work through their Dean's and the Provost office to address and get approval for the various options.
- I am very concerned that COVID-19 will have an impact on both summer and fall enrollment. It is very early in the process and too early to tell but all Program Coordinators are encouraged to keep in close contact with their active list of students and reach out to assure that they are registering. Losing continuing students and the risk of others not applying due to uncertainty of COVID will only elevate the level of enrollment concern and budgetary impact.

- Vickie is working with the publications office to get the catalog page copy updated for the new catalog. Proofs of the catalog will be sent out when this is completed with a schedule for return. The overall goal is to have the catalog final revisions completed by May 15. We will not be sending the catalog out for print and will have limited numbers printed in house. The online catalog process is currently moving forward but this year's graduate catalog will be pdf electronic version online with limited copies sent to PCs.
- COVID-19- In response to COVID-19 the deadline for withdrawal with a "W" was extended to April 17. Additionally, Vickie and Mike Mathias has sent a communication to all students related to ways in which they should reach out for assistance and help with navigating concerns with academic progress who feel that "W" is not the best option. Please see attached communications. Additionally, we have set up two open sessions to allow graduate students to bring issues and concerns to us that may not be academic in nature or may be academic in nature but may not have been solved using the recommended pathway for one reason or another. Vickie will update the GC in the meeting on any new issues. GAs have also received a communication (see below) assuring them that their stipends will be continued and that if there are concerns about academic progress to reach out to Vickie Mazer to discuss options.
- Lastly, I want to say thank you to the GC and FSU. As you may know, I will be leaving FSU to take a position as Dean of Graduate and Professional Studies at McDaniel College. My intended last day in the office is end of May but due to COVID will likely extend to mid June but no later than end of June. My last GC meeting will be May. I wish you all luck and please know that I am an email or phone call away if you all need any help. The OGS office will have forwarding information.
- Copies of correspondence sent to graduate students were part of this report.

Provost Office Report (M. Mathias)

- Thanks to everyone for their efforts allowing students to continue their studies by converting to online instruction.
- Please take the time to fill out the Presidents survey regarding online instruction. Early results of this survey suggest that faculty seem to be doing fairly well with about 10% saying they are experiencing some difficulty. About 50% of student respondents this far are experiencing some difficulty while some are finding it very difficult.
- Thank you to V. Mazer for her service to the graduate program. The Provost will say more about the transition in graduate Services within the next week.
- Conversations are currently taking place regarding faculty evaluations with B. Norris, Chair, Faculty Senate.

Registrar's Office (J. Ternent)

- The Registrar's Office is regularly monitoring email.
- G. Lutton will be replacing C. Cosner in her position as Business Analyst/Student Records. We are currently looking for a replacement for G. Lutton's former position.
- There was a failed search for the Associate registrar position.

Old Business

(1) Graduate Council Charter (M.Flinn)

- A revised draft of the Graduate Council Charter was submitted to GC members for review prior to this meeting. Thank you to N. Buta for help with revisions.
- The proposed changes brought existing wording into alignment with changes in program structure.

- There were minor edits suggested during review of the draft (e.g., move PA to department – Department of P.A. Medicine).
- **Motion to send edited revisions of GC Charter to Faculty Senate carries.**

New Business

(1) College of Education, MAT Secondary Program – Addition of a path in Computer Science (J. Bishoff)

- Addition of a new course (SEED 516 Computer Science Methods) in response to an MSDE mandate that computer science be a required course in all Maryland high schools.
- **Motion to support the proposal carries**

(2) College of Education, MAT Elementary – Change in course titles and course number (K. McGee)

- The Department of Educational Professions requests to (a) change the title EDUC 696 Practicum I to EDUC 696 Internship Part I, (b) change the title EDUC 697 Practicum II to EDUC 697 Internship Part II, and (c) change the number EDUC 666: Social Studies: Curriculum, Instruction & Assessment to EDUC 668: Social Studies: Curriculum, Instruction & Assessment.
- The course title changes are in response to an MDSE requirement to identify internships within licensure programs and the number change request is in response to feedback by adjunct faculty and students.
- **Motion to support the proposal carries**

(3) College of Liberal Arts and Sciences, Department of Biology – Changes in course requirements and courses for M.S. Wildlife/Fisheries Biology and M.S. Applied Ecology and Conservation Biology (T. Serfass)

- The Department of Biology requests the following Wildlife and Fisheries Program Requirement changes: (a) delete BIOL 601 Laboratory Teaching Experience 2 cr. from program degree requirements, (b) add BIOL 550 Ecology and Management of Wildlife Populations 3 cr. or BIOL 520 Fish Management and Culture to degree requirements to replace BIOL 601, and (c) clarify catalog credit requirements by category. Credit hour requirements remain the same (at least 36).
- These changes are proposed to eliminate an unnecessary course and clearly identify courses and credit requirements for thesis and elective courses.
- The Department of Biology requests the following Applied Ecology and Conservation Biology changes: (a) eliminate the two tracks and delete BIOL 632 from program requirements (associated with the deletion of the Landscape Watershed Ecology Track), (b) delete BIOL 601 Laboratory Teaching Experience from program degree requirements, (c) change course description and credits for BIOL 640 Population and Conservation Genetics, (d) clarification of Core, Elective and Capstone requirements
- These changes are proposed to eliminate a track formerly offered by the UMCES-Appalachian Laboratory, eliminate an unnecessary course and clearly identify courses and credit requirements for thesis and elective courses.
- The Department of Biology requests the following changes for both the Wildlife/Fisheries and Applied Ecology and Conservation Biology programs: (a) change in course number and description BIOL 613 Plant Physiology to BIOL 503 Plant Physiology, (b) deletion of BIOL 536 Electron Microscopy for Biologists, BIOL 539 Environmental Toxicology, BIOL 540 Developmental Biology, BIOL 601 Laboratory Teaching Experience, BIOL 621 Terrestrial Biogeochemistry, BIOL 622 Ecosystem Ecology, BIOL 623 Landscape Ecology, BIOL 625 Wildlife Habitat Ecology and Analysis, BIOL 626 Wildlife Habitat Ecology and Analysis Laboratory, BIOL 631 Stream Ecology, and BIOL 632 Land Margin Interactions, and (c) add new course BIOL 526 Vertebrate Zoology.

- These changes are proposed to cross-list two 400-level courses to increase enrollments and eliminate a large number of courses that have not been taught in several years.
- **Motion to support this set of proposals carries**

(4) College of Education, Master of Education, School Counseling (K. McGee)

- The College of Education requests changes in catalog language regarding SPED 562 in order to comply with new regulations for Advanced Programs which require a three-credit special education course. Students currently have a choice of elective. This choice will continue for students who have met the special education requirement through a prior undergraduate or graduate course upon admission to the program. Those who are not able to provide transcript evidence of having a special education course with a grade of “C” or better will be required to take SPED 562 Introduction to the Education of Exceptional Children or may take an alternative special education course if approved by the Program Coordinator.
- **Motion to support this proposal carries**

Discussion

(1) Impact of COVID-19 on Graduate programs and Graduate Students (V. Mazer)

- The PC/NC option as a blanket policy will not work for graduate programs.
- A meeting regarding COVID-19 issues was facilitated by M. Mathias and V. Mazer with 11 graduate students in (virtual) attendance. There was general concern regarding completion of research. USM restrictions will impact students in a meaningful way, and FSU will be as flexible as possible. Students in some programs (especially Nursing and Education) are concerned about practicums and internships.
- There are issues of technological gaps between students and professors. Students are concerned about the ability to keep momentum with learning. There are also issues with reliability/access to internet.
- There are potential privacy issues with recording classes. Privately seeking permission for recording is likely the best method. Let students know they can approach faculty with concerns.
- Graduate student help with computers/computer access may be sought through Provost’s Office.

(2) General Discussion of COVID-19 Issues and Impacts

- There was a discussion (N. Buta) regarding models in courses on what is required to be an online student.
- H. Hurst noted that there are significant issues regarding time management in the transition to online courses. There was general agreement among GC members that there were increased time commitments that conflicted with other obligations (e.g., family). M. Mathias noted that the Provost’s office recognizes this difficulty.

Meeting adjourned – 5:19 PM

INSTITUTIONAL PRIORITIES AND RESOURCES COMMITTEE REPORT

INSTITUTIONAL PRIORITIES AND RESOURCES

Meeting date and time: April 13, 2020 4:00 p.m., virtual meeting via Teams

In attendance: Erica Kennedy, Leon Wyden, Arlene Cash, Bill Wetherholt, Assyad Al-Wreikat, Ben Norris, Brent Weber, Jamison Odone, Lilly Ye, Randy Lowe, Sara Beth Bittinger, Sherri Sheetz, Stacy Wassell

CALL TO ORDER

4:00pm

Updates on Budget and Enrollment

◆ Leon Wyden (VP of Administration and Finance)

Budget has been severely impacted. \$5.3 million in refunds have been paid. They are currently working on the budget for FY2021 which should be put together in the next couple of weeks. They are looking at full-online and partial-online scenarios in addition to regular in person classes. We have to wait to see what the Governor decides to do before moving forward. Procard purchases have been moved up to the Dean's level for approval. This situation is changing sometimes hourly, and a lot of conversations are going on about factors that may impact us. Right now, everyone is being paid and students are being taught. There will be an impact to the institution, we just don't know what that is going to be, how long this is going to last, and what the enrollment impact is going to be for the fall.

Any idea how federal funding is going to work?

In total, we are expecting between \$3.8 and \$4.1 million, half of which has to go to students and none of which can go towards offsetting the monies paid out as refunds to students this semester. Assuming the low value, the \$1.9 million going out to the students will go first, the other \$1.9 will be awarded later. Could be used to support a remote teaching model, but DOE hasn't provided much guidance. President Nowaczyk has formed a committee to help direct the distribution of those funds.

What about hiring freezes?

These freezes that Governor Hogan has been mentioning do not affect the USM system, right now.

◆ Arlene Cash (VP of Enrollment Management)

We are down significantly in deposits – 22% down from this point last year. Transfer students are our best bet at narrowing the enrollment deficit. Some parents are saying that FSU is too far away given the last few months, especially crossing state lines. The rural location of the campus in some cases is seen as a disadvantage (in terms of proximity to a large hospital and potential distance from family). It is possible that we may become more attractive to local students now who want to stay closer to family. Another challenge is the lower levels of financial aid that FSU students receive compared to other institutions. Administration is looking at ways to make financial aid more attractive to students. They are trying to have a virtual transfer and admit days with campus ambassadors for incoming students. There is interest in trying to promote student groups maintaining connectivity through options like online meetings. It was argued that

maintaining social connections amongst students and faculty is really important for retaining students and we should continue to work on ways to promote connectivity.

OLD BUSINESS

Reports

- ◆ Report from AIEC (Assessment and Institutional Effectiveness Council): Assyad Al-Wreikat
The meeting consisted of review of departments' assessment reports as well as additions to the annual report.
- ◆ Report on Low-Enrolled Program process: Randy Lowe

Met with Mike Matthias and Sara Beth for suggestions from the Provost's Office.

Right now with revisions, there are four parts in the process:

1. PROGRAM ANALYSIS & SUSTAINABILITY PLAN DEVELOPMENT TIMELINE
2. PROGRAM ANALYSIS & SUSTAINABILITY PLAN
 - ENROLLMENTS AND DEGREES AWARDED FOR EACH OF THE PAST FIVE YEARS IN THIS PROGRAM
 - ANALYSIS OF THE CURRENT STATE OF THE PROGRAM
3. YEAR ONE PROGRESS REPORT
4. THREE YEAR REVIEW

IPR reviewed the revised forms associated with the Low-Enrolled Program process and found no need for additional revisions.

Motion to vote on the revised forms (Jamie), second (Brent), passed unanimously.

- ◆ Report from Adjunct Pay Working Group: Brent Weber (and Erica Kennedy)

The change in scheduling has delayed the write-up from recommendations from the group, but we hope to have these recommendations to present to IPR by the end of the semester.

- ◆ Report from the faculty Workload and Compensation subcommittee: Lilly Ye

There was no meeting last month. Issue that will likely be discussed in two weeks is overload pay, as well as how workload will be impacted with the current situation (relating to the virus) under various scenarios. If there are any issues related to workload, please let Lilly know by next week so they can make it into the agenda.

FUTURE BUSINESS

- ◆ Three year review process (Musical Theatre minor)
- ◆ Department chair stipends

Provost's Office was trying to reach out to other institutions about chair stipends before the pandemic. There have only been five responses so far. Sara Beth will send out the results to the committee.

◆ Discussion of IPR report from 2014

We will continue to review this report for the last meeting of the semester and have a discussion about where we stand now for these same topics.

◆ Budget concerns relating to COVID-19

Committee was asked to think of possible concerns for discussion at the May meeting.

◆ Elections

ADJOURNMENT

Motion to adjourn (Brent), second (Bill)

5:24pm

COUNCIL OF UNIVERSITY SYSTEM FACULTY REPORT

COUNCIL OF UNIVERSITY SYSTEM FACULTY



COUNCIL of UNIVERSITY
SYSTEM FACULTY

Wednesday, May 6, 2020

The following is a summary of the Council of University System Faculty (CUSF) activities and initiatives since its last report. This report is a little longer than normal. I have included two commentaries. My commentaries provide an interim or preview to the final reports as they work their way through the approval process. They are included as part of my reports to the CUSF Council members, Chancellor's Council, and BOR. I included them because they have a direct bearing on FSU and its shared governance activities.

MEETINGS AND ACTIVITIES: The following are the meetings and other activities conducted by CUSF since the last report.

- **April Online Council Meeting:** Courtesy of UMGC, the Council had its April meeting electronically on Thursday, April 16th. The election of officers was completed and the new officers are presented under a separate heading below. In addition, the group discussed several discussion topics including how everyone is handling the switch to online, an online survey of institutional support for Council members, and the future of online meetings next year.
- **Elections:** Elections were conducted at the March and April meetings. Executive Committee for next year is as follows.

Chair: Elizabeth Brunn – UMGC

Vice Chair: Jay Zimmerman – TU

Secretary: Ellen Schaefer-Salins – SU

At-large: Julie Simons – UB

Aerian Tatum – CSU

- **Academic Integrity Initiative:** The Educational Policy Committee of CUSF has been working diligently on BOR policy recommendations to the BOR regarding BOR Policy III-1.00 and 1.02. Because of the virus, continuing work on this initiative has slowed to a nearly a stall.
- **Emeritus Faculty BOR Member Resolution:** There is no report at this time.
- **Civility Issue:** There is no report at this time.
- **State of Share Governance Report:** The State of Shared Governance Survey is completed. There is a public report and there is an internal report. The public report is available on the CUSF website. In general, shared governance on the campuses is “alive and healthy.” The second report contains the public report plus all of the surveys submitted by the senate chairs. This report is an internal document and not public. It is used by the Chancellor in his yearly evaluation of the presidents and the surveys provides a valuable resource in that evaluation. They close the loop in the evaluation process. I will note that FSU's senate chair, Ben Norris, has provided a thorough and thoughtful review of shared governance at FSU in his report. Since most faculty aren't going to review the shared governance report, I have attached my commentary of the main findings within the report. As noted, it is distributed to the CUSF Council members, the Chancellor's Council, and BOR. At least one recommendation has direct implications for FSU.

- **Survey of Institutional Support for Senate Chairs:** This is my going away present to the senate chairs. I conducted a simple survey on the remuneration received by the senate chairs. This survey is useful for senate chairs to advocate for increased internal support at their institutions. The preliminary findings are presented in the second commentary. The full report is working its way through the approval process. (*See the second commentary for the preliminary results.*)
- **Survey of Institutional Support for CUSF Council Members:** Complementing the Senate Chair's survey, a survey was conducted of the institutional support to CUSF Council members. Seven of the eleven institutions provided virtually no support. Providing a vehicle from the car pool was the most common form of support. UMCP doesn't provide reassign time, but does provide load support to CUSF Council member.

Commentary 2004.1: Update on Shared Governance Report

At the time of this writing, I am in the process of completing the State of Shared Governance Report for 2019 (Note: *The completed report was dated April 8th*). The purpose of the survey is to provide the Chancellor with direct feedback on the state of shared governance on the individual campuses. In the report, Figure 9 provides a longitudinal analysis for the first question in the survey. It is designed to measure the climate for governance with the statement that "*Shared governance on our campus is alive and healthy.*" This year eleven of the institutions agreed with the statement with one of those institution strongly agreeing with the statement. In general, shared governance is "alive and healthy" on the individual campuses.

Figure 9: Historical Analysis of Climate for Governance Question					
<u>Climate for Governance:</u> Shared governance on our campus is alive and healthy.	2015	2016	2017	2018	2019
Strongly Agree	4	4	0	1	1
Agree	6	3	9.5	8	10
Neither Agree or Disagree ¹	--	3	2.5	2	0
Disagree	2	2	0	1	1
Strongly Disagree	0	0	0	0	0
NA	0	0	0	0	0
¹ The "Neither Agree or Disagree" category was added in the 2016 survey. In 2015, a four point Likert scale was use.					

Although shared governance seems to be alive and healthy on the campuses, there are some areas of concern that should be addressed. These issues seem to be broad based across institutions and are reflected in responses and comments made later in the survey. The first is the workload issue, the increased demands being placed on full-time faculty, morale and its effect on service. The follow senate chair's comment reflects this issue. As a sidebar, it should be noted that in a separate analysis of CUSF meeting attendance data, CUSF is facing a similar issue where the members sent forth from the campuses has decreased by roughly 18%.

Workload and Morale: *Level of participation in shared governance is decreasing over concerns of increasing faculty workload. In 2019, the election for Faculty*

Senators was uncontested. The number of candidates matched the number of open seats, and all candidates were elected. On the annual faculty morale survey, faculty members are reporting increased instructional workload despite flagging enrollment. As a consequence, commitment of the faculty to institutional service is suffering.

The second issue is a continuing issue that has been identified and noted in previous reports. There is a difference between informing faculty and consulting with them. The following comment captures the essence of this issue. It should be noted that consultation doesn't mean that faculty make the decision. It means that the faculty are involved in the process.

Informing Versus Consultation: *Still, there is a sense that administration's engagement with the Senate is much of a one-way conversation, and that advice from either the Senate as a whole or from specific constituencies has not truly been sought.*

The third issue focuses on shared governance at the sub-unit level. As reflected in the response to this question, shared governance at the presidential and the vice-presidential level, seems to be working well. However, at the Dean and Chair levels shared governance was a "hit or miss" proposition. The senate chair's comment for this issue is fairly succinct. I added a second senate chair's comment which specifically goes to the need for presidents to address the principles of shared governance at the sub-unit level.

Shared Governance at the Sub-unit Level: *There is a need for shared governance at the sub-unit level.*

It is the responsibility of the Provost and President to ensure that the Principles of Shared Governance are respected in the subunits." "While it is understandable to provide time as a learning opportunity to the Deans and Department Chairs, unit heads should be systematically trained, reminded, and evaluated for respecting and involving shared governance at the unit level. Some simply are not even aware of it, some simply choose to ignore.

As noted, this commentary is a preview of the findings in the public version of the report. There are two versions of this report. The first is the public version and the second is the internal document used by the Chancellor in his yearly evaluation of the presidents. Overall, shared governance on eleven of the twelve campuses is "alive and healthy." There is always room for improvement. Regardless, this is a good thing and it goes directly to the mission statement of CUSF which is "To Strengthen Higher Education through Shared Governance."

Commentary 2004.2: Preliminary Findings on Institutional Support for Senate Chairs

Regarding shared governance on campuses, the leading edge is the faculty senate chair or their equivalent. Section L of the I-6.00 BOR policy on shared governance indicates that it is the job of the presidents to provide a "commitment of resources and time.... to carry out their shared governance responsibilities effectively." The purpose of this survey was to help determine the institutional support received by the senate chairs in carrying out their shared governance responsibilities.

The survey of senate chairs suggested the following preliminary findings.

- **Reassign time and financial stipends** are important workload considerations for senate chairs. Six of the eleven reporting institutions indicated that the senate chair receives reassign time. Three credits per semester was the most common reassign time provided. Two institutions provided remuneration in addition to reassign time. One institution provided the option of taking the financial stipend or buying out a course. Unfortunately, four institutions provided no direct support to their senate chairs. Neither reassign time nor a financial stipend is provided.
- Providing **administrative assistance** is an important source of institutional support. Five of the reporting institutions indicated that they received some form of administrative assistance. The

most common form of assistance was sharing an administrative assistant between the staff, student, and faculty councils. Suggesting resourcefulness, senate chairs reported having a graduate assistant or utilizing their departmental administrative assistant.

- Having a **budget** is an important form of providing institutional support. Six of the senate chairs indicated that they had budgets. One additional senate chair indicated that they had no budget but received financial support out of the president's office. Along with providing refreshments at meetings, senate chairs indicated that their budgets provided valuable training workshops, retreats, and social activities for faculty.
- There was limited institutional support for **major committee chairs**. Two of the senate chairs indicated support for their major committee chairs and even that was problematic. Some of the institutions indicated that their vice chair or one of their major committee chairs received remuneration.

The results of this survey are comparative. The survey does not determine what is the optimum institutional support for shared governance on the campuses. It provides a summary of what everyone else is doing. Those campuses providing leadership in providing institutional support for their shared governance functions should be commended. The senate chairs have been provided with the resources to do their job. Conversely, there are several campuses that may need to improve their institutional support for shared governance functions. Hopefully, these findings will help them in allocating sufficient resources to carry out their shared governance functions. This survey is an example of CUSF addressing its mission of "*strengthening higher education through shared governance.*"

Respectfully Submitted, April 16, 2020

Robert B. Kauffman, Ph.D.

Chair, Council of University System Faculty

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, April 1, 2020

4:00 - 6:00 PM

Remote via Teams

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

Absent: G. Hayata, R. Kauffman

Administrators attending: President Nowaczyk, Provost Throop

VI. ORAL REPORTS

7. Report by FSU President, Dr. Ronald Nowaczyk

Dr. Nowaczyk answered the following questions:

Should we be preparing for online coursework in the fall?

We are currently preparing for online courses in the summer and have not yet made decisions about fall. Over the summer, we can think about a transition if needed.

Is there assistance available for students who don't have reliable internet?

VP Cash has been reaching out to students to determine situations of need. We have a limited number of laptops available for check-out. A few students have remained on campus (under 50) and they will be moving into Edgewood at no extra charge to them. There is a [Student Affairs Crisis Emergency Fund](#) to raise money for students' emergency needs. The Regents are also setting up an emergency fund which will be distributed among the twelve USM schools.

What is the impact of the loss of revenue?

Students will be receiving refunds for room and board which are pro-rated as well as a pro-rated amount of mandatory fees (athletics, parking, transportation, facilities but not technology). They will see a credit on their account and can receive a check from the state's treasurer's office. Refunds will be over \$5 million. The state has directed us to keep track of what we're spending. The 1% reserve requirement has been waived for this year (about \$1 million). The CARES act just passed by Congress will provide some funding but we're not sure where it will go. Have not heard whether the COLA supposed to go into effect July 1 will be impacted. At the present time, no layoffs or furloughs are scheduled

Are you still planning on salary enhancement? We will continue funding promotions at the rate we did last year, but I can't tell if we'll have additional dollars.

What about new hires? If they have been advertised, we will go ahead with the search. No hiring freeze yet but we are looking more carefully at new positions as we move into the summer.

How about admissions? Vice-President Cash will talk about that. A lot of schools are really concerned about enrollment for the fall. One out of six high school students are thinking about not going to college. Typically, in a recession, enrollment goes up.

Will there be an extension of deadlines for performance evaluations of staff? Yes, extension.

What are the plans for commencement? It will be rescheduled. We polled the upcoming graduates and they do not want a virtual ceremony; we would like to have a ceremony as soon as possible for us to be together. Students can also come to the December commencement.

Are students signing up for housing? There are many delays in making decisions. We gave pushed Acceptance Day from May 1 to June 1. We currently have 161 deposits for next year; 116 are for the new residence hall.

What about food service? Chartwells has contracts with three state schools. We are working with the vice-presidents for Administration & Finance at other schools in looking at how we resolve questions about their services. We are still providing food on a takeout basis at Chesapeake for the remaining students on campus. The presidents are meeting three times a week and making decisions on a day by day basis. PAWS pantry is open two days a week for food.

How do students get access to the money being raised by Foundation? They should access the form on our website. We will be getting some additional money from Maryland Foundation, but we haven't set any of that up yet.

Additional information from President Nowaczyk: Public Works approved the Education and Health Sciences building; construction will start shortly. Since construction is considered an essential business right now, we are continuing the new residence hall with May 26 a target date for completion.

8. Report by FSU Provost and Vice President for Academic Affairs, Dr. Elizabeth Throop

Dr. Throop began her comments by thanking the faculty for their care, concern and compassion for our students and for each other. She reminded faculty that some students have limited connectivity. She acknowledged Dr. Brassfield and the CTE and library for providing resources. She asked faculty to adjust their expectations as needed. Less than one percent of classes could not be converted to an online format.

- Grading alternative: We are putting into place a special grading option of PC/NC which students can opt in for; faculty will not know (unless students tell them). When courses or programs require a "C or better," the PC grade will be considered to have met that requirement. Discussion is still ongoing regarding graduate courses.

- Licensing issues: MSDE has finally issued guidance on student teaching internships; Dean Williams is working with her faculty to help students plan for one of the three options provided. Social Work and Psychology are making arrangements for their interns as well.
- Promotion and Tenure schedule: Mike Mathias is working with Mike Murtagh and the Promotion and Tenure Subcommittee; faculty up for tenure may be allowed to opt into another year on the tenure track if they want it.
- Continuity plans: All Deans have been working with faculty and chairs to create continuity plans, in case someone gets sick. Two cases have now been diagnosed in Allegany County.
- Student support: As President Nowaczyk has said, VP Cash is working to identify struggling students.
- Academic probation and dismissal: The policy is being slightly altered for this academic year.
- Student evaluations of faculty: We are still considering the best use of student evaluations for this semester. We need to administer them for data collection and assessment purposes, but they may not be included in faculty evaluations this year.
- Construction: Safeguards have been put into place for the construction workers.

9. Report by Vice President for Enrollment Management, Arlene Cash

Vice-President Cash provided an update on Admissions and modifications to the application process for this spring.

- Admissions: We are up on admitted students but down on deposits and are working hard at getting admitted students registered. Many families are in financial distress. We have changed the response date from May 1 to June 1.
- SAT and ACT: Exams are canceled for this spring and we are not requiring them at the present time; evaluation will be done on the basis of transcript GPA and content of high school experience.
- Financial aid: This has gone out with a goal of 60% of students' need met.
- Open house: The Monday Open Houses did not have the attendance that the Saturday ones have had in the past.
- Admissions staffing: There are four positions posted with job descriptions.
- Success Coaches: Since October, the Success Coaches have been checking in with students who have connectivity issues and working with prospective students.
- Students' adaptability to online transition: A survey of current students showed that about 30% are having some difficulty with online access at the present time.
- Preview: We will not be having Preview face-to-face on campus this summer. There will be online assessments for writing and math and virtual advising sessions spread out throughout the summer.
- Transfer advising: The dates will remain the same with virtual advising held on those days.
- Faculty input: Faculty are invited to participate in a focus group conversation with VP Cash.

10. Questions for Administrators

VII. 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.

There were no additional requests for removal of items from the consent agenda which is found below under Old Business.

PAUL BERNHARDT MOVED TO APPROVE THE CONSENT AGENDA. DARRELL RUSHTON SECONDED IT. THE CHAIR SENT OUT SINGLE QUESTION BALLOTS TO ALL SENATORS' EMAILS FOR RESPONSES. AFTER A BRIEF PAUSE, HE ANNOUNCED 25 VOTES IN FAVOR AND DECLARED THE MOTION CARRIED.

ANNOUNCEMENTS

Future Faculty Senate Meeting (4:00 PM)

May 6, 2020

Future Faculty Assembly Meetings – TBA

April 29, 4 PM

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)

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>

AAC 20-02

Also reviewed by IPR

Summary Proposal	Rationale
The Department of Management requests the following: The addition of an 18 credit Minor in Human Resources Management (HRM) consisting of the following courses: MGMT 251 Principles of Management	The creation of a minor in human resources management would benefit students by allowing them to combine their particular major with technical HRM skills gained through the courses required for the minor. The field is sufficiently broad to

MGMT 357 Human Resources Management MGMT 405 Business Ethics and Social Responsibility or PSYC 360 Industrial/Organizational Psychology MGMT 452 Staffing and Development MGMT 456 Compensation MGMT 457 Labor Relations and Collective Bargaining	attract students from a variety of majors. For example, a Mathematics major might choose to enter the field of compensation or HR analytics. Sociology or Communication majors might choose to apply skills gained from their majors towards becoming human resources managers. As another example, students majoring in Law and Society might choose to enter the field of labor law.
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AAC 20-03

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</p> <ol style="list-style-type: none"> 1. Editorial Corrections and Updates <ol style="list-style-type: none"> a. Faculty Rank b. Clarify ENGL requirements for GEP c. Revise Nomenclature for Program Semesters- Remove “Phase” 2. Change in Existing Program’s Requirements <ol style="list-style-type: none"> b. Elem Integrated Arts c. Elem Language and Literacy 	<p>Concentration/Specialization Revisions for Elementary (Integrated Arts; Language and Literacy)</p> <p>The proposal is to revise some of the requirements for the existing Elementary concentrations. The ART and MUSC required courses are adjusted to better meet student needs. In Language and Literacy, the course requirement option is necessary based on student enrollment. The proposed revisions would allow more choices for students to meet the concentration requirements.</p>

AAC 20-04

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</p> <p>SCED 496- <i>Teaching Internship II: Secondary Education</i> is currently listed as 6-12 credits but should be changed to 9 credits</p>	<p>Each student is required to complete a 70 day internship, as required by the Maryland State Department of Education. Therefore, credits should not be variable. This change also ensures consistency in all of the other education programs.</p>

AAC 20-06

Summary Proposal	Rationale
<p>The Department of Mathematics requests the following: Update the undergraduate catalog to signal new course rotations that are consistent with the new program requirements approved last year.</p> <p>Math 315: Variable -> Fall Math 350: Fall -> Spring Math 425: Variable -> Fall Even Math 440: Variable -> Spring Math 451: Variable -> Fall Math 452: Variable -> Fall Odd Math 461: Variable -> Spring Even Math 465: Variable -> Spring Odd Math 470: Variable -> Spring</p>	<p>The Department of Mathematics wishes to update the undergraduate catalog to signal new course rotations that are consistent with the new program requirements approved last year. Primarily, courses that are listed as being variably scheduled are given an explicit timeline. Math 350, linear algebra, is being moved to the Spring to bring it out of conflict with Math 452, linear algebra II, which we plan to run in the Fall of odd years.</p>

AAC 20-07

Summary Proposal	Rationale
<p>The Leadership Studies Program requests the following:</p> <ul style="list-style-type: none"> • Change of Number/Title/Credits for: <ul style="list-style-type: none"> ➤ LEAD 201 Leadership Theories and Practices ➤ LEAD 401 Citizen Leader • Change of Catalog Description/Prerequisites/Frequency: <ul style="list-style-type: none"> ➤ LEAD 101 Introduction to Leadership Studies ➤ LEAD 201 Leadership Theories and Practices ➤ LEAD 401 Citizen Leader • Change in Existing Program's Requirements: <ul style="list-style-type: none"> ➤ Leadership Studies Minor 	<p>These changes will assist students by shortening their time to degree completion and help with alignment of learning goals and course objectives with program, college, and university missions.</p>

FCC 20-05

Resolution re: the impact of COVID-19 restrictions on evaluation of professional development and public service activities

FCC resolves the following:

Whereas, out of abundance of caution in response to the spread of the novel coronavirus, Frostburg State University has cancelled all nonessential out-of-state business travel, and

Whereas, academic conferences to which faculty members may have traveled to present have been postponed or canceled in response to the virus, and

Whereas, faculty participation in certain professional and public service opportunities will be reduced as events are canceled or postponed,

Therefore now be it resolved, that faculty members will not be disadvantaged in annual evaluations and related personnel processes (renewal, tenure, permanent status, promotion, sabbaticals, etc.) if they are unable to travel to conferences or participate in professional and public service due to travel restrictions or event cancelations. For this period, evidence of an accepted conference presentation or planned professional and public service should be valued in place of attendance at the canceled event.

Context: With conference cancellations and travel restrictions this semester due to COVID-19, many faculty members are not able to participate in their planned academic and or/public service events.

FCC Chair’s Note: During discussion, it was also mentioned that student evaluations be optional, particularly if all classes go online. This will need to be a separate resolution to consider at another time.

GC 20-02

ALSO REVIEWED BY IPR

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</p> <p>A post-baccalaureate certificate in Literacy Education (12 credits):</p> <ul style="list-style-type: none"> • REED 610 Foundations of Teaching Reading • REED 617 Teaching Reading in the Content Areas • REED 620 Diagnosis and Correction of Reading Difficulties • REED 625 New Literacies: Integrating 21st Century Skills 	<p>Frostburg State University is proposing a new online Post Bachelor’s Certificate (PBC) in Literacy Education. This certificate will be developed from courses that exist within the current Master of Education degree, specifically within the concentration in Literacy Education. This certificate is specifically designed to provide a pathway for those candidates who hold a bachelor’s degree in early childhood, elementary or secondary education to meet the endorsement requirements for reading teacher according to COMAR 13a.12.03.06.</p>

GC 20-04

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following changes to the MAT Secondary program:</p>	<p>1. The State of Maryland has changed what is required in reading courses for prospective teachers. REED 617 was a</p>

<ol style="list-style-type: none"> 1. Change in Program Requirements <ol style="list-style-type: none"> a. Remove REED 617 b. Add REED 517 2. Change in program admission requirements <ol style="list-style-type: none"> a. Eliminate the need for Praxis Core Content Test 	<p>second reading course that will no longer be required for initial certification, but will be retained in the college for reading specialists and teachers pursuing their Advanced Certificates. REED 517 will be required to be added to meet MSDE Reading requirements. This course will be co-listed with REED 417. This new course will satisfy all reading requirements for MAT initial certification and will align with the undergraduate Reading course.</p> <ol style="list-style-type: none"> 3. MSDE has changed their regulations to no longer require Praxis Core Content test scores for initial certification programs as long as students graduate with a 3.0 GPA or higher. This Master's program requires students to have a 3.0 to graduate. Therefore, all students who successfully complete the degree will meet this new MSDE standard and will not be required to take Praxis Core Content.
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GC 20-05

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following changes to the Ed.D. program:</p> <ol style="list-style-type: none"> 1. Delete courses in Education Technology specialization <ol style="list-style-type: none"> a. EDTC 762 b. EDTC 763 c. EDTC 764 2. Delete courses in the Curriculum and Instruction specialization <ol style="list-style-type: none"> a. CUIIN 722 b. CUIIN 723 c. CUIIN 724 3. Create a new Adult and Professional Learning Facilitation specialization with the following courses <ol style="list-style-type: none"> a. APLF 721: Principles and Theories of Adult Learning b. APLF 722: Leading Others to Lead Adult Learning c. APLF 723: Problems of Practice in Leading Change Initiatives in Adult Learning 	<ol style="list-style-type: none"> 1. These courses have been offered as the specialization in Educational Technology within the Ed.D. program in Educational Leadership. We will teach out the courses for the currently enrolled students in the 2018 and 2019 cohorts. However, we will not offer this specialization to the students who will enroll in the upcoming 2020 cohort. Students interested in technology in upcoming cohorts will be directed to the Adult and Professional Learning (APLF) specialization, a new specialization designed to have broader relevancy and appeal and to incorporate more specific principles, best practices, and research on educational technologies and distance education. 2. These courses have been offered as the specialization in Curriculum and Instruction within the Ed.D. program in Educational Leadership. This specialization is one of our more

	<p>popular specializations, drawing approximately 40% of the students in each cohort. However, the courses were designed for the PK12 practitioner, and the students choosing the CUIIN specialization work in broader educational contexts.</p> <p>3. These courses will be offered as the specialization in Adult and Professional Learning Facilitation (APLF) within the Ed.D. program in Educational Leadership. This specialization will replace the Curriculum and Instruction (CUIIN) specialization. These courses are designed to apply more broadly to adult learning and the leading of adult learning initiatives. As part of the redesign and the discontinuation of the technology specialization, these courses will also include best practices, ethical principles, and theories of online and distance education.</p>
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VIII. ITEMS REMOVED FROM THE CONSENT AGENDA FOR DISCUSSION

APPROVAL OF THE MINUTES OF MARCH 4, 2020 (DISTRIBUTED ELECTRONICALLY)

SALLY STEPHENSON REQUESTED AMENDING THE MINUTES TO CORRECT MIS-WORDING ON THE AGENDA RELATED TO GC 20-01 AND REPLACE "MAT-SECONDARY" IN SEVERAL PLACES WITH "MAT-ELEMENTARY." (NOTE: THIS ERROR ONLY APPEARS ON THE AGENDA AND NOT IN THE ACTUAL WORDING OF THE PROPOSAL.) TIANNA BOGART MOVED TO APPROVE THE MINUTES WITH AMENDMENT; PAUL BERNHARDT SECONDED. A ONE-QUESTION BALLOT WAS SENT THROUGH EMAIL FOR APPROVAL. MOTION CARRIED.

ITEM REMOVED FROM CONSENT AGENDA:

AAC 20-08

ALSO REVIEWED BY IPR

Summary Proposal	Rationale
<p>Frostburg State University requests the following:</p> <p>Creation of a new degree program:</p> <p>Frostburg State University (FSU) is proposing a climate-change and emergency preparedness-oriented Life-</p>	<p>The proposed program supports FSU's mission to address workforce needs in the region and state. It also affirms the university's commitment to sustainability, with a number of courses being focused on environmental issues and sustainable construction practices.</p>

<p>Cycle Facilities Management bachelor's program, which would focus on: 1) techniques uniquely critical to responding to climate-change forecasts, and 2) innovative instruction to prepare industry leaders to properly plan and build environments that would be sustainable for structures' lifetimes.</p> <p>The proposed interdisciplinary program would require 105 undergraduate semester hours of credit. This would include 59 credits of Life-Cycle Management courses and 19 credits of Geography. The following themes would be infused into the curriculum: sustainable site development; water savings; energy efficiency; materials selection; and indoor environmental quality. In keeping with FSU's emphasis on experiential learning, the program would also require two summer internships for a total of 12 credits and allow prior learning credits to be awarded for individuals with experience.</p>	
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THOMAS CADENAZZI PROVIDED INFORMATION ABOUT THE ABOVE PROPOSAL. IN RESPONSE TO A QUESTION ABOUT WHAT DEPARTMENT GOING TO BE HOUSED IN, IT WAS STATED THAT IT WOULD SIT WITHIN THE CLAS DEAN'S OFFICE FOR NOW AS AN INTERDISCIPLINARY PROGRAM. ELECTRONIC BALLOTS WERE AGAIN DISTRIBUTED. MOTION CARRIED 27 WITH 1 OPPOSED.

IX. NEW BUSINESS

Mike Mathias gave a brief overview of the draft of the following proposal from the Provost's Office regarding Academic Probation and Dismissal policies for Spring 2020. This is intended to provide guidance for students currently on academic probation in determining whether to opt for the special PC/NC grading. This proposal allows students to carry their current academic status into next fall.

STANDARDS GOVERNING ACADEMIC PROBATION AND DISMISSAL FOR SPRING 2020

Proposal from the Provost's Office

[DRAFT]

For spring 2020, the following standards shall govern academic probation and dismissal:

1. If a student is not currently on probation but her semester GPA falls below 1.5 and her cumulative GPA is below 2.5 she will be placed on academic warning (as normal).

2. If a student is currently on probation and successfully raises her cumulative GPA to a 2.0 or higher, she is off probation (as normal).
3. If a student is currently on probation but fails to raise her cumulative GPA to a 2.0 or higher, she will retain her current probationary status through fall 2020 (unless she successfully raises her cumulative GPA to a 2.0 or higher during the summer session). So, a student currently on probation will not be dismissed at the end of the spring 2020 semester for: 1) failing at least half of the semester hours of credit in any single semester while on academic probation, 2) failing to meet the minimum academic progress standards, or 3) remaining on academic probation for three successive semesters without achieving a cumulative GPA of at least 2.0.
4. If a student's cumulative GPA is 0.0, she will be dismissed (as normal).

SEAN HENRY MOVED TO APPROVE THE PROPOSAL. TIANNA BOGART REQUESTED A FRIENDLY AMENDMENT TO CHANGE THE GENDER PRONOUNS TO THEY/THEIR, WHICH THE CHAIR ACCEPTED. BILL WETHERHOLT SECONDED IT AS AMENDED. MOTION CARRIED WITH 2 ABSTENTIONS.

Mike Mathias will communicate the special policy to impacted students.

Proposal on Pins for Emeriti Faculty and Staff

Chair Ben Norris shared a set of proposed designs for a pin to be awarded to emeritus faculty. After a brief review, it was decided that he would circulate a ballot for Senators to vote on their choices.

X. ADJOURNMENT

Teams meeting adjourned at 6 p.m.

REPORTS TO THE FACULTY SENATE

(FOR APRIL 2020 MEETING)

CHAIR'S REPORT

The spring semester of 2020 will be ending in a very different way than it started. Many of us are navigating the uncharted waters of remote instruction and teleworking. As our community, state, nation, and world adapt to the coronavirus pandemic, we find ourselves changing the way we teach and work, hoping to continue to serve our students in the best ways that we can. I want to recognize some unsung heroes at this institution who are helping us work through this tough transition.

On behalf of the faculty of FSU, I want to express sincere gratitude to Rita Thomas and Michelle Hixson from the office of Instructional Design and Technology. Rita and Michelle have been a valuable resource throughout this time of transition, whether providing assistance and advice as coursework moves online or organizing training for faculty on short notice. They deserve our recognition and thanks for this work.

I also want to thank Shoshana Brassfield, the Director of the Center for Teaching Excellence. Shoshana is hosting a central repository of resources for faculty making the transition to remote and online teaching. This repository is hosted on the CTE Canvas site, to which all Faculty have access (you may need to click on Courses on the left and scroll down to All Courses to find it). The various resources are organized by type of resource, including helpful information for students, and a discussion board is available for faculty to contribute additional resources and ideas. Here is a link to Shoshana's original discussion post outlining the resources (valid FSU login required):

https://frostburg.instructure.com/courses/5571/discussion_topics/83559

Finally, I want to recognize each and every one of my colleagues. Each of you is adapting and learning something new so you can continue the teaching and learning experience with your students. I encourage each of you to be willing to share what you are learning about remote teaching, whether from your colleagues, your professional organizations, or the social media groups you follow. Go to the discussion board in the CTE Canvas site and contribute. Each thing that you have learned to do one of your colleagues may be trying to figure out.

Please remember to save some time for yourself and your own wellbeing. Reserve time for self-care. Take care of your family. Remember that your students will need time to see to their own and their family's wellbeing. We are converting our in-person courses to a remote teaching and learning experience. The conversion will be imperfect, and some of us will be more comfortable with the transition than others. Activities and lessons that work well in an in-person classroom may not translate well to online delivery. Assignments may take longer for students to complete given the challenges we all face. Many students (and some of us) lack reliable access to internet in our homes. As we continue to adapt, think about those learning experiences in your courses that are truly essential, and think also about the ways you can provide flexibility to students as they work through the remainder of your courses.

As we all work to navigate these difficult times, I wanted to provide a brief update on how the Faculty Senate will be adapting.

The Faculty Senate meeting for April will occur as a virtual meeting at the regularly scheduled time: 4 PM on Wednesday, April 1. The meeting is open to the campus community, but to better manage the meeting through Microsoft Teams, I am only sending the access information to those who want to attend. Please respond to this

email if you are interested in attending the Faculty Senate meeting. You can find the agenda online through SharePoint (valid FSU login required): <https://frostburg.sharepoint.com/sites/facultysenate/SitePages/Faculty%20Senate%20Agenda%20April%201,%202020.aspx>

The following ground rules will be observed to help ensure an orderly and productive meeting:

1. Please join with only one audio source. If you connect by a webcam with microphone and with your phone, you will produce echoes and feedback.
2. As you join the meeting, please mute yourself.
3. For attendance purposes, I will call roll at the beginning of the meeting
4. To get my attention to speak, use the text chat.
5. When you speak, unmute yourself. When you are finished, mute yourself.
6. When it comes to voting, I will likely do a roll call vote.
7. I will record the entire meeting to facilitate the assembling of the minutes.
8. I will be saving the text chat contents for the same reason.

Ben Norris, Chair of Faculty

ACADEMIC AFFAIRS COMMITTEE

Senate Report

Wednesday, March 11, 2020

Compton 237

Attending: Travis English, Chair; Jennifer Earles, Secretary; Darrell Rushton; Gerry Snelson; Stefanie Hay; Matthew Georgeson, UUCR; Daniel Morehead; Mike Mathias, Office of the Provost; Sara Beth Bittinger, Office of the Provost; Jodi Ternent; Office of the Registrar; Kim Hixson, Dean of CLAS; Lea Messman-Mandicott, Director of the Library

- III. Call to order 4:02 p.m.
- IV. 2/12/2020 minutes: approved
- V. Reports:
 - a. Office of the Provost/Academic Standards Committee- Michael Mathias and Sara Beth Bittinger
 - i. Academic Standards:
 - 1. Policy revisions are in progress
 - a. Eliminate the policy that allows students to walk in commencement without having completed all graduation requirements
 - b. Eliminate policy that restricts students earning below a 2.0 from taking a leave of absence
 - 2. Discussions about field placements/internships and COVID-19
 - 3. Catalog RFP deadline is April 1
 - 4. Update Academic Calendar
 - b. Dean's Council- Kim Hixson: No report
 - c. Registrar's Office- Jodi Ternent: No report
 - d. [UUCR](#)- Matthew Georgeson: IDIS 150 course approved

e. AAC Chair- Travis English: No report

VI. New Business:

The
Department of
Educational
Professions
requests the
following:

Rationale:
Concentration/Specialization
on Revisions for
Elementary (Integrated
Arts; Language and
Literacy

Vote:

Approved

*Faculty rank is

not under AAC

*Change Advanced
Composition to

Advanced Writing

1. Editorial

Corrections and
Updates

- a. Faculty
Rank
- b. Clarify
ENGL
requirements
for GEP
- c. Revise
Nomenclature
for
Program
Semesters-
Remove
“Phase”

The proposal is to revise
some of the requirements
for the existing Elementary
concentrations. The ART
and MUSC required
courses are adjusted to
better meet student needs.
In Language and Literacy,
the course requirement
option is necessary based
on student enrollment. The
proposed revisions would
allow more choices for
students to meet the
concentration
requirements.

2. Change in Existing
Program's
Requirements

- d. Elem
Integrated
Arts
- e. Elem
Language
and Literacy

The Department of Educational Professions requests the following:

SCED 496- *Teaching Internship II: Secondary Education* is currently listed as 6-12 credits but should be changed to 9 credits

Rationale:
Each student is required to complete a 70 day internship, as required by the Maryland State Department of Education. Therefore, credits should not be variable. This change also ensures consistency in all of the other education programs.

Vote:
Approved

The Department of Physics and Engineering requests the following:

Change in the Number/Title/Credits:

(A) Change in the course title for ENME 271, Numerical Methods in Mechanical Engineering

Change of Catalog Description/Prerequisite/Frequency

(A) Change the contact hours for ENME 400, Machine Design

(B) Change in the lab hours for ENES 099, Introduction to Workshop and Machine Shop

(C) Change in prerequisites for ENEE 408, Capstone Design Project for Electrical Engineers, and ENME 410, Capstone Design Project for Materials Engineering

(D) Change in the frequency of offering ENES 320, Wind and Solar-

Rationale:
(A) This is a course required of all of our engineering students – electrical, materials, and mechanical. It is appropriate to rename the course to serve those three groups of students.

(A) This course supports the Mechanical Engineering program at Maryland. The increase from 3 to 4 contact hours will allow integration of lab work to reinforce topics and concepts covered in the lecture. This would be consistent with the practice at College Park.

(B) The Registrar indicated this course does not meet the COMAR (or federal) standard for contact hours. This change would bring this course into compliance with that standard.

(C) ENES 491 had served as the course to prepare students for capstone. The new courses, ENEE 481 and ENME 481, are

Vote:
Tabled until next meeting

Powered Generation
System Design
(E) Change in the course
description for ENEE 439,
Topics in Signal Processing

(F) Change the
prerequisite for ENEE 244,
Digital Logic Design

structured appropriately
to prepare students for
their capstone in the
Engineering program.

(D) This is an elective
course. This gives
flexibility in offering the
course based on the
appropriate number of
electives in the major
available per semester.

(E) Students in the
electrical engineering
concentration must take
this course for 3 credits in
order to satisfy their
requirements.

(F) Students get sufficient
exposure to programming
in ENES 100 and other
course work leading up to
this one. It is not
necessary for the students
to have a full course in
programming, such as
ENEE 114, before taking
this course.

The Department of
Mathematics requests the
following: Update the
undergraduate catalog to
signal new course
rotations that are
consistent with the new
program requirements
approved last year.

Math 315: Variable -> Fall
Math 350: Fall -> Spring
Math 425: Variable -> Fall
Even
Math 440: Variable ->
Spring
Math 451: Variable -> Fall
Math 452: Variable -> Fall
Odd

Rationale: The Department
of Mathematics wishes to
update the undergraduate
catalog to signal new
course rotations that are
consistent with the new
program requirements
approved last year.
Primarily, courses that are
listed as being variably
scheduled are given an
explicit timeline. Math 350,
linear algebra, is being
moved to the Spring to
bring it out of conflict with
Math 452, linear algebra II,
which we plan to run in
the Fall of odd years.

No Vote
Required

Math 461: Variable ->
Spring Even
Math 465: Variable ->
Spring Odd
Math 470: Variable ->
Spring

The Leadership Studies
Program requests the
following:

- Change of Number/Title/Credits
for:
 - LEAD 201 Leadership
Theories and Practices
 - LEAD 401 Citizen Leader
- Change of Catalog
Description/Prerequisites/Frequ
ency:
 - LEAD 101 Introduction to
Leadership Studies
 - LEAD 201 Leadership
Theories and Practices
 - LEAD 401 Citizen Leader
- Change in Existing Program's
Requirements:
 - Leadership Studies Minor
Frostburg State University
requests the following:

Creation of a new degree
program:

Frostburg State University
(FSU) is proposing a
climate-change and
emergency preparedness-
oriented Life-Cycle
Facilities Management
bachelor's program, which
would focus on: 1)
techniques uniquely
critical to responding to
climate-change forecasts,
and 2) innovative
instruction to prepare

Rationale: These changes
will assist students by
shortening their time to
degree completion and
help with alignment of
learning goals and course
objectives with program,
college, and university
missions.

Rationale: The proposed
program supports FSU's
mission to address
workforce needs in the
region and state. It also
affirms the university's
commitment to
sustainability, with a
number of courses being
focused on environmental
issues and sustainable
construction practices.

Vote:
Approved

Vote, pending
IPR approval:

4 approved
1 opposed
1 abstain

IPR Needs:
-Letter of support
for finances
-2 pin positions
-Library Resources
(Letter of support
from the Provost)
-List of primary
targets (first-time
students; mid-
career)

LCFM 405
Negotiation
Strategies (remove
Accounting &
Marketing)

industry leaders to properly plan and build environments that would be sustainable for structures' lifetimes.

The proposed interdisciplinary program would require 105 undergraduate semester hours of credit. This would include 59 credits of Life-Cycle Management courses and 19 credits of Geography. The following themes would be infused into the curriculum: sustainable site development; water savings; energy efficiency; materials selection; and indoor environmental quality. In keeping with FSU's emphasis on experiential learning, the program would also require two summer internships for a total of 12 credits and allow prior learning credits to be awarded for individuals with experience.

LCFM 203
Lifecycle [Cost]
Estimating

Change IDIS 150
Politics & Science
to IDIS 155
Sustainability

LCFM 103, change
to Applied CAD

Library – add 7%
inflation for future
subscriptions

V. Adjournment: 5:37 p.m.

FACULTY CONCERNS COMMITTEE

Meeting Room: CCIT 245. Meeting Time: March 11, 2020, 4:00pm

<https://frostburg.sharepoint.com/sites/facultysenate/fcc/>

I. **Call to order**

II. **Approval of the Minutes of Wednesday, February 12, 2020** (*available on the FCC SharePoint site*) **Orders of the day:**

a. **Special Orders**

1. Open Discussion: Any questions or discussion on the electronically distributed reports?

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

b. Unfinished business

c. Scheduled Business

1. FCC 20-04: Missed Class Policy due to University Sanctioned Activities The question is to amend the Student Attendance Policy in the Faculty Handbook and the Undergraduate Student Catalog to include the proposed language regarding student absences due to university sanctioned activities, including non-athletic activities such as university-sanctioned experiential learning, conferences, extracurricular activities, etc. Dr. Michael Monahan noted that the main problem is the inconsistent approach among faculty in classifying these types of absences as excused. In addition, he provided some suggested language that had already gone through the Student Athletic Advisory Committee and the Athletic Advisory Council.

From discussion:

- The policy needs to be amended to specify just undergraduate students.
- Labs were not addressed, which are harder to miss. Moreover, many classes that are not officially designated as “labs” are not lecture-based and require group work, which is hard to miss or make up. It was also noted that there is a shortage of tutoring resources to accommodate in the case of missed classes and labs (especially for non-athletes).
- It was recommended to look into what other institutions do in these situations and what policies they have adopted.
- It was also put forward to add wording somewhere stating that instructors may take into account student absences for non-sanctioned reasons when deciding to allow accommodations for absences due to university-sanctioned events.
- It was also suggested to Monahan to look over the newly revised class absence policy, which had just recently been voted on and which he hadn’t had a chance to review when developing the proposal.

Dr. Monahan will take this proposal back to the Athletic Advisory Council to revise based on this FCC discussion.

d. Unscheduled Business

e. Open Discussions

1. re: Policy on Teacher-Student, Staff-Student Consensual Relations

B. Norris brought this item from the President and University Advisory Council for feedback. Much discussion ensued, particularly around lines 19-21 of the handout. Major points of discussion included:

- FCC members would like to see this policy extend to graduate as well as undergraduate students and strike specific reference to undergraduates
- The reference to “age” should be stricken, since that is not always a measure of maturity.
- As a whole, the wording should be generalized to “employee-student relationships” rather than separating things out into the categories of “teacherstudent and staff- student relationships.”
- There was much discussion questioning authority over who employees can and can’t have sex with, although the committee agreed that the superior/subordinate power dynamic between a FSU employee (particularly in the case of a faculty member) and a student can be harmful and even perceived consensual relationships and was not advisable.
- There were a lot of “shoulds and shouldn’ts” in the proposed policy document, but who should enforce the policy and who should report it?
- Additionally, should it apply to the uneven power dynamic that can also occur in non-sexual relationships? Should it apply to any relationship where there is an uneven power dynamic, even between employees? o Norris will take this back to the Advisory Council to determine if this policy is just about sexual relationships or beyond them.

2. re: Impact of Conference Cancellation and Travel Restrictions on Faculty

Evaluation - *FCC made a motion, see FCC 20-05 below*

f. Reports – *due to time, reports submitted electronically*

1. **Chair of FCC** *see below*
2. **Council of University System Faculty** *see report sent to campus community*
3. **University Chair’s Council**
4. **Promotion and Tenure / Permanent Status**
5. **Faculty Development and Sabbatical / Professional Leave Subcommittee** *see below*
6. **Faculty Handbook Subcommittee**

g. Business for future FCC meetings

1. **Open Discussion re: Concern over the practice of asking/requiring FTNTT to do service and/or professional development**
2. **Update on FCC 19-21 (H)**– ineligibility of a student to complete an instructor evaluation after they are found responsible of an academic integrity violation, or other violations.
3. **Update on “unsafe” Ad Hoc committee**
4. **Continued discussions on the CUSF resolution on student evaluations**
5. **Open Discussion re: Lack of communication with health and safety of Guild III.**

Adjournment

Business for the Senate Floor:

FCC 20-05: Resolution re: the impact of COVID-19 restrictions on evaluation of professional development and public service activities

FCC resolves the following:

Whereas, out of abundance of caution in response to the spread of the novel coronavirus, Frostburg State University has cancelled all nonessential out-of-state business travel, and

Whereas, academic conferences to which faculty members may have traveled to present have been postponed or canceled in response to the virus, and

Whereas, faculty participation in certain professional and public service opportunities will be reduced as events are canceled or postponed,

Therefore now be it resolved, that faculty members will not be disadvantaged in annual evaluations and related personnel processes (renewal, tenure, permanent status, promotion, sabbaticals, etc.) if they are unable to travel to conferences or participate in professional and public service due to travel restrictions or event cancellations. For this period, evidence of an accepted conference presentation or planned professional and public service should be valued in place of attendance at the canceled event.

Context: With conference cancellations and travel restrictions this semester due to COVID-19, many faculty members are not able to participate in their planned academic and or/public service events.

Chair's Note: During discussion, it was also mentioned that student evaluations be optional, particularly if all classes go online. This will need to be a separate resolution to consider at another time.

Committee Reports:

- **FCC Chair**
 - **Faculty Development/Sabbatical Subcommittee**
-

FCC Chair Report

Provost meeting (Feb 19)

- Bio – 1 low enrollment program, but the department already decided to close the program
- Interfolio has been popular for faculty evaluation this go around. They are looking to expand the use more.
- o I expressed to the Provost the importance of some sort of compensation for the Senate Committees' Chairs (1 course release or 1 course overload stipend *per year*).
- Codifying the compensation would reinforce the University's commitment to a healthy shared governance as well as acknowledge the tremendous amount of additional work that is added to the workload of faculty that take on these Chair positions.

Steering Meeting (Feb 19):

Guests- Dr. Ron Nowaczyk, Ms. Arlene Cash, Mr. Brad Nixon

Q- openings in registrar office (2 major ones)

AC- both positions area currently open on the website, can't start a new contract until the "payout" period for the 2 that left are over. 1 is in April

Q- rumor – that the vacancies have been purposeful

RN – when we hired AC, it was not to "clean house", but she was given the authority to make changes she sees fit

Q – Registrar/Admissions office: multiple open positions, all admissions AA's have moved to other offices. Those that has left the office have expressed that working there had gone to beyond stressful (duress).

A – there have been some major restructuring. Trying to streamline communications with students (CRM, targetX software – costs \$40k/year).

Additional work was needed to go into learning and using new software and methods. Previous staff were great of getting stuff done, but now is the time to be more creative. Wtay decided to leave on his own. Trish was already planning on retiring before AC started.

There are now a lot of expectations that weren't there before. No more "just keep doing what you were doing". There is always stress that comes with change, but the changes were necessary. People kept saying they didn't have time to learn the new software.

Q- for years, admissions has been understaffed. With enrollment being a priority, there is extra concern now.

AC- we have added a position (Tasia Smith), to be recruiting and aiding in transfers downstate.

Many of the issues were revealed in the Stibson Consulting report – we are not using our technology adequately, people are in positions that don't make sense, etc.. this was a driver of a lot of change

RN – we need to find out how many people are going out to high schools and CCs

Q – about balancing a lot of change and fresh ideas and preserving 72 institutional/procedural knowledge.

AC- one of the problems is because of the funding model.... someone is going to retire, and we can't have the new person train up with them before they leave

–suggestion of cross-training. There is a little training that is able to happen between those that haven't actually left campus, just switches departments

Q – we seem to have some messed up hiring practices. Many of the issues are things that could have been easily found on google. HR instruction was to not start digging into people until after they are on campus. The practice seems to be to not dig up 80 stuff until after they are on campus or even hired. "we either, at best, look like we are woefully incompetent, or at worst, we are enabling bad behavior." In addition, we end up finding out the dirt from our own student newspaper Perhaps, we need to have a master class on the type of investigation that the people on the newspaper are doing One issue is that the filter from HR is on the back end.

- Steering: are talking about a google search, not a background check.

BN – we are going to have a discussion on why and how we need to go through the hiring steps.

We have had conversations with the AG's office on this.

Choices were made to not provide search committees with known information (like the VP of Student Affairs search). People do not want to be involved in search committees anymore, especially when information is held back. There is an attitude that "the admin has already decided who they

want to hire, regardless of my input”. How do we regain the trust of the faculty and students (and parents of students)?

RN – talking to AG about bringing someone from the outside in to help with this.

Steering: suggest some sort of search committee training from HR actually happens. In addition, there seems to be some miscommunication and flipping of protocol of what is appropriate to consider in a new PIN search (can the person be ABD?).

Faculty Development and Sabbatical/Professional Research Leave Subcommittee

The Faculty Development and Sabbatical/Professional Research Leave Subcommittee met Monday, March 9, to consider applications for Faculty Development Grants. We had 20 applications for 103 conference attendance, one application for reassigned time, five for summer stipends, one for publication assistance and two for projects.

Because we were not able to gain all of the information we needed by March 9, the subcommittee members agreed to tentative awards but will make the final decisions when they meet Tuesday, March 24. After agreeing on the conference awards, the subcommittee has money left over and will be able to fund at least some of the summer stipend requests, which is an important development given that over the past several years, no summer stipends have been funded.

We plan to send notification of awards the week of March 23.

William L. Anderson
Subcommittee Chair

GRADUATE COUNCIL Monday 9 March 2020

Present: Kameron Brooks, Natalia Buta, Mike Flinn, Heather Hurst, Ken Levitt, Michael Mathias, Vickie Mazer, Kristine McGee, Kara Platt, Rich Raesly, Tom Serfass, Jodi Ternent, Jamelyn Tobery-Nystrom, Virginia Williams, Eyad Youssef

Absent: Ali Ashraf, Sara Bittinger, Jay Hegeman, Trina Redmond-Matz, Brad Rinard, Beth Smolko, Wendy Wilson

Minutes recorded by Rich Raesly, Secretary

Call to Order

- Meeting was called to order at 4:02 PM by Mike Flinn, Graduate Council Chair

Approval of Minutes

- Minutes of the 10 February 2020 GC meeting approved

Chair's Report (M. Flinn)

- I am the incoming Chair of the Computer Science Department. I intend to continue to serve as the department spokesperson for the department's graduate program on the GC; however, there is a possibility that this will not happen.
- K. Brooks noted that there is a proposal about consensual relationships between faculty and students circulating on campus. Please read this proposal as it will be discussed at this meeting. I think it applies to our program more than the undergraduate programs, so it is appropriate to discuss the proposal at this GC meeting.

Provost Office Report (M. Mathias)

- The Provost's Office will send out a campus-wide email on 10 March 2020 addressing corona virus. The FSU website will post updates. At the present time the response framework is based on the existing flu plan. The initial guidance is that if you are sick, stay home.
- The response to the corona virus outbreak will delay the strategic plan update.
- Some travel restrictions are already in place. There is not a travel prohibition at this time, but if you plan to travel, please contact your Dean.
- Faculty need to have a plan in place for delivery of course content by Friday 13 March 2020.
- Departments should begin to develop plans for collegial coverage of classes if faculty become ill. An emergency absence policy was put into place by the faculty Senate at their March 2020 meeting.
- The Hagerstown campus has already begun preparations, although they haven't received guidance.
- H. Hurst expressed concerns about high workloads, collegial coverage of courses, child care, etc. as FSU responds to the corona virus.
- V. Mazer noted that most discussion has focused on FSU faculty and students with little consideration of university offices.
- M Flinn reminded everyone that Faculty Senate Chair B. Norris sent out a summary email about corona virus.

Graduate Services Report (V. Mazer)

- Enrollment: PA program has filled their cohort for summer 2020 with 25 students. There were 225 qualified applicants to review compared to 113 last year.
- Other cohort applications are running fairly even compared to 2018. Most programs are in the interview stages. I would encourage interviews and quick communications to assure strong admissions and enrollment yield. We extended deadlines this year for a few programs which seemed to have helped improve application numbers.
- Graduation: We have had 135 students apply to graduate compared to 119 in spring 2019. This is a significant increase and one that should be considered when addressing enrollment projections for each program. When we have a final count, Vickie will send out a report to all Program Coordinators.
- Catalog: This will be the last call for catalog changes. Any catalog changes that come in after next month will not make the 2020-21 catalog. Typically, the deadline date is this month but since the catalog is not being printed we can give this one last opportunity to allow for small program changes that do not require substantial modification or external approval. As a reminder, the only time we will do a supplement will be for a new program launch or extenuating circumstance. Therefore, it is encouraged that all members of this committee ask their Dean or Associate Dean to send an email out.

Registrar's Office (J. Ternent)

- Nothing to report.

Old Business

(1) Graduate Council Charter (M.Flinn)

- Review of the GC Charter for consistency is still in progress. M. Flinn indicated it is on his “to do” list for spring break.

(2) Conflicts of Graduate Students with Athletics Assistantships (T. Redmond-Matz)

- This issue was brought up with the Senate Steering Committee. The committee suggested that the Graduate Council draft a resolution.
- M. Flinn wonders if this is a general issue or one specific to an individual (or a few) programs. He is asking if someone familiar with the situation would draft a short resolution stating that Gas should not be pressured to skip classes for their athletic GA duties.
- N. Buta indicated that this issue may be specific to the Counseling Psychology graduate program.

(3) Meeting with President regarding Commencement Ceremony and Graduate Students (Not on Agenda)

- The president is concerned with seating capacity – the arena has lost 600 seats and he is concerned about a reduction in the number of tickets allotted per student. For May 2020 the allotment is 4 tickets per student for the CLAS Commencement and 7 tickets per student for the Business/Education Commencement.
- H. Hurst indicated this is not really a problem at this time and it will only become a problem if enrollments increase significantly. M. Flinn suggested we may have to prepare for a separate ceremony if the number of tickets is only 4, which may affect only the spring ceremony.

New Business

(1) Educational Professions Department, MAT Secondary Program (J. Bishoff)

3. The Educational Professions Department requests the following changes to the MAT Secondary program.
4. Delete Course (REED 617) from Program Requirements - The State of Maryland has changed what is required in reading courses for prospective teachers. REED 617 was a second reading course that will no longer be required for initial certification, but will be retained in the college for reading specialists and teachers pursuing their Advanced Certificates.
5. Add Course REED 517 - REED 517 will be required to be added to meet MSDE Reading requirements. This course will be cross-listed with REED 417. This new course will satisfy all reading requirements for MAT initial certification and will align with the undergraduate Reading course.
6. Change in Existing Program Admission Requirements - Eliminate the need for Praxis Core Content Test. MSDE has changed their regulations to no longer require Praxis Core Content test scores for initial certification programs as long as students graduate with a 3.0 GPA or higher. This Master's program requires students to have a 3.0 to graduate. Therefore, all students who successfully complete the degree will meet this new MSDE standard and will not be required to take Praxis Core Content.
7. **Motion to support the proposal carries**

(2) College of Education, Ed.D. Program – Changes to Specialization (H.Hurst)

- The Department of Educational Professions requests to delete EDTC 762, EDTC 763, and EDTC 764. These courses have been offered as the specialization in Educational Technology within the Ed.D. program in Educational Leadership. We will teach out the courses for the currently enrolled students in the 2018 and 2019 cohorts. However, we will not offer this specialization to the students who will enroll in the upcoming 2020 cohort. Students interested in technology in upcoming cohorts will be directed to

the Adult and Professional Learning (APLF) specialization, a new specialization designed to have broader relevancy and appeal and to incorporate more specific principles, best practices, and research on educational technologies and distance education.

- The Department of Educational Professions requests to delete CUIN 722, CUIN 723, and CUIN 724. These courses have been offered as the specialization in Curriculum and Instruction within the Ed.D. program in Educational Leadership. This specialization is one of our more popular specializations, drawing approximately 40% of the students in each cohort. However, the courses were designed for the PK12 practitioner, and the students choosing the CUIN specialization work in broader educational contexts.
- The Department of Educational Professions requests to create three new courses to serve as a new Adult and Professional Learning Facilitation specialization in the doctoral program: APLF 721: Principles and Theories of Adult Learning; APLF 722: Leading Others to Lead Adult Learning; APLF 723: Problems of Practice in Leading Change Initiatives in Adult Learning. These courses will be offered as the specialization in Adult and Professional Learning Facilitation (APLF) within the Ed.D. program in Educational Leadership. This specialization will replace the Curriculum and Instruction (CUIN) specialization. These courses are designed to apply more broadly to adult learning and the leading of adult learning initiatives. As part of the redesign and the discontinuation of the technology specialization, these courses will also include best practices, ethical principles, and theories of online and distance education.
- J. Ternent noted that implementation dates on both PO7 forms need to be changed from spring 2020 to fall 2020.
- **Motion to support the proposal carries**

Discussion

(1) Policy on Teacher-Student, Staff-Student Consensual Relations (K. Brooks)

- The policy was discussed briefly and GC members were in agreement with the policy.

(2) Changes to BIOL Graduate Program (T.Serfass)

- Changes are minor and will be discussed at the April 2020 GC meeting.

(3) Due Dates for proposals (M. Flinn)

- Please stick to due dates. This will allow the GC to be more proactive in its decision making.
- Also note that curricula are owned by departments and V. Mazer and the Office of graduate Services are in a supportive role.

Meeting adjourned – 4:55 PM

Institutional Priorities and Resources

Meeting date and time: March 9, 2020 4:00 p.m., Gira Center 155

In attendance: Erica Kennedy, Randy Lowe, Bill Wetherholt (Secretary), Ben Norris, Brent Weber, Assyad Al-Wreikat, Jamison Odone, Sara-Beth Bittinger, Vickie Mazer, Lilly Ye, Denise Murphy, Stacy Wassell

Call to Order

4:00pm

Old Business

Reports

- ◆ Report from AIEC (Assessment and Institutional Effectiveness Council): Assyad Al-Wreikat
Nothing new to report

- ◆ Report on Low Enrolled Program process: Randy Lowe
 - Review of forms for Low Enrolled Program process

Looked over some of the particulars in the process to address verbiage, dates that need articulated, inclusion of information to enhance the collaborative nature of the document, etc. Suggested that we include steps/checklist, add a space for providing supplementary information to aid in reading the submitted document(s). Need to look over the form a bit more before IPR votes on it. Provost's office supportive of a time to meet with IPR to hash some of these details out further.

- ◆ Report from Adjunct Pay Working Group: Brent Weber

There is definitely no uniform policy across the USM system. Brent has been talking with other Music chairs regarding adjunct pay – Towson is trying to do something similar, so there is movement on the issue. An outline for an action plan ahead of the next meeting is a priority. Pay is just part of the issue in the hiring and retention of good faculty.

- ◆ Report from the faculty Workload and Compensation subcommittee: Lilly Ye

Changes in the workload policy with studios/ensembles was at the front of the conversation – waiting for more information from the provost's office. Some discussion in the meeting regarding an hour of lab vs. an hour in another context (e.g. is an hour an hour across the board?). Some brief discussion regarding chair stipends occurred as well – a request for more data from the provost occurred before the conversation progresses.

New Business

Proposals

Vote Required:

(4:45)

- ◆ Minor in Human Resources Management: Ken Levitt

A revision has been made to enable students the opportunity to take MGMT 405 (Business Ethics and Responsibility) or PSYC 360 (Industrial/Organizational Psychology) because both cover soft skills. Once the issue was discussed in Senate, it became apparent that this modification strengthens the proposal. There are no additional resources or additional courses created.

Motion to vote (Assyad); Second (Brent); Passed unanimously

(5:00)

- ◆ Life-Cycle Facilities Management Program: Thomas Cadenazzi

Received \$375,000 of enhancement funds to design and develop the program, which covers the two PIN positions requested. IPR suggested some clarifications in the form regarding PIN allocations and costs associated with the creation of this program. Thomas articulated the

scope of the program, which is essentially the long-term perspective of each stage of a facility's life cycle in such a way that minimizes cost and encourages sustainability. A steering committee has been developing this material for nearly two years. Did not identify professors per course. Ideally, one of the PINs would be for an architect. Some concern was raised about the LCFM 203 (Accounting and Life-Cycle Cost Estimating) containing verbiage that sounds similar to an accounting course (concern of overlap), and whether or not the prerequisite for the course (GEP 201 – Economics) is appropriate. This may be a concern for Academic Affairs. IPR is asking for something in writing from the provost that clearly articulates a guarantee of long-term funding of the PINs. In addition, any of the courses that could be taught by pre-existing faculty (COB for example) – Management, Marketing, and Accounting – are likely to raise concern, especially without letters of support on record (non-GEP courses). IPR is also requesting some more information regarding projected enrollments, and how recruitment will aid in these numbers. Further, if this program is hoping for Associate Degree holders to transfer in, IPR suggests reconsidering the number of credits that will transfer in order to increase the attractiveness of the program. It was also encouraged that the potential program acquire library resource funding in writing from provost. Those working on the proposal will gather the information requested, amend the verbiage where concerns were raised, and resubmit to the committee.

Motion to table pending revisions (Randy); Second (Bill). IPR plans to meet again Wednesday 3/18 at 1pm (pushed to teleconference) to review the updated proposal and vote.

Future Business

Future business was not addressed

- ◆ Three year review process
- ◆ Department chair stipends
- ◆ Adjunct pay recommendations
- ◆ Discussion of IPR report from 2014

Adjournment

5:55pm

COUNCIL OF UNIVERSITY SYSTEM FACULTY



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CUSF Report to FSU Senate

Schedule of CUSF Council Meetings for 2019-2020 Academic Year	Location
Wednesday, Sept 18, 2019	Shady Grove
Thursday, Oct 24, 2019	UMGC

Schedule of CUSF Council Meetings for 2019-2020 Academic Year	Location
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