



Faculty Senate Newsletter

Volume 22, Number 6

March

2018

FACULTY SENATE AGENDA

Wednesday, March 7, 2018

4:00 PM

397 Gira CCIT

I. APPROVAL OF THE MINUTES

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

II. ANNOUNCEMENTS

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

Wednesday, April 4, 2018

Wednesday, May 2, 2018

B. Future Faculty Assembly Meetings

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

III. REPORTS & INFORMATION

A. Chair's Report

B. Academic Affairs Committee (AAC) Report

C. Faculty Concerns Committee (FCC) Report

D. Graduate Council (GC) Report

E. Institutional Priorities & Resources Committee (IPR) Report

F. Council of University System Faculty (CUSF) Report

G. President's Report (oral)

H. Provost's Report (oral)

I. Questions

IV. OLD BUSINESS

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

VOTE REQUIRED: AAC 17-38

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

<p>list of Other Requirements (select five hours)</p> <p>g. <i>Adjust And select four hours from to and select five hours from</i></p> <p>h. <i>Add Complete a minor of the student's choosing or a minimum of at least 15 credits outside of the music major.</i></p> <p>4. Modify the Program Requirements for Summary for Requirements for the Music Industry Concentration</p> <p>a. In Core Courses adjust total credits to 48</p> <p>b. Adjust total amount of credits in Advanced Course to 18-21 hours</p> <p>c. Remove MUSC 310, MCOM 465, and MUSC 492 from Advanced Courses list</p> <p>d. Add MUSC 356 Computer Music Technologies, and MUSC 494 Music Industry practicum From Advance Courses list</p> <p>e. <i>Add (MUSC 494: 3 hours must be begun after Sophomore Evaluation is completed prior taking MUSC 495)</i></p> <p>f. Adjust total credits to 15-18 in Courses Required in Other Departments list</p> <p>g. Adjust total credits from Courses Required in Other departments to 15-18</p> <p>h. Add the following list of courses: BUAD 100, ECON 200, MKTG 361, COSC 120, MCOM 213, MCOM 313, MCOM 465, and RECR 384 to Courses Required in Other departments list</p> <p>5. Modify the Program Requirements for Summary for Requirements for the Music Studies Track</p>	<p>6. Modifications to the Vocal Performance Concentration aim to help equalize requirements in the Instrumental Performance Track. To streamline the course offerings so that they are relevant to students in this track.</p> <p>7. MUSC 102, Tonal Analysis I, will be replaced with MUSC 169, Music Theory for Musical Theatre to better serve the specific need of students in the minor. MUSA 125 and 325, Private Instruction: Musical Theatre Voice will be focused on repertoire from musical theatre, and help student prepare using a more specific pedagogic approach with more appropriate repertoire.</p> <p>8. Currently student pursuing the Jazz Studies Minor can receive credit for any type of private instruction. This change will specify Private Instruction: Jazz (MUSA 122 and 362) for the lesson requirement. Students have been already taking private instruction in Jazz, this will clarify the requirement. The removal of both improvisation courses is based on keeping the minor at 24 credits (MHEC regulation.)</p>
--	--

<p>a Remove MUSC 214, MUSC 311 and MUSC 410 from the Supplementary Requirements list</p> <p>b Add MUSC 319, MUSC 336, MUSC 370 to the Supplementary Ensemble Requirements list.</p> <p>c Add <i>Complete a minor of the student's choosing or a minimum of at least 15 credits outside of the music major.</i></p> <p>6. Modify the Program Requirements for the Vocal Performance Concentration</p> <p>a. Create <i>Select 2 hours from</i> list with MUSC 346 (move from required list), MUSC 305, MUSC 356 and MUSC 499</p> <p>7. Modify the Program Requirements in the Musical Theatre Minor</p> <p>a. Remove MUSC 102 and MUSA 116 and 365 from Music Courses list</p> <p>b. Add MUSC 169, Music Theory for Musical Theatre and MUSA 125 and 325 Private instruction for Musical Theatre.</p> <p>8. Modify the Program Requirements for the Jazz Studies Minor</p> <p>a. Remove MUSA 116-123 <i>and/or</i> MUSA 356-363 from Private Instruction list</p> <p>b. Add MUSA 122 and MUSA 362 to Private Instruction list</p> <p>c. Remove Beginning and Advanced Improvisation from Music courses list.</p>	
--	--

VOTE REQUIRED: AAC 17-41

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

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

VOTE REQUIRED: FCC 18-01**EMERITUS NOMINATION FOR DR. DANIEL MIZAK**

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

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

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

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

Respectfully submitted,

David M. Kiriazis
Chair, Department of Economics

VOTE REQUIRED: FCC 18-02

EMERITUS NOMINATION FOR DR. JOHN NERAL

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

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

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

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

Respectfully submitted,

David M. Kiriazis
Chair, Department of Economics

VOTE REQUIRED: FCC 18-03**Emeritus Nomination for Dr. Joseph Hoffman***One University. A World of Experiences.*

January 11, 2018

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

Dear Faculty Concerns Committee Members:

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

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

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

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

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

Sincerely,

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

Eric J. Moore
Chair, Department of Physics and Engineering

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

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

One University. A World of Experiences.

THE LIBRARY
1 SUSAN EISEL DRIVE
FROSTBURG, MD 21532-2303
T 301.687.4396
F 301.687.7069

January 28, 2018

Emerita Nomination for MaryJo Price

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

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

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

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

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

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

Sincerely,

Pamela S. Williams

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

VOTE REQUIRED: GC 17-12

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

V. NEW BUSINESS

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

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

VI. ADJOURNMENT

REPORTS TO THE FACULTY SENATE

CHAIR'S REPORT

Wow! We had an excellent turn out at the Faculty Assembly on Workload! I stopped counting, but Gira 156 holds 73 people and we were standing room only for a while. Accounting for comings and goings, we could have easily had 100 faculty members in attendance. I want to thank Elesha Ruminski for agreeing to take notes during the assembly. Once I have them, I will summarize them and distribute them to the faculty.

I will share what I felt were some big themes.

1. What problem(s) are we trying to solve? Faculty do not have a clear picture of problem(s) that a credit-hour based workload model might be trying to solve. There seem to be desires to both better measure academic productivity and to control instructional cost, which may be at cross-purposes.
2. Productivity vs. Pedagogy: Faculty members expressed concerns that a focus on productivity and efficiency may come at the expense of pedagogy designed fulfill the mission of FSU: to meet the needs of its target student population and to provide experiential education. In particular, faculty wonder to what extend the institutional identity that we are an institution with small class sizes where students can make strong connections to faculty members will change.
3. Evidence-based decision-making: Faculty are interested in learning from other institutions that have adopted a workload model focusing on credits generated. We should be able to learn about successes and pitfalls from similar institutions before implementation. Based on what I heard at the assembly, faculty are willing to help in this research.
4. An informed faculty is a powerful faculty. Well-informed faculty members have already influenced the direction of conversation about workload this year, as we have done in the past years. I want to see this continue. Learn all you can about the ways in which faculty workload and productivity are measured and reported.
5. How much should FSU spend on instruction? The notions of instructional productivity and “break-even” points suggest that there is an ideal cost of instruction as a proportion of FSU’s budget. Faculty would like to be involved in the discussion of what that amount is and whether it is appropriate for the mission and student population (e.g. compare to sister and peer institutions).
6. We currently have a workload policy. What is in the Faculty Handbook is a policy approved by Faculty Senate and signed off on by the president at the time. They are not guidelines. Faculty members are not to teach overloads without compensation. A proposal from the faculty to permit banking between semesters as well as prorating overloads for low enrollment was not approved by the president last year, so those things should not be happening either. Faculty members who feel they have received an improper overload contract or have not received an overload contract when they should have should bring this to the attention of their chair and dean. The Faculty Workload and Compensation Subcommittee should also be notified if issues are unresolved in order to help identify systemic problems.

What’s next: The Faculty Workload and Compensation Subcommittee met with the Provost on Monday, Feb. 26, and has another meeting scheduled on March 6. Using your feedback and your input, that subcommittee will

work with Dr. Throop to determine the best way forward. If you have any further ideas, concerns, input, etc., keep sending it my way or to the Subcommittee (Chair, Rebekah Taylor).

I finish with a different call to action. In a few weeks, the nomination process for Faculty Senate will open, and the nomination process for committees and advisory groups will occur in April. At the assembly, I heard many good ideas from engaged and informed faculty who sound like they want to be more involved in the process. This is how you do it. Run for Faculty Senate. Run for one or more committees or advisory. With a few exceptions, employees whose primary classification is as faculty are eligible to stand for election to most shared governance bodies regardless of rank or status. Get involved.

ACADEMIC AFFAIRS COMMITTEE

Wednesday, 21 February, 2018

4:00 pm

Compton 237

Attending: Travis English, Chair; Gerry Snelson; Jodi Ternent, Office of the Registrar; Jackie Durst; Dee Dee Campbell, Interim Dean of CLAS/Chairs Council Representative; and Lea Messman-Mandicott, Director of the Library (Ex Officio member)

Department Representatives: Jodi Nichols, College of Education (Educational Professions); Brent Weber, Department of Music

Excused: JoAnna Shore, Secretary; Daniel Filer, Hongqi Li, Melody Kentrus, Doris Santamaria-Makang

- I. Call to order at 4:01
- II. Approval of the 12/13/2017 minutes: Minutes were approved without amendment.
- III. Reports:
 - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: No report
 - b. Dean's Council-Dr. Dee Dee Campbell: There was nothing to report from the Dean's Council, so Dr. Campbell took a moment to introduce herself to the committee.
 - c. Registrar's Office-Ms. Jodi Ternent: 1) The Registrar's Office is handling a request from the Provost's Office to accelerate the timeline for putting the class list into PAWS. Spring and Summer 2019 will now be due on May 4th 2018. 2) Dr. Hegeman is reaching out to former students who were close to graduation but did not complete their courses of study to see if they need help to do so.
 - d. [UUCR](#)-Dr. Melody Kentrus: No report
 - e. AAC Chair-Dr. Travis English: No report
- IV. Old Business

17-38	<p>The Department of Music requests the following:</p> <ol style="list-style-type: none"> 1. Modify the Program Requirements for Music Major and Music Minor: <ol style="list-style-type: none"> d. Remove MUSC 415 (Piano Proficiency Exam, 0 cr.) from the list of Core Requirements e. Remove MUSA 101 (Student Recital Attendance 4/3.5 cr.) from the list of Core Requirements f. Remove MUSC 117 the list of Core requirements 2. Modify the Requirements for the Teaching Certification Option: <ol style="list-style-type: none"> d. In Core Courses adjust total credits to 48 e. Change MUSC 352 to MUSC 452 and MUSC 353 to MUSC 453 f. Add MUSC 552, Choral Music Methods K12, and MUSC 553, Instrumental Music Methods K12 3. Modify the Program Requirements for the Instrumental Performance track: <ol style="list-style-type: none"> i. Adjust Supplementary Requirements from eight to three credits j. Remove MUSA 104, 105 and MUSC 340 from Supplementary Requirements list k. Add MUSC 319 to Supplementary Requirements list l. Adjust Other requirements credits requirement from seven to eleven credits m. Add MUSC 401 Post Tonal Analysis to Other Requirements (required) list n. Remove MUSC 358, MUSC 410, and MUSC 407 from the list of Other 	<p>Rationale: 1. According to the 0-credit course policy, MUSC 415, Piano Proficiency Exam will be deleted from the Core requirements of all music majors. All music students will still be required to complete the Piano Proficiency Exam and subsequently placed into groups. The catalog should still reflect the requirement. The removal of MUSA 101 Student Recital Attendance has already been approved through governance but was not deleted from the catalog in Fall of 2016. To ensure a sequential nature of MUSC 110 to the music history sequence we request MUSC 117 to be removed from the list of Music History and Literature courses.</p> <p>2. The total credits must change to 48, due to the increase of Aural Musicianship credits and removal of Student Recital Attendance. MUSC 352, and MUSC 353 have moved to the 400 level and Graduate level courses, MUSC 552, and MUSC 553 created to the proposed of the 4+1 BS/MAT degree.</p> <p>3. Modifications to the instrumental performance track rebalance the areas of study and remove elective courses so they may be offered less frequently. These changes also will help equalize requirements in the Vocal Performance Concentration and aide in the university's efforts for increased efficiencies in course offerings. A completed minor or 15 credits outside of the major is currently a requirement in PAWS but is not listed in the 2017-2018 catalog.</p> <p>4. President Nowaczyk charged the Music Department to redesign the Music Industry Track to better serve the needs of our students and prepare them for the workforce. We are removing credits from the track to achieve efficiencies. MUSC 365, Computer Music will be resurrected to give the students more experience with</p>	<p>Vote Required; approved</p>
--------------	--	--	---------------------------------------

	<p>Requirements (select five hours)</p> <ul style="list-style-type: none"> o. Adjust <i>And select four hours from to and select five hours from</i> p. Add <i>Complete a minor of the student's choosing or a minimum of at least 15 credits outside of the music major.</i> <p>4. Modify the Program Requirements for Summary for Requirements for the Music Industry Concentration</p> <ul style="list-style-type: none"> i. In Core Courses adjust total credits to 48 j. Adjust total amount of credits in Advanced Course to 18-21 hours k. Remove MUSC 310, MCOM 465, and MUSC 492 from Advanced Courses list l. Add MUSC 356 Computer Music Technologies, and MUSC 494 Music Industry practicum From Advance Courses list m. Add (<i>MUSC 494: 3 hours must be begun after Sophomore Evaluation is completed prior taking MUSC 495</i>) n. Adjust total credits to 15-18 in Courses Required in Other Departments list o. Adjust total credits from Courses Required in Other departments to 15-18 p. Add the following list of courses: BUAD 100, ECON 200, MKTG 361, COSC 120, MCOM 213, MCOM 313, MCOM 465, and RECR 384 to Courses Required in Other departments list 	<p>new technologies and software. MUSC 494, Music Industry Practicum is an experiential course that will provide hands-on experience putting their skills to practice in Music Department events. Rather than specialize in either Business Administration or Mass Communication, Music Industry students will gain a broader understanding with the new list of courses outside of the major.</p> <p>5. Electives MUSC 214 Jazz Theory & Analysis, MUSC 311 Jazz History and MUSC 410 Conducting II will be removed to help achieve greater efficiencies by offering some of the courses less often. The addition of the ensembles was an oversight when the track was originally created. Students should have the option to participate in University Chorale (MUSC 319), Guitar Ensemble (MUSC 336) and Vocal Jazz Ensemble (MUSC 370) as Music Studies major. Completed a minor or 15 credits outside of the major has been a requirement since the inception of the track but was not listed in the catalog.</p> <p>6. Modifications to the Vocal Performance Concentration aim to help equalize requirements in the Instrumental Performance Track. To streamline the course offerings so that they are relevant to students in this track.</p> <p>7. MUSC 102, Tonal Analysis I, will be replaced with MUSC 169, Music Theory for Musical Theatre to better serve the specific need of students in the minor. MUSA 125 and 325, Private Instruction: Musical Theatre Voice will be focused on repertoire from musical theatre, and help student prepare using a more specific</p>	
--	---	---	--

	<p>5. Modify the Program Requirements for Summary for Requirements for the Music Studies Track</p> <ul style="list-style-type: none"> d Remove MUSC 214, MUSC 311 and MUSC 410 from the Supplementary Requirements list e Add MUSC 319, MUSC 336, MUSC 370 to the Supplementary Ensemble Requirements list. f Add <i>Complete a minor of the student's choosing or a minimum of at least 15 credits outside of the music major.</i> <p>6. Modify the Program Requirements for the Vocal Performance Concentration</p> <ul style="list-style-type: none"> b. Create <i>Select 2 hours from</i> list with MUSC 346 (move from required list), MUSC 305, MUSC 356 and MUSC 499 <p>7. Modify the Program Requirements in the Musical Theatre Minor</p> <ul style="list-style-type: none"> c. Remove MUSC 102 and MUSA 116 and 365 from Music Courses list d. Add MUSC 169, Music Theory for Musical Theatre and MUSA 125 and 325 Private instruction for Musical Theatre. <p>8. Modify the Program Requirements for the Jazz Studies Minor</p> <ul style="list-style-type: none"> d. Remove MUSA 116-123 <i>and/or</i> MUSA 356-363 from Private Instruction list e. Add MUSA 122 and MUSA 362 to Private Instruction list f. Remove Beginning and Advanced Improvisation from Music courses list. 	<p>pedagogic approach with more appropriate repertoire.</p> <p>8. Currently student pursuing the Jazz Studies Minor can receive credit for any type of private instruction. This change will specify Private Instruction: Jazz (MUSA 122 and 362) for the lesson requirement. Students have been already taking private instruction in Jazz, this will clarify the requirement. The removal of both improvisation courses is based on keeping the minor at 24 credits (MHEC regulation.)</p>	
--	---	--	--

V. New Business

17-41	The Department of Educational Professions requests the following: 4. Elimination of REED 418 5. Eliminate EDUC 406 and replace with EDUC 422. This is an increase from 2 credits to 3 credits 6. Renumber REED 317 to REED 417	Rationale: 1. MSDE is now requiring only one (1) Content Area Literacy course at the initial certification level instead of two (2). 2. Changes in program exit requirements for all initial certification programs predicated this change, as all programs transition to the Educative Teacher Performance Assessment (EdTPA). With the increased demands of the course, it is imperative that it be 3 credits. 3. By renumbering this course, the course can be cross listed with REED 517, which is a requirement in the MAT program. Students at the undergraduate and graduate levels (MAT only) can both enroll in this course, as each are initial certification programs and use the exact same syllabus.	Vote Required; approved
--------------	--	---	--------------------------------

VI. Adjournment at 4:30

FACULTY CONCERNS COMMITTEE

Wednesday, February 21, 2018

Meeting Room: CCIT 245. Meeting Time: Wednesday February 21, 2018 4:00 pm

Attendance: S. Brill (CLAS), S. Brosi (CUSF), J. Browne (CLAS), T. Bogart (CLAS), N. Buta (COE), J. Dunmyre (FCC Chair), S. Henry (LIB), R. Larivee (Chairs Council), K. Keller (Promotion and Tenure/Permanent Status), T. Lambert (Faculty Development & Sabbatical/PRL), J. Lombardi (FCC Vice-Chair), B. Norris (Faculty Senate Chair), J. Odone (CLAS), V. Williams (reporting for D. Moorehead, Handbook)

Excused: D. Moorehead (Handbook), T. Sigerstad (COB)

I. Call to Order

II. Approval of the Minutes of Wednesday, December 13, 2017.

Approval of the Dec. 13, 2017 meeting were tabled until the next FCC meeting, after all FCC members have had a chance to read them.

III. Reports

- a. **Chair's Report:** J. Dunmyre reported that the Faculty Workload & Compensation Subcommittee would devote its full attention to faculty workload issues in the coming week. Dunmyre also reported that he as FCC chair was recently invited to review a software application called Interfolio, which is being considered to handle documentation and evaluation materials for online promotion/tenure/permanent status applications.
- b. **University Chairs' Council.** R. Larivee reported that the Council would meet on Friday, Feb. 23 with the candidate for the position of Vice-President for Administration and Finance. At the next meeting the Council will also discuss policies for the use of mobile devices in the classroom. Afterwards, Larivee will bring finding from that discussion to the FCC.
- c. **Council of University System Faculty:** S. Brosi, representing CUSF, reported from the Jan. 18 CUSF meeting held in Adelphi: the CUSF Education Policy Committee reported on the issue of academic integrity and CUSF as a whole will continue to work on the issue of student dishonesty, which, among other things includes "workarounds" to evade plagiarism detection by SafeAssign. The full report is in the FCC folder at:
- d. **Promotion and Tenure / Permanent Status Subcommittee:** K. Keller reported for the committee (M/ Murtagh is on sabbatical): Keller expressed that the subcommittee—as well as DECs - have challenges in getting evaluation numbers for total itemized course evaluations per instructor rather than just evaluations for individual courses taught by an instructor. In discussion, it was mentioned that the department chairs should have that information.

Keller also reported that the subcommittee will work this semester to streamline the awards process which had previously been the purview of the Faculty Development and Sabbatical / Professional Leave Subcommittee.

- e. **Faculty Development and Sabbatical / Professional Leave Subcommittee:** T. Lambert reported that faculty development grant awards are \$2250 during the semester and \$1000 during the summer session. The deadline for summer funding has been moved up to February 1.

Lambert continued to report that full year sabbaticals remain at the top of the list in prioritization. Also sabbatical applications should emphasize research and knowledge/tools to bring back to the classroom rather than just being a “a renewal experience.” The subcommittee will meet with the Provost to discuss workarounds other than sabbaticals for administrative projects.

In discussion, S. Brosi asserted that the process of granting full-year sabbaticals could be more friendly: she had been offered a full-year sabbatical, but it did not include full-year tuition remission for her daughter attending the University in College Park, and the tuition cost was very prohibitive.

- f. **Faculty Handbook Subcommittee.** D. Moorehead was unable to attend the meeting, but J. Dunmyre reported that the Handbook Committee was near completion with the revisions to Section B of the Handbook, “Faculty as Instructor.”

IV. Old Business: None!

V. New Business:

FCC 18-01: Emeritus Nomination for Dr. Daniel A. Mizak

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

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

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

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

Respectfully submitted,

David M. Kiriazis
Chair, Department of Economics

Discussion of FCC 18-01: Emeritus Nomination for Dr. Daniel A. Mizak:

R, Larivee asserted that the evaluation scores expressed in the original emeritus nomination letter were more relevant for administration than going on permanent record for emeritus status. He agreed that we should accept Mizak's emeritus nomination, but ask for a more meaningful nomination letter highlighting Mizak's achievements rather than citing evaluation scores from the last five years.

Action: T. Lambert moved to accept the nomination of Dr. Daniel A. Mizak for emeritus status; R. Laviree seconded the motion; **All in favor.**

FCC 18-02: Emeritus Nomination for Dr. John Neral

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

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

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

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

Respectfully submitted,

David M. Kiriazis
Chair, Department of Economics

Discussion of FCC 18-02: Emeritus Nomination for Dr. John Neral:

Action: R. Larivee moved to accept the nomination of Dr. John Neral for emeritus status; N. Buta seconded the motion; **All in favor.**

FCC 18-03: Emeritus Nomination for Dr. Joseph Hoffman
See next page



One University. A World of Experiences.

January 11, 2018

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

Dear Faculty Concerns Committee Members:

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

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

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

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

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

Sincerely,

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

Eric J. Moore
Chair, Department of Physics and Engineering

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

Discussion of FCC 18-03: Emeritus Nomination for Dr. Joseph Hoffman:

Action: S. Brosi moved to accept the nomination of Dr. Joseph Hoffman for emeritus status; R. Laviree seconded the motion; **All in favor.**

FCC 18-04: Emeritus Nomination for MaryJo Price

(See next page)



One University. A World of Experiences.

THE LIBRARY
1 SUSAN EISEL DRIVE
FROSTBURG, MD 21532-2303
T 301.687.4396
F 301.687.7069

January 28, 2018

Emerita Nomination for MaryJo Price

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

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

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

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

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

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

Sincerely,

Pamela S. Williams

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

Discussion of FCC 18-04: Emeritus Nomination for MaryJo Price:

Action: S. Henry moved to accept the nomination of MaryJo Price for emeritus status; R. Laviree seconded the motion; **All in favor.**

FCC 18-05(H): Update handbook to incorporate system parental leave policy

Summary: Section II – 2.25 Policy on Parental Leave and other Family Supports for Faculty was approved by the Board of Regents in June 2012. Handbook committee to be charged with incorporating this language for a formal proposal to senate’s April meeting. (i.e. replacing “each institution shall” with “Frostburg State.”)

Discussion: J. Dunmyre will charge the Handbook Subcommittee with updating the policy.

Discussion Item: John Stoothoff wishes to address FCC

Dr. John Stoothoff wishes to state the concern of the likelihood of one thing or another being imminent:

(1) The kind of travel and overnight reimbursement that faculty, *with dual campus or multi-campus responsibilities* have long enjoyed, is about to be removed from our set of options without any advanced policy statement from administration.

-or-

(2) The kind of travel and overnight reimbursement that faculty have long enjoyed is about to be removed from our set of options accompanied by, however unsatisfactory, a potentially *late in the making* leadership policy statement.

Action: Stoothoff asked that this discussion be retracted.

Discussion Item: Robert Larivee wishes to address FCC

Dr. Larivee wishes to discuss with FCC concerns about student cell phone use. In particular, what steps can (and should) faculty use to curtail use of these devices during class time.

Action: This discussion is tabled until after the University Chairs’ Council considers this issue at their upcoming meeting and R. Larivee reports back with the council’s findings.

Discussion Item: Tianna Bogart wishes to address FCC

Dr. Bogart wishes to discuss with FCC concerns about student travel around holidays. In particular, there were classes on Monday and Tuesday preceding Thanksgiving, which created travel hardships. She wishes to explore formal arrangements that the university could make to support our students in this way.

Action: This discussion has been tabled until the next FCC meeting.

Other New Business/Discussion:

- N. Buta brought up the issue that faculty almost immediately lose their university email access upon retirement. Perhaps there should be a 6-month extension to university email for all retired faculty, not just emeriti.
- J. Dunmyre brought up an issue from K. Rock in Nursing about an online course that was not evaluated at all. In discussion it was mentioned that adjunct instructors must activate their FSU email in the system for evaluation to take place.

Other issues of classes not being evaluated came up in discussion. T. Lambert and S. Brosi also mentioned courses with both lecture and lab components that were actually evaluated twice (once for lecture and a second time for lab).

VI. Adjournment: S. Brill moved to adjourn at 5:08 PM; S. Henry seconded the motion; **All in favor.**

VII. Next meeting: March 14 (π), 2018 - CCIT 245 at 4pm

GRADUATE COUNCIL
Monday, February 12, 2017

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

Present: Matt Ramspott, Sunshine Brosi, Natalia Buta, Glenn Thompson, Virginia Williams, Shoshanna Brassfield, Jamelyn Tobery-Nystrom, Jennifer Bishoff, Eyad Youssef, Vickie Mazer, Kara Platt, Jodi Ternent, David Zheng, Yan Bao, Doris Santamaria-Makang, Trina Redmond-Matz

Absent: Nick DiMichele

Minutes recorded by: M. Ramspott (GC Secretary)

1. Call to Order

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

2. Approval of Minutes

- Approval of minutes from Dec. 11, 2017. Motion to approve: S. Brosi, seconded by J. Bao. Minutes approved by unanimous vote.

3. Reports

GA Discussion with the Provost

Dr. Throop (Provost) joined the meeting for a discussion of GA position allocations. What follows are some highlights from this approximately half-hour discussion.

- Dr. Throop seeks input from the group as to what is the best use of GA positions and how to manage the GA program in terms of allocation, especially in light of changing enrollments and changing program needs.
- S. Brosi: GAs utilized for teaching Labs facilitate ability to offer sufficient sections of Lab courses to serve the demand.
- J. Bao: For the MBA program, administrative work and building administrative skills is appropriate to the discipline and the educational experience of GAs.
- N. Buta: GA's are helpful to Recr./Parks and Kinesiology programs for staffing the lab and promoting the program through support work on various tasks, e.g. data entry, research, production of materials.
- Dr. Throop: What about allocation/distribution of GA's? How can this be made equitable?
- G. Thompson: Current system was developed around 3 years ago, with allocations based mainly on enrollment.
- V. Mazer: The plan is to look at the number of GA's every 2 years in the context of enrollment.
- S. Brassfield: Question about whether this refers only to graduate enrollment
- V. Mazer: No, it is a broader look at enrollment in the colleges.
- D. Santamaria-Makang: Faculty were not highly involved in the development of this system
- G. Thompson: The ultimate decision on specific allocations falls to the Dean of each college.

- V. Mazer: GA allocation adjustments (per college) were made when this system was initiated 3 years ago. First 2-year review (2017) resulted in no further adjustments, but the next adjustment (2019) is likely to result in some changes, due to changing enrollments.
- G. Thompson: Perhaps we should examine need rather than just enrollment?
- Dr. Throop: Yes, need is an important factor. 1. The need of the student: is the GA experience complementary to the field of study? 2. What are Departmental needs?
- J. Tobery-Nystrom: Question about athletic program GAs –do some of them take GA appointments because they are mainly interested in coaching?
- Dr. Throop: Athletic GAs are not part of Academic Affairs budget, but paid out of a separate budget.
- V. Mazer: What about the 5 GA positions slated for elimination now?
- Dr. Throop: Plan is to hold back these 5 until a better picture emerges of enrollment
- V. Mazer: Should the Deans retain the power to re-allocate GA's?
- Dr. Throop: This needs further discussion.
- To conclude the discussion, Dr. Throop articulated her plans to enjoin a smaller discussion specifically with program coordinators in the upcoming weeks and preferably before the March 1 application deadline.

Graduate Council Membership Changes

- D. Zheng: A vacancy needs to be filled to replace Dr. Childs – someone from Master of Education program. J. Tobery-Nystrom will try to recruit someone.
- T. Redmond-Matz replacing M. Murtagh
- V. Williams subbing for P. Williams

Graduate Services Report – V. Mazer

- V. Mazer: Strong concern about dropping graduate enrollment; shared a datasheet with the group. CLAS numbers are down, partly driven by lower numbers in Computer Science. A component of the problem has to do with International student enrollment changes. The MBA program shows some signs of stabilizing the enrollment drops seen recently.
- J. Tobery-Nystrom: Questions about the datasheet. 1. Clarify the meaning of “online” line? V. Mazer: This refers to students in fully online programs. 2. Clarify what students are represented by the “non-degree” line? V. Mazer: This tends to be COE and also a few MBA students.
- S. Brosi: Question about the status of the rollout of the online application process. V. Mazer: This is getting close, going through final testing by IT. Can't guarantee it will be available by March 1. Students should be directed to submit materials using the regular process until the online process is fully tested and ready. There will be a PDF of student files made available for the review process of all applicants, whether online or paper process. The review and admission process is eventually heading toward a fully paperless process.

4. Old Business: N/A

5. New Business

Curricular Proposal: MAT Secondary (J. Bishoff, accompanied by Brent Weber and James Reddan from Music)

- **Proposal is available at U:\Graduate Council\Senate Items\2017-18\GC 17-12 MATSecondary**

Frostburg State University COE Master of Teaching Secondary program is proposing the addition of a Music PK-12 content area of study to be added to the existing Master of Arts in Teaching Secondary program which currently has content areas of study in art PK12, sciences, math, social studies, English, and foreign language.

Students admitted to the MAT program will enter the MAT program with the music content knowledge required for the program. Like the other MAT content areas of study, music students will be taking specialized music methods courses. The current program requires each student to take 6 credits of methods (2 courses of 3 credits each) with the exception of Art PK12 students who take 7 credits of methods (1 course of 3 credits and 2 courses of 2 credits each). Music students will be required to take 3 methods courses for a total of 9 credits to meet the music education standards (3 courses of 3 credits each). There will be four new methods courses added to accommodate the new content area of study. All students will be required to take 3 of the 4 new courses for a total of 9 credits of methods depending on a choral or instrumental focus. Because music students will be required to take additional methods credits (9 credits as opposed to the other content areas of study which require 6-7 credits), the total degree credit requirements for the MAT program will increase from 42-43 total credits to 42-45 total credits to accommodate music content area of study.

Discussion:

- D. Santamaria-Makang: Clarification of process and order regarding MSDE and MHEC approvals
- V. Williams and V. Mazer: Some language changes are to be added to the proposal regarding the library resources already in place. This language will go in before it goes to senate.
- N. Buta: Concern about the # of students in the program listed in the proposal. J. Reddan: The numbers indicated represent only the music content area, not the MAT program as a whole.

Approval:

- S. Brosi: Motion to approve the proposal, with friendly amendment (library resource update).
- J. Bao: Seconded
- Proposal Approved by unanimous vote.

6. Other New Business: N/A

7. Adjournment at 5:00 PM

Respectfully submitted by
David Zheng

INSTITUTIONAL PRIORITIES AND RESOURCES COMMITTEE
February 12, 2018

Gira Center 155

In attendance: Michael Flinn, Greg Wood, Erica Kennedy, Michael Monahan, Phil Allen, Ben Norris, Sherri Sheetz, Diane Blankenship

Excused: Rebekah Taylor, Randall Lowe

I. 4:00p - **Call to Order, Welcome, Introductions**

II. Chair's Comments

There has been a lot of talk about dramatically changing the faculty workload policy. I have asked Rebekah to inform IPR of the January discussions on this matter. While I value everyone's opinions and concerns on the information, I would like to keep the discussion to a minimum as there is a lot of work to complete over the next several months (perhaps semesters).

The University is undergoing a major culture shift. While this may be necessary for our survival, it is important that remain vigilant about the changes. I cannot overstate the importance of faculty governance input! We do have a voice and are not powerless during this change. It is vital that the members of IPR continue to influence the discussion with empirical evidence and educate those whom may have a misunderstanding of processes.

Jennifer Bishoff is back this month with a Music MAT proposal. She needs to be in two places at once (IPR and GC), so I have asked her present at IPR first. After her presentation and a Q&A session, we'll excuse her to attend GC.

IV. New Business

Proposals

4:00 –MAT addition of Music, Department of Education: Dr. Jennifer L. Bishoff

(Also in attendance—James Reddan and Brent Weber from the Music Department)

Jennifer: The current proposal involves adding music to the MAT program. This came about because undergrads are taking five years in their program. Why not give these students the chance to get two degrees in five years?

There are no additional expenses that we know of relating to adding music to the program. The MAT program is currently struggling, and this is seen as a way to get the MAT program moving again. We are hoping to have this in place by next year. There are 6-10 students per year going through the music education program. Students will get paid more as a first year teacher as the result of completing this program. Students will not need to take overloads. It is also believed that this addition will be a way to recruit students. Some students planning to come back in the Fall in order to possibly get a master's degree.

DB—Are other institutions doing this?

Jennifer: Morgan State has a program, but does not have it set up in the same way. There may be one other institution, but not with the same set up.

GW—Will students have a problem by taking classes at the grad level earlier?

James—No, they shouldn't have a problem.

DB-The proposal sounds like the undergraduate program is broken.

James—Over half of music program are music ed students.

DB—What is students' success with the Praxis?

James—Some students have to take more than once, but they do get through.

Brent: With this new model, there is a more natural flow to their curriculum.

--There are actually two proposals—graduate and undergraduate.

Jennifer: We are not creating any new classes and this does not change workload. This involves repackaging what already exists.

BN: Even if you are not creating new courses, are you changing the rotation?

James: No, everything stays the same.

BN: What happens with students who start the music education program that change their mind?

James: They could still get master's of science in music. They can still finish in 4 years, but can't teach in public schools. Any students who do this will still get their bachelors' degree.

DB—Will 10-15 students be enough?

Jennifer—There will actually likely be more in program since there is some "double-dipping" involved.

James—There are students graduating with a bachelor's that realize they need a grad degree to get a job. This new program gives them a map to get that degree.

MF—Don't really like the table showing how money is going to be added to the university.

James—This is the standard table that is required.

MF:

-Vote for revision of MAT program.

Unanimous vote to pass revision of MAT program.

III. Old Business

- **Have the athletic graduate assistants been reduced in proportion to the academic assistants?**

Sherri—The answer is no, the GA's in athletics have not been reduced.

MF—Why is everyone else having reductions in GA's if athletics is not?

GW—What would need to come down in order to have them match the rest of GA's?

MF—Why isn't shortfall being reduced through reducing athletics GA's also?

Sherri—Vicki says that there have only been 5 GA reductions from the Fall—if enrollment goes up, the GA's come back.

PA—If academic numbers are down, does that correlate with GA's? Can we invite Troy to meeting? Or Ruben?

MF—There is an equity issue if we are trying to reduce the costs on campus, and athletics does not share this.

GW—It seems illogical for an academic institution to make these cuts to academics but not athletics.

DB—We should look at where GA's are critical and where they are not. We should justify what GA's are used for. Can programs operate without the GA's? We should examine return on investment.

GW—Tweets associated with the university seem to focus on sports? Why is this?

PA—Athletics has been successful in recruiting. Other recruiting efforts haven't been successful.

GW—What about the possible division II conversion?

BN—We might not be competitive in division II, while we are in division III and we are doing well.

MF—We can talk with people in athletics to get their side.

DB—If we get more students here, doesn't matter how since we all benefit.

• **Is there a way to increase winter and summer intersession pay?**

MF—Went to provost—wasn't aware of pay gap based on students.

With the new proposal, a person can get up to \$5000 for 20 students.

The Provost was interested in the proposal. She wanted to know more about what it would do in terms of the budget. Denise has opened up the conversation and wants to bring it to the faculty. It is hoped that it would motivate faculty to get students in their classes.

EK—What happens if people take classes over the summer instead of during fall/spring?

BN—A lot of students from outside of FSU taking classes in chemistry, so doesn't hurt classes within the department.

PA—In the summer, we never get high enrollment classes. We tend to get low enrollment classes that are upper level. People may be under-motivated to offer courses like senior research projects since they are work intensive but would not pay enough to be worth it

MF—Under our work load policy, internships/independent studies are counted differently.

GW—What about courses that are too low enrollment? Would they then be not worth the effort?

BN—We still have the option to cancel the course if it has low enrollment.

MF—It is thought that administration wants to get rid of courses with lower numbers.

BN—Can we look at last summer's numbers to get a sense of how many people would have made less or more?

MM—FSU knows that summer courses are "cash cows".

MF—If we pay faculty more, they will advertise more to have students in these classes, and ultimately make more money.

BN—There is summer and intersession advisory committee, and it doesn't meet.

MM—I'm on it—who is in charge of it?

BN—Brittini is in charge of it—will remind provost that there is an advisory committee and that it needs to meet in order to work out issues relating to this. The committee has 6 members, there should be one from IPR.

Reports

BN—I wanted to discuss USMH. It appears that all programs there are suffering. There seems to be no push from system to save it

MM—Part of the problem there may be lack of advertising.

EK—The Psychology program there appears to be doing well.

BN—There are some programs there that are doing well, but overall most are suffering.

MM—For the population, should be doing a lot better.

Greg Wood - Report from PACIE representative

GW—We have had two PACIE meetings. At one of the meetings, there was a consultant from SUNY Buffalo, they went into a refresher course relating to assessment. They urged PACIE to try to think of smart goals that are relevant, clear, and time-bound. Assessment should focus on quality targets and quantity targets. There should be a focus on data to come to conclusions—such as GPA, graduation rates, etc.

GW—Asked at the meeting if there be more uniformity with the time-line in relation to evaluations across campus. The consultant said it didn't matter too much.

At the 2nd meeting, the president was there. The name of committee is going to be changed (TBA). He wanted people to look at the charter for the committee. He also wanted to look at how assessment would be related to strategic planning. He wanted the committee to fit into big picture questions relating to strategic planning. He wants PACIE to focus on how we can be facilitators for improvement for the university.

In future meetings, they are going to be breaking up into smaller groups to advise departments in relation to assessment.

Report from the faculty Workload and Compensation subcommittee

Rebekah was not able to attend IPR due to being ill.

Mike Flinn attended the Faculty Workload committee meeting at the end of December—was also attended by AIR (Assessment Institutional Research). Mike will report on Faculty Workload meeting since Rebekah is not here.

Report from meeting:

-It is believed that the current workload policy is not sustainable. It is argued that a change in workload policy will help to bring in money and reduce bullying. The Delaware study was used in order to come up with an equation to calculate workload: (Your workload—DE75th/DE 50th)

Some argued that, although the Delaware study is a useful resource to determine if a university is under or over staffed, the authors of the study say that it should not be used to punish or incentivize. Some also argued that workload could not be boiled down to 3 variables. The Provost noted that she was not married to the proposed policy.

Discussion:

BN—One possibility is to come up with a range that would determine if you are within load or not. It is Important to have as many people contributing to work load discussion as possible.

Q: There are rumors that new calculations could have big implications on our day to day work—what is motivation for this change? Different departments set up differently— isn't standardization going to be a problem based on this? What would happen to professor's base salaries?

MF—Base salaries would not be touched.

Q: I have heard concerned viewpoints, what are implications for students? If faculty can't meet the desired number, add students, and the quality of education goes down. We don't have enough space, equipment, etc. It is necessary to put more energy into students at the 400 level. Students get jobs based on performance of classes at those upper levels. 400 level students should count 3 for 1 for 100 level students. --Why should faculty stay here if they can get paid more elsewhere and not be overworked?

Q: There are big differences in disciplines. There are some places that have problems within the university. Instead of addressing those specific problems, why try up-ending everything?

Q: This proposed change will cause a huge morale issue. Why can't we target the places where there are problems?

Comment: This seems to be motivated by the idea that we are not doing enough work for what we are getting paid for. We are below the national averages in terms of salary. According to the Chronicle, Associate professors are paid \$81,000, Assistant professors receive \$70,000 on average.

Comment: There aren't enough hours in the day to do what we are doing now. This seems to propose to add more and not get paid more.

Q: This seems too simplistic to simplify everything into 3 variables. Why do service? Why do professional development?

Comment: This seems to be opening the door for more regular 5/5 loads. There is the possibility that even when many sections are taught within a semester, that this would still be considered under-enrolled with this equation.

Comment: It seems like there is a good chance that programs like honors wouldn't make it.

Comment: There are cases where very uneven work is being done. Instead of trying to fix these specific issues, they are trying to re-work everything.

BN: We have some of this data from AIR.

Q: Labs are worth less than lecture—why is this?

Comment: We have an issue with morale. This has the potential to upset everyone. There are people who are “slackers”. We need to address those specific issues.

Comment: We need to stop people who are taking advantage of the system.

Question: How do we get this information to the administration?

Comment: We know there are flaws in the system. It is proposed that we work with what we have. We can involve the interim deans and examine the system we have. One concern is how do low enrollment majors survive? They might not.

Comment: It is dean's job to look at those people who are on the verge of retirement and encourage retirement.

Comment: They should fire those people that are taking from the system.

Comment: We really need to encourage these people to retire. We also need to find ways to handle the people that are doing the wrong thing.

BN—No one tends to get fired in Maryland system.

Comment: We want more time to focus on students.

BN—We have done the evaluation. We have a better starting point based on what was done last year. We are holding a faculty assembly coming up. It is important to get people to be there if they want to provide feedback on workload.

Comment: Our current evaluation system is flawed. It is too easy to make students like you.

There is much potential for fleecing the system.

Comment: Different departments have different standards.

MF—Call for adjournment—6:08 pm

Dr. Michael B. Flinn
IPR Chair – 2017/18
Computer Science & Information Technologies

Frostburg State University
Frostburg, MD 21532

COUNCIL OF UNIVERSITY SYSTEM FACULTY



COUNCIL *of* UNIVERSITY
SYSTEM FACULTY

CUSF Report from December 15, 2017 Meeting at University of Baltimore

- Welcome and brief history of the University of Baltimore given to participants by President Curt Schmoke. Offered insight into initiatives for the University of Baltimore including combining the programs at Baltimore Community College, University of Baltimore, and Coppin State University mirroring the model of the City University of New York (CUNY). Discussions included combining majors, collaboration and interdisciplinary teaching models to improve student enrollment and enhance the efficiency of the campuses. Also spoke on research conducted on issues with the city: developed a plan out of the Jacob Franz Institute to investigate indicators of poverty, and what investments would have to be made to move people out of poverty; a dual enrollment program with the public schools to assist students with completing their programs; and working on resolving the opioid crisis. Answered questions regarding “free tuition” announcements on city radio: Community College of Baltimore will let anyone graduating from Baltimore City public schools attend with free tuition. This initiative is called the Mayor's Scholars program. Money will be made available to pay for the remainder of tuition not covered by the Pell Grant. At this time, Coppin State University will accept these students to degree completion for free.
- Senior Vice Chancellor for Academic and Student Affairs, Joann Boughman spoke on the importance of inclusion and diversity across all campuses; the increasing opioid crisis and measures being implemented to combat the issue; budget cuts and budgetary concerns; improving communication; and continuing discussions regarding the Ombudsperson to support campuses (Chancellor's Council).
- Dr. Robert Kauffman offered a brief introduction into the issue of Academic Misconduct and the importance of discussion and Board of Regents interest into the issue.
- Educational Policy Committee Panel members (Elizabeth Brunn (UMUC), Sabrina Fu (UMUC), Ronna Schrum (Frostburg State University), Mary Crowley-Farrell (UMUC), Julie Simon (University of Baltimore) presented a PowerPoint presentation and demonstration of examples of student academic misconduct, research, and the severity of the issue across campuses to the participants. Discussion, question and answer session included. Meeting participants offered examples/personal experiences and insight into interventions to decreasing the problem.

- Dr. Robert Kauffman and Joann Boughman presented the topic and issue to the Board of Regents at the meeting on December 16, 2017.
- CUSF representatives engaged in group activities:
 - Dr. Sunshine Brosi, Legislative Affairs committee
 - Dr. Kelly Rock, Faculty Concerns Committee (topic of promotion and tenure, pay equality, furloughs)
 - Dr. Ronna Schrum, Educational Policy Committee (topic of academic dishonesty continued): waiting feedback from Board of Regents to determine direction for the project.
- As of January 1, 2018, Dr. Kelly Rock will also serve on the Educational Policy Committee

Adjourned at 1:40pm

Respectfully submitted,

Dr. Ronna Schrum, DNP, RN, CRNP

CUSF Representative

FACULTY SENATE MINUTES

Wednesday, February 14, 2018

4:00 PM

Lane Atkinson Room

Senators in Attendance: P. Allen, A. Bena, D. Blankenship, T. Bogart, S. Brassfield, S. Brill, S. Brosi, J. Browne, N. Buta, J. Dunmyre, T. English, M. Flinn, S. Henry, E. Kennedy, H. Li, J. Lombardi, R. Lowe, M. Monhan, B. Norris, J. Odone, M. Ramspott, K. Rock, R. Schrum, G. Snelson, T. Sigerstad, N. Tootoonchi, G. Wood

Also in Attendance: M. Michael, E. Throop

Excused: S. Duncan, J. Durst, D. Filer, D. Zheng

The meeting was called to order 4:06 p.m. by B. Norris.

VII. APPROVAL OF THE MINUTES

Faculty Senate Minutes of December 6, 2017 (Separate Blue Packet)

The minutes were approved without amendment.

VIII. ANNOUNCEMENTS

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

Wednesday, March 7, 2018

Wednesday, April 4, 2018

Wednesday, May 2, 2018

D. **Future Faculty Assembly Meetings**

February Faculty Assembly: Faculty Workload

Wednesday, February 28, 3:00 PM - 5:00 PM in 156 Gira CCIT. B. Norris encouraged all faculty to attend.

April/May Faculty Assembly: TBA

IX. REPORTS & INFORMATION

J. Chair's Report

K. Academic Affairs Committee (AAC) Report

L. Faculty Concerns Committee (FCC) Report

M. Graduate Council (GC) Report

N. Institutional Priorities & Resources Committee (IPR) Report

O. Council of University System Faculty (CUSF) Report

P. President's Report

The President was not able to attend Faculty Senate. The Provost included an update from his office in her oral report.

Q. Provost's Report (oral)

Enrollment Update: Fall to spring retention rates are better than they have been. The Provost provided an additional hand-out which she specified was proprietary information not be shared outside university. Data shows a 91.3% first to second semester retention rate, not far from goal of 93%. AIR provided data on paid deposits, which as of today is better than last year at this time in comparison. The Provost may ask department chairs to reach out to students who have not yet paid a deposit but who are in the range of 50-60% likely to attend using predictive analytics. Frostburg was the first school in the system to send out financial aid letters, Towson and Salisbury are just now doing that. We can expect a rise in deposits in the coming two weeks. Enrollment data is available using the business intelligence tool Heliocampus. The university is limited to 100 licenses which is why faculty at large do not

have access to it, however interested faculty are welcome to ask their department chairs, deans, or the Provost for specific data. The Provost will be visiting with community colleges in the hopes of completing full articulation agreements with those in Garrett, Allegany, Washington (HCC), Frederick, Montgomery, and Prince George's counties in order to make the transfer process more seamless. The President is interested in strengthening existing programs or programs that will have some demand (like Law & Society, moving to a Criminal Justice major which might draw more students).

Strategic Planning: The President, Provost, and deans are working to flesh out the strategic plan with measurable action items by end of February. The strategic planning group retreat is scheduled for July 19. B. Norris added that he met with President yesterday and the strategic planning document was shared at UAC and he has been instructed to share it with the full Senate, which he will do via email. Faculty should review and share feedback, and can also provide information that contributes to the action priorities.

Vacancies: Candidates are being interviewed for the Vice President of Administration and Finance. A candidate will be on campus next week for a second round of meetings. B. Norris shared that he was asked to identify groups to meet with the candidates for this position and he recommended that IPR should be included. If faculty feel additional groups should be included, they are encouraged to get in touch. The search for the Vice President of Regional Development and Engagement is beginning and the Provost hopes to bring candidates to campus soon, and faculty and staff will be included in the process. A search will also be launched for a Vice President of Enrollment Management, and that will include faculty, FTNTT faculty, and staff as well.

President's Lunches: The President has been inviting faculty members to have lunch and conversation.

Promotion and Tenure/Permanent Status Reviews: The Provost spent time in January reading applications for promotion and tenure/permanent status. She has also been reviewing first year evaluation files. She is very impressed and encouraged by the stellar work of the faculty on this campus. The teaching, scholarly work given the teaching load, faculty mentoring, and the commitment to service from current faculty is outstanding. Recommendation letters have been sent out, and the Provost made sure to include details in the letters that note which of each faculty member's activities have been found most outstanding. The Provost concluded that the university has done an excellent job in hiring and that the teaching, wider community service, and involvement in shared governance of our faculty has been truly remarkable.

Graduate Council: The Provost attended Graduate Council and participated in a rousing discussion of GA distribution. She will be pulling together a small group including representation from each college, to have a frank and open discussion about how GA's can be distributed so they're working in the most optimal way.

Additional Issues: The Provost has also been dealing with some personnel issues and she continues to work with various faculty to grapple with workload and compensation.

R. Questions

There were no questions.

X. OLD BUSINESS

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

AAC: <U:\AAC\Senate>

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

GC: <U:\GC\Senate Items>

IPR: <U:\IPR Committee\Senate>

VOTE REQUIRED: AAC 17-35 – PASSED

Summary Proposal	Rationale
<p>The Chemistry Department requests the following:</p> <ol style="list-style-type: none"> 1. Add a prerequisite of BIOL 310 Cell Biology for CHEM 455 Biochemistry I. 2. Under the Biochemistry Concentration for Chemistry Majors, add BIOL 310 Cell Biology to the Required Courses in Biology and increase the hours to 19. 3. Remove the required electives from the Biochemistry Concentration for Chemistry Majors. 4. Under the Professional Concentration for Chemistry Majors, add BIOL 310 Cell Biology to the Required Courses in Other Departments and change the hours from 8 to 12. 	<ol style="list-style-type: none"> 1. To ensure that students entering Biochemistry I have the same understanding of fundamental concepts required for Biochemistry I, and to allow introductory content to be covered more efficiently in Biochemistry I. Previous semesters have presented a Biochemistry I class with a mixture of students that had had Cell Biology and students that had not. This made it difficult to meet the needs of all students in the class. 2. To facilitate the addition of the BIOL 310 prerequisite for Biochemistry I. 3. The addition of BIOL 310 Cell Biology to Required Courses in Biology leads to 4 additional hours being required. Removing the 1-4 hours of Required Electives will keep the total number of hours required for the Biochemistry Concentration for Chemistry Majors to a minimum. 4. Professional Concentration students must take CHEM 455 Biochemistry I. Making BIOL 310 a prerequisite for CHEM 455 Biochemistry I will require the Professional Concentration students to take BIOL 310 Cell Biology.

VOTE REQUIRED: AAC 17-36 – PASSED

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</p> <ol style="list-style-type: none"> 1. A change in the number of credits for EDUC 335: Teaching Frameworks, a Phase I course taught exclusively in the EC/Elem program at USMH. The course is currently 2 credits and needs to be increased to 3 credits. 2. Revisions to the course description of EDUC 422. 	<ol style="list-style-type: none"> 1. The justification for this increase relates to additional course time necessary for a new micro-credentialing module instruction that will become part of the course in the future. In addition, many students who transfer to FSU ECE program at USM-Hagerstown are transferring in with an AAT degree are only required to take a course load that equals 11 credits. One of the major requirements is that the candidate needs to be registered for a minimum of 12 credits per semester and less than 12 credits has an impact on students' financial aid. 2. The description of the EDUC 422 course requires revision, in order to accommodate the new teacher performance assessment (EdTPA), which will be housed and completed in this course during the candidate's final semester. The proposed description identifies qualities of effective teaching that are measured by the assessment. The P-9 designation in the title needs to be removed so that this course can be required by other teacher education programs that will be using this course as their capstone requirement.

VOTE REQUIRED: AAC 17-37 – PASSED

Summary Proposal	Rationale
<p>The College of Business requests the following:</p> <ol style="list-style-type: none"> Proposes to remove the minimum “C” grade requirement for all courses to satisfy the minor in Management. Change of course description, frequency of offering, and number of credits for MGMT 494 – Internship in Management, going from 3 or 6 to 1-12, variable, repeatable for maximum of 12 credits. Change in the requirements for the Hospitality Management concentration, giving a local internship option to the required 12 credit study abroad component at Vanung University, and also adding GEOG courses (Geography of Tourism, Tourism Planning) to the list of electives. Change in the list of electives for the General Management concentration, adding Hospitality Management courses. Change in the list of electives for the Small Business/ Entrepreneurship concentration, adding Hospitality Management courses. A proposal to remove the minimum “C” grade requirement for all courses to satisfy the minor in Small Business/ Entrepreneurship. Change in requirements for the Global Business concentration, deleting INTR 491, the concentration capstone course, changing required hours in the concentration from 18 to 15, and expanding elective hours in the concentration from 9 to 12. 	<ol style="list-style-type: none"> The Management Department wishes to adopt the standard university rule requiring that a student have only an overall GPA of 2.0 in all courses taken to satisfy the minor. Adoption of this rule will allow a student to offset a poor grade in one course with a better grade in a different course. The proposed change is necessary to enable a related proposal, MGMT 2017-4. However, the change to variable credits is otherwise useful and aligns with the experiential learning goal of the university. The requirement to travel to our partner university in Taiwan has acted as a barrier to enrollment into the concentration. Adding a local option is needed to maintain the viability of the program. The change would give students flexibility among the management concentrations, allowing a student to start in Hospitality Management but switch to General Management without penalty. The change would give students flexibility among the management concentrations, allowing a student to start in Hospitality Management but switch to Small Business/ Entrepreneurship without penalty. The Management Department wishes to adopt the standard university rule requiring that a student have only an overall GPA of 2.0 in all courses taken to satisfy the minor. Adoption of this rule will allow a student to offset a poor grade in one course with a better grade in a different course. Beginning Fall, 2018, the department will no longer have faculty with expertise to teach the concentration capstone. Since adjunct faculty are not permitted to teach capstone courses, there is little alternative but to delete the INTR 491 requirement. The overall business capstone course, MGMT 485, remains and is not affected.

VOTE NOT REQUIRED: AAC 17-39

Summary Proposal	Rationale
<p>The Department of Physics and Engineering requests the following:</p> <ol style="list-style-type: none"> Change in Catalog Description/Prerequisites/Frequency: ENME 271, Numerical Methods in Mechanical Engineering 	<ol style="list-style-type: none"> With the change at UMD requiring their students to take the Aerospace Engineering programming course, the department curriculum committee discussed options for meeting this requirement for ME students at Frostburg. After some discussion, the department curriculum committee determined it may be best to modify the ENME 271 Numerical Methods course to include C++ content.

<p>2. Change in Existing Program's Requirements: Electrical Engineering – Course Description – Remove the leading paragraph in the section for Electrical Engineering</p> <p>3. Engineering BS at Cecil College – update the name of the program coordinator</p>	<p>2. The leading paragraph should be deleted since this program no longer exists.</p> <p>3. There has been a change in the name of the Coordinator for the BS program at Cecil College.</p>
--	--

VOTE NOT REQUIRED: AAC 17-40

Discussion: This can be taught separately from the study abroad experience and applies to intersession 2018.

Summary Proposal	Rationale
<p>The Department of English requests the following: Addition of a section of IDIS 350: The Slave Narrative</p>	<p>To be included as a component in a study abroad experience in the Dominican Republic during Intersession 2018.</p>

VOTE REQUIRED: GC 17-7 (PART III ALSO APPROVED BY IPR) – PASSED

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</p> <p>I. Courses</p> <p>1. Delete Course</p> <p>a. REED 518</p> <p>2. Change in Title and Credits</p> <p>a. REED 617 will become REED 517 to allow it to be cross-listed as REED 417</p> <p>b. EDUC 565 will increase from 1 to 3 credit hours</p> <p>c. EDUC 663 will increase from 2 to 3 credit hours</p> <p>II. Change in Existing Program's Requirements</p> <p>1. Praxis II/OPI/WPT has changed from a progression requirement to a requirement to be taken before graduation, not necessarily passed.</p> <p>2. The OPI/WPT passing score has been changed from Advanced Low to Intermediate High</p> <p>III. Suspension of USMH Program</p>	<p>REED 518 - The State of Maryland has changed what is required in reading courses for prospective teachers, and all required reading strategies and information are covered in REED 617, which remains a required course. REED 518 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.</p> <p>REED 417/517 - Allows the college to decrease the number of sections of this course required.</p> <p>EDUC 565 – to allow more time to learn and apply current instructional techniques to the classroom. It will also move from the summer session to intersession to allow the students to complete Practicum I before taking it. This will give students a better idea of classroom contexts for technology.</p> <p>EDUC 663 - to allow for more instruction in classroom management, a vital aspect of teaching.</p> <p>Praxis II/OPI/WPT – for consistency with other initial certification programs and to reflect state requirements and remove barriers.</p> <p>Suspend MAT Secondary at USMH due to low enrollment.</p>

1. The department requests that the USMH option of the MAT Secondary program be suspended	
IPR Addendum: IPR recommends this program have the resources to explore the cause of low enrollment in the MAT-S at USMH considering the number of students enrolled at HCC and the population of the region. IPR has strong reservations about the discontinuance of programs at USMH. IPR recommends if the Department of Educational Professions wishes, the department should have the proper resources to explore the feasibility of relaunching a revised MAT-S program at USMH.	

VOTE NOT REQUIRED: GC 17-8

Summary Proposal	Rationale
The Department of Educational Professions requests the following changes: Change in Course Frequency EDUC 640	The EDUC 640 course was previously required as a core course for all M.Ed programs. This change was made for the 2016-2018 catalog, but the frequency of the offerings for this course were not changed. The proposal would change the frequency in the course description to variable, with it offered at least once a year.

VOTE REQUIRED: GC 17-9 – PASSED

Summary Proposal	Rationale
The Educational Professions Department requests the following for the M.Ed. in School Counseling: Courses 1. Change of Catalog description /Prerequisite/Frequency Change SCCO 693 grading format Pass/No Pass to letter grade, A, B, C, or F II. Change Existing Program Requirements: 1. Increase from 45 to 48 credits via addition of 3 credits of elective 2. Change in credits. Add three-credit elective course SOCI 542 to School Counseling 45-credit Program. III. Identify accepted elective: The following courses will be accepted as electives: EDAD 628 School Law EDUC 558 Educational Technology for Teachers REED 540 Children's Literature SOCI 542 Juvenile Delinquency SPED 562 Introduction to the Education of Exceptional Children Other elective courses may be selected with approval from the Program Coordinator	SCCO 693 a. Letter grade option provides internship supervisors improved ability to assess and quantify students' applied knowledge, professional dispositions, skill strengths and weaknesses. b. Provides distinction among interns for field placement performance. Informs future employers about applicant's strengths and competence as a potential school counselor. c. Eliminates administrators' need to provide written confirmation of 'P' course grade as 'C or better' for districts' reimbursement SOCI 542 a. School Counseling Program literature states alignment with Council of Accreditation for Counseling Related Education Programs, which requires minimum 48-credit School Counseling Master's program. b. Adding a three-credit elective course substantiates required minimum credits which will align with CACREP recommendations. Electives: a. Using M.Ed. approved graduate program courses and SOCI 542 Juvenile Delinquency course as electives provides academic enrichment opportunities for students' professional development.

VOTE REQUIRED: GC 17-10 – PASSED

Summary Proposal	Rationale
<p>The Educational Professions Department requests the following for the M.Ed. Curriculum & Instruction Technology Track:</p> <ol style="list-style-type: none"> 1. Change Requirements for M.Ed. Curriculum & Instruction Technology Track <ol style="list-style-type: none"> a. Change required credits from 12 to 9. b. Restructure course sequence in Technology Track 2. The above change will also decrease the program degree requirements from 33-36 to 33 credits. 	<p>Technology is the only track which requires 12 credits instead of 9. To increase uniformity among the tracks in the program and increase enrollment in the technology track, the required credits will decrease to 9.</p> <p>The courses within the technology track will be streamlined to reflect current content and trends within the field of technology. Students will progress through a 3-course sequence, as in the other Curriculum & Instruction tracks. These courses will consist of EDUC 558, EDUC 635 and EDUC 645. The remainder of the courses will be removed from the track.</p>

VOTE REQUIRED: GC 17-11- PASSED

Summary Proposal	Rationale
<p>The Educational Professions Department requests the following for the M.Ed. Special Education Concentration:</p> <ol style="list-style-type: none"> 1. Decrease required credit hours for the degree from 39-42 to 36 2. Add practicum course experience – New Course SPED 696 Practicum in Special Education (3 cr.) 3. Decrease special education core course requirements from 24 to 21 credits (this will happen via the elimination of one course from the program requirements, moving another to the elective options and increasing 3 courses (SPED 602, 603, 604 from 3 credits to 4 credits) 4. Decrease Elective requirement from 3-6 credit to 3 credits 5. Add new course SPED 607 Teaching Students within the Autism Spectrum. This course was being taught as a 590 Special Topics course but has been taught for many semesters and will be transitioned to a SPED course as a result. 6. Identify approved electives 7. Delete courses: SPED 510, SPED 563 8. Change course description: SPED 506, SPED 551, SPED 552, SPED 581, SPED 582, SPED 601, SPED 602, SPED 603, SPED 604, SPED 691 	<p>The Department of Educational Professions, in the College of Education at Frostburg State University (FSU) is proposing curriculum revisions to the Special Education Concentration in the M.Ed. Program, in order to update the program to respond to current trends in the field and align to the Council for Exceptional Children standards.</p> <p>The M.Ed. Special Education concentration also requires revisions in order to provide an opportunity to provide clinical practice through the completion of practicum hours in special education settings. These revisions provided an opportunity to add 6 hours of practicum while decreases the overall course credits from 39/42 to 36.</p> <p>This also created an opportunity to update language in the course descriptions and program to stay current with the changes that have occurred nationally in special education.</p> <p>These changes to the program will not require any new resources or faculty. The current faculty will be able to supervise the practicum hours due the overall decrease in workload due to the reduction in credits.</p>

XI. NEW BUSINESS

CUSF SURVEY OF SENATE CHAIRS ON THE STATE OF SHARED GOVERNANCE

The survey has been issued for four years. There are multiple options to complete the survey. Option #1 is for the Senate Chair to complete the survey in isolation. B. Norris is not interested in that option, and would like feedback from additional faculty. R. Kauffman provided additional information about the survey and the purpose. The Chancellor of the USM has requested this survey be completed by all governance organizations: faculty, staff, and students. The survey will result in two reports, a summary report and then a more extensive report. The reports will be used in the yearly evaluation of the President. The Chancellor takes the information from the reports very seriously. The summary report will be publicly available, the more detailed full report will go to the Chancellor privately. If the only feedback included in the survey is that of the Senate Chair, the report doesn't hold much water. The institution's response to this survey should be more representative and factor into the response the thoughts and experiences of as many faculty as possible without having faculty members each fill out the survey individually. The survey instrument has gone through several revisions.

After much discussion regarding who should provide feedback and how specific questions can be addressed, it was decided that B. Norris will send the survey out to all the Senators and Senators can share the survey with others if they choose. He will also share the survey with a small group of additional faculty from subcommittee, advisory groups, and past Senators who have served recently. B. Norris will collate the responses and prepare the final survey response using that feedback.

ADDITIONAL DISCUSSION:

A subsequent discussion occurred regarding the role of the Senate. Concerns were regarding Senate proposal discussion not being very robust. It was pointed out that proposals have been through several layers of vetting prior to reaching Senate for approval, so it is not unusual that not much additional discussion to take place.

There were additional questions about the strategic plan. The strategic planning document will be shared with Senators. The strategic planning process was explained by faculty who were serving on that committee last year. Administration would like feedback on the draft document and would also like faculty members to provide evidence of how action priorities are being met.

Faculty workload was again discussed in anticipation of the Faculty Assembly scheduled for 2/28/18. It was pointed out that while anecdotal reports continue to be made regarding faculty teaching without compensation, no data has been produced that confirms that. B. Norris asserted that data should be available for at least the last two years based upon contracts being kept by the Office of Human Resources and data available through AIR. Last year AIR conducted a presentation on some of the curious ways the current workload policy was being exploited by faculty members and also how faculty members were being exploited. That data can be requested, although there is no guarantee that the request will be granted. Department chairs

should also have data available on annual workload worksheets for every person in the department. There is confusion amongst faculty members with regard to what is being paid for and what isn't, often contracts don't specify or are not clear. Administrative assistants might have more detailed data in their files and Payroll could have data as well.

Banking is also still an issue. The Provost supports workload banking but it was vetoed because AIR says it cannot track banking. There also needs to be investigation into improper calculations of faculty workload. There are also discrepancies between the three colleges. B. Norris will seek information from the department chairs regarding faculty who are not being compensated for overloads this academic year. B. Norris also encouraged faculty who are currently not being compensated for teaching loads to report it to the chair of the Faculty Workload and Compensation Subcommittee. P. Allen reiterated that no reports have been brought to the Faculty Ombudsperson Subcommittee regarding this issue, possibly due to fear of job loss.

XII. ADJOURNMENT

The meeting was adjourned at 5:25 p.m. by B. Norris.