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FACULTY SENATE NEWSLETTER

March 2019

A MESSAGE FROM THE CHAIR OF FACULTY

Colleagues,

Here are some updates on faculty shared governance topics.



Faculty Workload Survey. The Faculty Workload and Compensation Subcommittee is gathering information on the application of the [Faculty Scheduled Workload Compensation Policy](#). On behalf of the Subcommittee, I ask you to take a brief survey. Click [here](#), or copy and paste the link below. The Subcommittee wants to know rather you were initially satisfied with the way your workload was calculated at the beginning of the semester (including your overload compensation, if applicable). If not, the Subcommittee wants to know about whether your issue was resolved. The survey is anonymous, but there is an option to identify yourself if you want the Subcommittee to contact you for follow-up. Only the Subcommittee members will have access to your responses.

<https://forms.office.com/Pages/ResponsePage.aspx?id=0V75uBqgRkkBBA0mdHjTo-VpsVr2VWJMqHRUWmEmxjxUQkqwTzIWUEJZU0JRNvhaNfNFRDQxU1E3TC4u>

Faculty Assembly. The second Faculty Assembly for this academic year will be held the last week of March. The Institutional Priorities and Resources Committee has been hard at work reviewing data on low performing programs at FSU and developing a process to increase faculty input in the review of low performing programs. IPR will present the results of its work, including the process developed, for feedback at this Assembly. Please note that for this purpose, IPR is using MHEC's definition of low performing programs, which provides a benchmark of number of graduates per year (5 for Bachelor's, 3 for Master's, and 1 for Doctorate) or the corresponding three-year average. I will send a separate invitation with more details once the room, date, and time are finalized.

Re-Envisioning the General Education Program. The General Education Program Review Committee has completed the information gathering phase of its GEP review, and it is launching the Re-Envisioning portion of its work with a Town Hall meeting from 4-5 PM on Tuesday, March 12, in the ARMAH. All faculty and staff received an invitation from Mike Matthias last week. An overwhelming majority of respondents on the student and faculty/staff surveys agreed that changes are needed to improve the GEP (80% on each survey). Please plan to attend this Town Hall as the GEPRC moves forward on identifying the major parameters of a re-envisioned GEP.

Excellence in Academic Advising. The conditions committees of the Excellence in Academic Advising Task Force are continuing their work on assessing the current state of academic advising at FSU. This self-study will form the basis for an action plan for improvements. Thank you to everyone involved, whether you are serving on a conditions committee or if you have provided feedback to one of the committees. Be on the lookout for an update on our progress later this month or early April.

Faculty Elections. 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. Please respond to the call by nominating yourself to stand for election to the Faculty Senate, a Committee, Subcommittee, or Advisory Group. If you know someone else who you think should run and serve, encourage them to do so. 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.

Best,

Benjamin Norris
Associate Professor of Chemistry
Chair of the Faculty
345 Compton Science Center
301.687.4157
bnnorris@frostburg.edu

[Learner Input Strategic Ideation Individualization](#)

FACULTY SENATE ROSTER

Faculty Senate Steering Committee

Benjamin Norris, Chair of the Faculty
Holly Currie, Vice Chair of the Faculty
Sally Stephenson, Secretary
Mike Murtagh, Chair of the University Chairs Council
Travis English, Chair of the Academic Affairs Committee
Justin Dunmyre, Chair of the Faculty Concerns Committee
Jamelyn Tobery-Nystrom, Interim Chair of the Graduate Council
Mike Flinn, Chair of the Institutional Priorities and Resources Committee

Academic Affairs Committee

Travis English, Visual Arts
Jacqueline Durst, Kinesiology & Recreation
Daniel Filer, Philosophy
Stefanie Hay, Nursing
Darrell Rushton, Theatre & Dance
Joanna Shore, Management
Gerald Snelson, English & Foreign Languages and Literature

Graduate Council

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

Faculty Concerns Committee

Justin Dunmyre, Mathematics
Shoshana Brassfield, Philosophy
Skott Brill, Philosophy
Jennifer Browne, English & Foreign Languages and Literature
Jennifer Earles, Sociology
Sean Henry, Library
Heather Hurst, Educational Professions
Jamison Odone, Visual Arts
Chelsea Schrader, Accounting

Institutional Priorities and Resources

Michael Flinn, Computer Science & Information Technologies
Phillip Allen, Geography
Diane Blankenship, Kinesiology & Recreation
Erica Kennedy, Psychology
Randall Lowe, Library
Brent Weber, Music
William Wetherholt, Geography

Council of University System Faculty Representatives

Robert Kauffman, Kinesiology & Recreation
John Lombardi, Communication
Kelly Rock, Nursing

FACULTY SENATE AGENDA

Wednesday, March 6, 2019

4:00 PM

Lane Center Atkinson Room

I. APPROVAL OF THE MINUTES

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

II. ANNOUNCEMENTS

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

Wednesday, April 3, 2019

Wednesday, May 1, 2019

B. **Future Faculty Assembly Meetings**

March Faculty Assembly: Last Week of March – Low Performing Programs

April/May Faculty Assembly: TBA

III. REPORTS & INFORMATION

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

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

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

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

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

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

G. President's Report (oral)

H. Provost's Report (oral)

IV. OLD BUSINESS

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

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

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

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

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

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

VOTE REQUIRED: GC 19-1

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following:</p> <ol style="list-style-type: none">1. Change in Existing Program's Prerequisite Requirements<ol style="list-style-type: none">a. Add the following courses as required prerequisites for the MSAT Program: Biology with lab Physics with lab Chemistry with lab General/Introduction to Psychology <i>Annotation: The program determines the classes that meets these standards and supports the program's curricular plan.</i>	<ol style="list-style-type: none">1. Rationale: CAATE recently released the updated <i>2020 Standards for Accreditation of Professional Athletic Training Programs</i>. One of the standards requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level. This standard will take effect July 1, 2020. To prepare for this mandate, the program would like to update the prerequisite courses now to be published in the new FSU 2019 course catalog.

VOTE REQUIRED: GC 19-2

Summary Proposal	Rationale
<p>The Department of Educational Professions (M.Ed. interdisciplinary program) requests the following:</p> <ol style="list-style-type: none">1. catalog language change from requirement of courses from two different departments to use of a focus area,2. change capstone requirement to EDUC 700 and reduce required capstone credits to three, and3. add courses (HIED 600, HIED 601, HIED 602) to catalog that were previously taught as special topics courses	<ol style="list-style-type: none">1. Limiting the student to taking courses from two departments limits the students' ability to take courses that will develop them professionally within the College of Education. Most of the Education courses fall within the department of Education Professions but the courses are in various concentration which are their own discipline. Therefore, the definition of discipline should not be limited to departments but be limited to developing courses within an area of focus which aligns with the various available M.Ed. concentrations.2. There is a need to assure that students have a research component as required by CAEP. Eliminating the option of 6 credits of Elective coursework and requiring 3 credits of EDUC 700 will satisfy the CAEP requirement.3. Many of the students entering the M.Ed. Interdisciplinary program are looking to enter into Higher Education. These courses were developed and taught one time as EDUC 590 courses and are now being requested to be placed in the catalog list of courses to

	offer to students seeking this focus area.
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VOTE NOT REQUIRED: AAC 18-25 (THE FACULTY SENATE ALREADY APPROVED AN AMENDMENT TO ADD THE HIGHLIGHTED LANGUAGE AT THE NOVEMBER 7, 2018 MEETING)

Summary Proposal	Rationale
<p>The Registrar’s Office requests the following: The Registrar’s Office recommends changes to the section on “Academic Standards” and “Academic Regulations & Procedures” in the Undergraduate Catalog:</p> <ol style="list-style-type: none"> 1. Changing the definition of an FX grade, and <p>Removing the deadline for when a W or WF can be assigned after the withdraw period each term.</p>	<p>The suggestion for the revision was presented at the Faculty Senate on October 2018, to clarify how (and that) and “FX” grade applies to online instruction, and may be awarded in an online class. The proposed suggestion went back to Academic Standards Subcommittee for review and approval. The Academic Standards Subcommittee approved the revision as suggested, and is submitting the following amended statement to Academic Affairs.</p> <p>FX Failure for non-attendance (if you never attended class or stopped attending during the term without officially withdrawing, or, for an online class, if you never logged in and participated or if you stopped performing course activities, without officially withdrawing. An FX grade will affect your GPA the same as an F grade. Failure to pass the course because you did not take the final exam or complete other course requirements will be recorded as an F grade rather than an FX.)</p>

VOTE NOT REQUIRED: AAC 19-01

Summary Proposal	Rationale
<p>The Department of Visual Arts requests the following:</p> <p>1) revised catalog language for the Art and Design Major. Add the following statement to program requirements. Page (77) of the 2017-2019 undergraduate catalog. Current language:</p> <ul style="list-style-type: none"> • You must successfully pass the Studio Focus Review (ART 291) and Senior Review (ART 491). <p>Proposed language:</p> <ul style="list-style-type: none"> - You must successfully pass Studio Focus Review (ART 291- <u>concurrent enrollment in second advanced studio course</u>) and Senior Review (ART 491 - <u>concurrent enrollment in ART 411</u>) <p>The Department of Visual Arts’ Curriculum Committee is proposing revised catalog language for the following</p>	<p>1) Because of limitation in PAWS, the phrase, “concurrent enrollment in ART 291 during second advanced course” is now covered under academic advising and program requirements. Students are still expected to enroll in <i>ART 291 Focus Review</i> when they enroll in a second advanced studio course in their chosen focus area.</p> <p>2) (ART 18-02 and 03) The description changes for 402, 407, 414, 421, 432, 435, and 440 are intended as updates. Frequencies and course numbers are not being changed. The exclusion of “concurrent enrollment in ART 291 during second advanced course” in the descriptions is now covered under academic advising and program</p>

<p>Art and Design advanced studio course descriptions (ART 402, ART 407, ART 414, ART 421, ART 432, ART 435, and ART 440). Page (161) of the 2017-2019 undergraduate catalog. Current language: Prerequisites: concurrent enrollment in ART 291 and second advanced course. Proposed language: Prerequisite: (current Introductory studio course), <u>delete any reference to “concurrent enrollment in ART 291 and second advanced course.”</u></p> <p>2) revised catalog language for the following Art and Design advanced studio course descriptions (ART 402, ART 421, ART 432, ART 435, and ART 440. Currently, there are four advanced studio courses (ART 407, ART 414, ART416, and ART 452) which have such language; the other five advanced studio courses should likewise be enabled.</p> <p>Page (161) of the 2017-2019 undergraduate catalog. Current language: Prerequisites: (Introductory studio course); concurrent enrollment in ART 291 and second advanced course. Proposed language: Prerequisite: (Introductory studio course); <u>or permission of instructor.</u></p>	<p>requirements. Students are still expected to enroll in <i>ART 291 Focus Review</i> when they enroll in a second advanced studio course in their chosen focus area. For courses 402, 421, 432, 435, and 440 the phrase, “or permission of instructor” is being included to afford students with demonstrated skills to enroll in an advanced course to further develop their expertise.</p>
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VOTE NOT REQUIRED: AAC 19-04A

Summary Proposal	Rationale
<p>The Department of Geography requests the following: 1] <u>Change in pre-requisites</u> of GEOG 275 Fundamentals of Geographic Data Handling</p> <p>2] <u>Change in course title</u> of GEOG 470 Soil and Water Engineering</p>	<p>The Department of Geography seeks to change the course descriptions and/or titles of three of its courses. This proposal will change the MATH requirements for one course and better describe another course.</p>

VOTE NOT REQUIRED: AAC 19-07

Summary Proposal	Rationale
<p>The Department of Nursing Requests the following: To meet both state and accreditation requirements students in the Bachelor of Science in Nursing program must complete specific general education courses under the General Education Program core and natural and social sciences.</p>	<p>This proposal clarifies the text in the catalog to allow for tracking of these required courses for the Bachelor of Science in Nursing by the Registrar’s Office through the PAWS system. This will alleviate the manual tracking of these courses within the Department of Nursing and ensure that students graduate meeting all nursing-specific GEP requirements.</p>

VOTE REQUIRED: AAC 19-08

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following:</p> <ol style="list-style-type: none"> 1. Add two new courses: ADSP 348 Adaptive and Inclusive Adventure Sports and ADSP 342 Fitness and Nutrition in Adventure Sports 2. Change in Program Requirements: change in the total required number of credits from 49 to 61; addition of several required courses: ASI 110 Backcountry Living Skills; RECR 201 Introduction to Recreation and Parks (or ASI 110); RECR 382 Program Planning (or ASI 200); RECR 394 Environmental Interpretation; Remove ADSP 480 as a required course. 3. Change of catalog descriptions for the following courses: ADSP 330, ADSP 340, ADSP 350, ADSP 360, and ADSP 382 4. Revise bullet points for program description 	<p>These changes are a result of deficiencies identified by the new faculty hired in the program based on discussions with students.</p>

VOTE REQUIRED: AAC 19-09

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following: To offer an already existing course as a GEP Group C 3 credit course:</p> <ol style="list-style-type: none"> 1. Existing Course: <ol style="list-style-type: none"> a. EXSS 200 Nutrition 2. Change of Catalog Description: <ol style="list-style-type: none"> a. EXSS 200 Nutrition 3 cr. Principles of nutrition. The effect of food habits on family health. Nutritional requirements for different stages of human development. Application to various economic levels and social backgrounds. Every semester. GEP Group C. 3. Change in Existing Program's Requirements: Exercise and Sport Science <ol style="list-style-type: none"> a. No change in existing EXSS program. b. Addition of EXSS 200 as an option for Natural Sciences credits in the General Education Program – Interdisciplinary Option (IDIS 160 	<p>Rationale:</p> <ol style="list-style-type: none"> 1. For majors that only require 7 credits to fulfill their Natural Science, this 3 credit course would meet their requirements. This includes the College of Business, College of Liberal Arts Studies, and College of Education. 2. For majors that require Nutrition, either as a pre-requisite or major requirement, this course would allow those students to complete major requirements as well as a Natural Science. 3. For students that are not required to take Nutrition for their major, they can choose to take a Natural Science course to apply to everyday life. Students enrolled in Recreation and Park Management, Adventure Sports Management, as well as those linked in with Psychology and Sociology would find this option very appealing and beneficial to their course of study. 4. Students currently struggle enrolling in IDIS 160 courses due to lack of availability. This leaves students waiting until they are upperclassmen to enroll. Even at this point some are forced into a 4 credit science course, instead of the 3 credit they need, due to availability. 5. This addition to the GEP options is not predicted to affect other majors, other courses, class frequency, or staffing. This course is already in the catalog, taught by a full time

<p>Science, Technology, and Society or EXSS 200 Nutrition)</p> <p>4. Program or Substantial Modification to Program: Exercise and Sport Science</p> <ol style="list-style-type: none"> a. No program modifications. b. Course proposal to add to GEP Group C Natural Science offerings under the Interdisciplinary Option (IDIS 160 Science, Technology, and Society or EXSS 200 Nutrition) 	<p>contractual faculty member, and a requirement for four programs on campus. This course will reach the non-health majors and encourage them to learn more about this topic. This can be done through adopting EXSS 200 Nutrition as a Natural Science option for the GEP courses.</p> <p>6. There is no dispute that obesity, health, and nutrition are growing concerns in the country. Offering this course part of the General Education Program will offer students the opportunity to learn more about the importance of nutrition for a healthy living.</p> <p>7. Currently, transfer students are able to transfer to FSU Nutrition courses completed at a Community College as a Natural Sciences requirement in the GEP. Thus, the students taking the EXSS 200 Nutrition course at FSU should be given the opportunity to have the course counted towards their General Education Program as well.</p>
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VOTE REQUIRED: AAC 19-10 (ALSO REVIEWED BY IPR)

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following: changes to the Undergraduate Bachelor of Science in Athletic Training Program, the majority of which comply with updated standards from the Commission on Accreditation of Athletic Training Education (CAATE):</p> <ol style="list-style-type: none"> 1. Suspension of Program <ol style="list-style-type: none"> a. Bachelor of Science in Athletic Training 	<p>Rationale: Currently, the Commission on Accreditation of Athletic Training Education (CAATE) mandates all athletic training education preparation programs transition to a master's degree by 2022. Students will have to earn a Master of Science degree in athletic training before challenging the Board of Certification exam to become a Certified Athletic Trainer; therefore, athletic training education programs will not be permitted to accept undergraduate students beginning fall 2022. To prepare for the accreditation requirements, the Kinesiology & Recreation Department has created a 2-year Master of Science in Athletic Training Program as well as a 5-year Combined Bachelor of Science in Exercise and Sport Science/MSAT Program to begin in fall 2019. These new programs have been approved by USM and MHEC. FSU's current undergraduate Athletic Training Program will need to be suspended until the final cohort graduates in spring 2021.</p>

VOTE REQUIRED: AAC 19-11

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following: Changes to the Combined BS-EXSS/MSAT Program, the majority of which comply with updated standards from the</p>	<ol style="list-style-type: none"> 1. Rationale: CAATE recently released the updated <i>2020 Standards for Accreditation of Professional Athletic Training Programs</i>. One of the

<p>Commission on Accreditation of Athletic Training Education (CAATE):</p> <ol style="list-style-type: none"> 1. Change in Existing Program’s Prerequisite Requirements <ol style="list-style-type: none"> a. Add the following courses as required prerequisites for the MSAT Program: <ul style="list-style-type: none"> Biology with lab Physics with lab Chemistry with lab General/Introduction to Psychology <p>Proposed Amendment: Amend AAC 19-11 to include language added as an amended to GC 19-1 by Graduate Council: <i>Annotation: The program determines the classes that meets these standards and supports the program’s curricular plan.</i></p>	<p>standards requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level. This standard will take effect July 1, 2020. To prepare for this mandate, the program would like to update the prerequisite courses now to be published in the new FSU 2019 course catalog. Listing these courses as prerequisites will not significantly affect other departments. These courses currently serve as part of FSU’s required general education courses and fulfill EXSS course elective requirements. These courses are currently scheduled within the Combined BS-EXSS/MSAT Program curriculum; the only change is to list them as required prerequisites for the MSAT Program.</p>
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VOTE NOT REQUIRED: AAC 19-12

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following:</p> <ul style="list-style-type: none"> - Update course frequency for the following courses: PHEC 360, PHEC 361, PHEC 362, PHEC 364, PHEC 365, PHEC 366, PHEC 369, PHEC 405, PHEC 412, PHEC 420, PHEC 481 - Change of course title, credit hours, and description for PHEC 109 Aerobic Fitness - Deletion of the following courses: PHEC 115, PHEC 175, PHEC 303, PHEC 341, PHEC 401, PHEC 410, PHEC 411, PHEC 413, PHEC 435, PHEC 482, PHEC 492, PHEC 495, HEED 311, HEED 416, HEED 418, PHEC 164, PHEC 165, PHEC 166, PHEC 167, PHEC 168, PHEC 169. <p>These courses that are currently listed as Exercise and Sport Science or Health and Physical Education courses, or courses that currently do not exist in our curriculum and are not being offered.</p>	<p>The proposed changes to the Coaching Minor and the Physical Education (PHEC) courses are coming to better reflect the current course offerings in the Coaching minor, the faculty currently teaching courses in the minor, and also the PHEC courses that are currently taught in the Exercise and Sport Science and Health and Physical Education programs.</p>

VOTE NOT REQUIRED: AAC 19-13

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following: Changes in catalog</p>	<p>These changes are coming to better reflect the course content by making changes in course</p>

description and course frequency for: HPED 103, HPED 204, HPED 205, and HPED 408.	description and also it identifies more specifically when the courses are offered.
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VOTE REQUIRED: AAC 19-14 (ALSO REVIEWED BY IPR)

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following: Suspension of Therapeutic Recreation Concentration under the Recreation and Parks Management Major</p>	<p>The concentration in Therapeutic Recreation is being proposed for suspension due to low student enrollment and lack of faculty to support the concentration. The program requires Certified Therapeutic Recreation Professionals to teach in the program. Currently due to lack of resources, the department cannot hire new faculty to sustain the program. The concentration has no specific resources assigned to it; the courses in the concentration have been taught primarily by adjunct faculty and as overload by current faculty. Thus, the suspension of the program will not impact in any way the resources for the program.</p>

VOTE REQUIRED: AAC 19-15

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following:</p> <ul style="list-style-type: none"> - The core RPM courses: changing previously approved course numbers in the catalog; changing course frequency) - The Community Program Delivery concentration: change in requirements for the concentration - The Hospitality Management and Tourism concentration: changes in requirements for the concentration (the changes proposed are coming to reflect the Hospitality Management curriculum currently offered at Allegany College). - The Adventure Sports Management concentration: changes in requirements for the concentration. 	<p>Rationale: Group A Recreation courses - adding and deleting courses to the list of optional courses: The students need more options across the academic year to meet this group’s requirements.</p> <p>Hospitality Management and Tourism: the changes proposed are coming to reflect the Hospitality Management curriculum currently offered at Allegany College.</p> <p>Adventure Sports Management: the proposed changes to the adventure sports management concentration are coming to reflect and integrate courses from the adventure sports management major)</p>

VOTE NOT REQUIRED: AAC 19-16

Summary Proposal	Rationale
<p>The Department of Chemistry Requests the Following: Addition of a new IDIS 150 course: The Science of Learning.</p>	<p>In the First-Year Colloquium “The Science of Learning” students will examine the many topics that have an impact on human learning. These topics span many disciplines including biology, psychology, neurology, and human health. Students will explore the neuroscience</p>

	of learning, the impact of physical and mental health on learning, and evidence backed effective learning strategies.
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VOTE REQUIRED: FCC 18-16(H)

Summary Proposal	Rationale
<p>FCC moves that, on page B-1 of the handbook, we update references to “Instructional Design and Delivery” to refer to the appropriate name of that office, and to include the following language: “Frostburg State University Online Education Procedures, Guidelines and Information’ can be found at https://www.frostburg.edu/online/online-policies-and-guidelines.php.”</p>	<p>This motion corrects an incorrect name and provides a link to a useful resource for teaching online.</p>

VOTE REQUIRED: FCC 18-19(H)

Summary Proposal	Rationale
<p>FCC moves that we amend the FCC charter to include the Chair of the Faculty 11 Senate as an ex-officio, non-voting member.</p>	<p>The Chair of FCC has noted just how very useful the Chair of the Senate has been in deliberations, as well as in capacity to seek and relay information on behalf of FCC (e.g. to the President). As such, it has been commonplace for the Chair of the Senate to attend FCC meetings. The Chair of the Senate is not, however, an official member of FCC. The Chair of FCC therefore seeks to codify the Chair of Senate's attendance at FCC.</p> <p><i>FCC Chair's note: We settled on non-voting member because it is easier to add voting later, rather than take it away. The Chair of Faculty is already a voting member of IPR, so we viewed this as a way of limiting the power of an already politically strong position.</i></p>

VOTE REQUIRED: FCC 18-20(H)

Summary Proposal	Rationale
<p>FCC moves that we amend the FCC charter, on page C-28, to read “Officers shall include a Chair, Vice-Chair and Secretary. Officers shall be selected by the Committee. The Chair shall be selected at the last meeting of the academic year to serve for the next year, and other officers shall be</p>	<p>Oftentimes, newly elected members of FCC are unable to attend the last meeting of the semester, which is the time set aside in the charter for elections of officers. Last year, we elected the Chair</p>

<p>selected at the first meeting of the academic year to serve for the remainder of that year.”</p>	<p>of FCC, and then pushed the remaining officer elections to this year. The Chair of FCC seeks to codify this practice. The pertinent section of the FCC charter reads: “Officers shall include a Chair, Vice-Chair and Secretary. Officers shall be selected by the Committee at the end of each academic year and shall serve terms of one year.”</p>
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VOTE REQUIRED: FCC 18-23(H)

Summary Proposal	Rationale
<p>FCC moves that we add the body of USM Policy II-2.25 to the USM Policies and Statements section of the Faculty Handbook.</p>	<p>The handbook, on page A-57, gives a brief description of measures to support families in the event of birth or adoption of a new child. These measures are in accordance with USM Policy II-2.25. The handbook later goes on to provide a link to USM Policy II-2.25, which is the “POLICY ON PARENTAL LEAVE AND OTHER FAMILY SUPPORTS FOR FACULTY.” This proposal is to also include the body of USM Policy II-2.25 in the section of the Faculty Handbook titled “USM Policies and Statements.”</p>

VOTE NOT REQUIRED: FCC 19-05

Summary Proposal	Rationale
<p>FCC is resolved that, given the number of weather-related closures, FCC will permit and encourage an extension of all deadlines relating to the annual faculty evaluation process for three class days. The only exceptions are the June 30 deadline for the provost to file the summary report on Evaluation/Merit with FCC and the June 30 deadline for the President to notify Faculty Members of Merit decision, as June 30 is the end of the fiscal year. Thus, those deadlines cannot be extended. Thus, the following deadlines are extended.</p>	<p>This resolution was passed in response to a request for guidance from department chairs on whether they could extend evaluation deadlines given the weather-related closures.</p>

VOTE REQUIRED: IPR 18/19-1H

Summary Proposal	Rationale
<p>Faculty Workload & Compensation Subcommittee requests to modify their charter</p>	<p>The committee would like to invite the chair of Academic Department Chair’s Council to be a member of the committee. This would establish a direct link to the department chairs, as the chairs are the ones that directly deal with workload policy</p>

V. NEW BUSINESS

As needed.

VI. ADJOURNMENT

REPORTS TO THE FACULTY SENATE

CHAIR'S REPORT

Faculty Workload Survey. The Faculty Workload and Compensation Subcommittee is gathering information on the application of the [Faculty Scheduled Workload Compensation Policy](#). On behalf of the Subcommittee, I ask you to take a brief survey. Click [here](#), or copy and paste the link below. The Subcommittee wants to know rather you were initially satisfied with the way your workload was calculated at the beginning of the semester (including your overload compensation, if applicable). If not, the Subcommittee wants to know about whether your issue was resolved. The survey is anonymous, but there is an option to identify yourself if you want the Subcommittee to contact you for follow-up. Only the Subcommittee members will have access to your responses.

<https://forms.office.com/Pages/ResponsePage.aspx?id=0V75uBgqRkKBBAOmdHjTo-VpsVr2VWJMqHRUWmEmxjxUQkkwTzIWUEJZU0JRNvhaNFNFRDQxU1E3TC4u>

Faculty Assembly. The second Faculty Assembly for this academic year will be held the last week of March. The Institutional Priorities and Resources Committee has been hard at work reviewing data on low performing programs at FSU and developing a process to increase faculty input in the review of low performing programs. IPR will present the results of its work, including the process developed, for feedback at this Assembly. Please note that for this purpose, IPR is using MHEC's definition of low performing programs, which provides a benchmark of number of graduates per year (5 for Bachelor's, 3 for Master's, and 1 for Doctorate) or the corresponding three-year average. I will send a separate invitation with more details once the room, date, and time are finalized.

Re-Envisioning the General Education Program. The General Education Program Review Committee has completed the information gathering phase of its GEP review, and it is launching the Re-Envisioning portion of its work with a Town Hall meeting from 4-5 PM on Tuesday, March 12, in the ARMAH. All faculty and staff received an invitation from Mike Matthias last week. An overwhelming majority of respondents on the student and faculty/staff surveys agreed that changes are needed to improve the GEP (80% on each survey). Please plan to attend this Town Hall as the GEPRC moves forward on identifying the major parameters of a re-envisioned GEP.

Excellence in Academic Advising. The conditions committees of the Excellence in Academic Advising Task Force are continuing their work on assessing the current state of academic advising at FSU. This self-study will form the basis for an action plan for improvements. Thank you to everyone involved, whether you are serving on a conditions committee or if you have provided feedback to one of the committees. Be on the lookout for an update on our progress later this month or early April.

Faculty Elections. 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. Please respond to the call by nominating yourself to stand for election to the Faculty Senate, a Committee, Subcommittee, or Advisory Group. If you know someone else who you think should run and serve, encourage them to do so. 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

Monday, February 18th, 2019

4:15 pm

Compton 237

Attending: Travis English, Chair; Stefanie Hay; Daniel Filer; Benjamin Forrest; Gerry Snelson; Melody Kentrus, UUCR; Kim Hixson, Dean’s Council; Jodi Ternent, Registrar’s Office; Lea Messmean-Mandicott, Library

- I. Call to order at 4:26
- II. Approval of the 12/11/2018 minutes without amendment
- III. Reports:
 - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: No reporting items.
 - b. Dean’s Council-Dr. Kim Hixson: No reporting items.
 - c. Registrar’s Office-Ms. Jodi Ternent: The Excellence in Academic Advising Taskforce is moving along with its business. “A student survey about advising should be distributed this week, faculty should look for a request from the president.”
 - d. [UUCR](#)-Dr. Melody Kentrus: Two items reviewed: 1) The inclusion of a Nutrition course in the GEP and 2) The Science of Learning as an IDIS course.
 - e. AAC Chair-Dr. Travis English: We welcomed Dr. Hixson to the committee and introduced ourselves.
- IV. Old Business:

18-25	The Registrar’s Office requests the following: The Registrar’s Office recommends changes to the section on “Academic Standards” and “Academic Regulations & Procedures” in the Undergraduate Catalog: <ul style="list-style-type: none"> 2. Changing the definition of an FX grade, and 3. Removing the deadline for when a W or WF can be 	Rationale: The suggestion for the revision was presented at the Faculty Senate on October 2018, to clarify how (and that) and “FX” grade applies to online instruction, and may be awarded in an online class. The proposed suggestion went back to Academic Standards Subcommittee for review and approval. The Academic Standards Subcommittee approved the revision as suggested, and is submitting the following amended statement to Academic Affairs. <p style="margin-left: 40px;">FX Failure for non-attendance (if you never attended class or stopped attending during the term without officially withdrawing, or, for an online class, if you never logged in and participated or if you stopped performing course activities, without officially withdrawing. An FX grade will affect your GPA the same as an F grade. Failure to pass the course because you did not take the final exam</p>	Vote Required by AAC, not by Senate; amendments already advanced approved by Senate.
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	assigned after the withdraw period each term.	or complete other course requirements will be recorded as an F grade rather than an FX.)	
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IV. New Business:

<p>19-01</p>	<p>The Department of Visual Arts requests the following:</p> <p>1) revised catalog language for the Art and Design Major. Add the following statement to program requirements. Page (77) of the 2017-2019 undergraduate catalog. Current language:</p> <ul style="list-style-type: none"> You must successfully pass the Studio Focus Review (ART 291) and Senior Review (ART 491). <p>Proposed language:</p> <ul style="list-style-type: none"> You must successfully pass Studio Focus Review (ART 291- <u>concurrent enrollment in second advanced studio course</u>) and Senior Review (ART 491 - <u>concurrent enrollment in ART 411</u>) <p>The Department of Visual Arts’ Curriculum Committee is proposing revised catalog language for the following Art and Design advanced studio course descriptions (ART 402, ART 407, ART 414, ART 421, ART 432, ART 435, and ART 440). Page (161) of the 2017-2019 undergraduate catalog. Current language: Prerequisites: concurrent enrollment in ART 291 and second advanced course. Proposed language: Prerequisite: (current Introductory studio course), <u>delete any reference to “<u>concurrent enrollment in ART 291 and second advanced course.</u>”</u></p> <p>2) revised catalog language for the following Art and Design advanced studio course</p>	<p>Rationale:</p> <p>1) Because of limitation in PAWS, the phrase, “concurrent enrollment in ART 291 during second advanced course” is now covered under academic advising and program requirements. Students are still expected to enroll in <i>ART 291 Focus Review</i> when they enroll in a second advanced studio course in their chosen focus area.</p> <p>2) (ART 18-02 and 03) The description changes for 402, 407, 414, 421, 432, 435, and 440 are intended as updates. Frequencies and course numbers are not being changed. The exclusion of “concurrent enrollment in ART 291 during second advanced course” in the descriptions is now covered under academic advising and program requirements. Students are still expected to enroll in <i>ART 291 Focus Review</i> when they enroll in a second advanced</p>	<p>No Vote Required</p>
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	<p>descriptions (ART 402, ART 421, ART 432, ART 435, and ART 440. Currently, there are four advanced studio courses (ART 407, ART 414, ART416, and ART 452) which have such language; the other five advanced studio courses should likewise be enabled.</p> <p>Page (161) of the 2017-2019 undergraduate catalog. Current language: Prerequisites: (Introductory studio course); concurrent enrollment in ART 291 and second advanced course. Proposed language: Prerequisite: (Introductory studio course); <u>or permission of instructor.</u></p>	<p>studio course in their chosen focus area. For courses 402, 421, 432, 435, and 440 the phrase, “or permission of instructor” is being included to afford students with demonstrated skills to enroll in an advanced course to further develop their expertise.</p>	
<p>19-02</p>	<p>The Department of Geography requests the following: Suspend the Climate Science Concentration in the Geography major.</p>	<p>Rationale: We believe its status as a concentration closes off the Climate Science curriculum to too many students on campus at time in history when more professionals will need a better understanding of the field. In a separate, but related, curriculum proposal, the Department of Geography will be seeking the creation of a Climate Science minor available to all enrolled students.</p>	<p>Vote Required; passed via email on 2/22/2019</p>
<p>19-03</p>	<p>The Department of Geography requests the following: Create a new Climate Science minor.</p> <p><u>Proposed Climate Science Minor</u></p> <p>1. Required Core Courses: (16 hours) GEOG 103 Physical Geography (GEP Group C)</p>	<p>Rationale: Currently, even other majors in the Department of Geography (i.e. Earth Science or Environmental Analysis and Planning) need to double-major in Geography in order to complete the Climate</p>	<p>Vote Required; tabled</p>

	<p>GEOG 205 or PHSC 205 Descriptive Meteorology GEOG 330 Global Climate Change GEOG 405 Physical Climatology GEOG 469 Principles of Atmospheric Science</p> <p>2. Electives (6 hours) <i>Complete two of the following courses from two different departments:</i></p> <p>SOCI 345 Sociology of the Environment* HIST 409 World Environmental History HIST 420 Green: Environment and Economy US History POSC 450 Environmental Public Policy* PHIL 315 Philosophy and the Environment GEOG 340 Soil: Genesis, Nature and Characteristics* GEOG 360 Food Systems* GEOG 406 Management and Conservation of Natural Resources* GEOG 445 Biogeography* GEOG 473 Environmental Law</p> <p>* Prerequisite needed to enroll in these courses.</p> <p>3. Recommendations: <i>Students are encouraged to select additional course work:</i></p> <p>COSC 130 Introduction to Programming MATH 236/237/238 Calculus I/II/III PHSC 215 General Physics 1 Additional Geographic Techniques courses Additional Advanced Physical Geography courses</p>	<p>Science curriculum. Creating a Climate Science minor would also allow students from all of our departmental majors and students from other disciplines to complete the program. The Climate Science minor is a program that has relevance to many future careers and prepares citizens to understand the science connected to public policies designed to mitigate and adapt to climate change.</p>	
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<p>19-04a</p>	<p>The Department of Geography requests the following: 1] <u>Change in pre-requisites</u> of GEOG 275 Fundamentals of Geographic Data Handling</p> <p>2] <u>Change in course title</u> of GEOG 470 Soil and Water Engineering</p>	<p>Rationale: The Department of Geography seeks to change the course descriptions and/or titles of three of its courses. This proposal will change the MATH requirements for one course and better describe another course.</p>	<p>No Vote Required</p>
<p>19-04b</p>	<p>3] <u>Change in course title and catalog description</u> of GEOG 481 Geography Capstone; <u>Delete</u> GEOG 486 Earth Science Capstone</p>	<p>Rationale: This proposal will simplify the capstone offerings in the department.</p>	<p>Vote Required; tabled pending review by UUCR</p>
<p>19-05</p>	<p>The Department of Geography requests the following: Change existing program requirements in the Environmental Analysis and Planning (EVAP) major.</p> <p>1] <u>Remove BIOL 409 (Plant Taxonomy) as a requirement</u> and make it an elective</p> <p>2] <u>Add additional courses as choices for the BIOL electives</u></p> <p>3] <u>Reduce the number of required GEOG courses from 14 to 11</u> and reorganize these requirements</p> <p>4] <u>Remove ENGL 338 (Technical Writing) as a requirement</u> and make it recommended</p> <p>5] <u>Remove MATH 220 (Calculus for Applications I) as a requirement</u> and make it recommended</p> <p>6] <u>Add MATH 119 as an option for the program's MATH requirement</u></p>	<p>Rationale: In its current form, the 84-88 credit degree program makes it very difficult for students to complete it in four years and makes it nearly impossible for transfer students to complete it in a timely manner. These proposed changes in the program requirements are meant to balance the rigors of an environmental analysis degree that expects a background in several sciences with the reality that the program is too credit-heavy. There is a significant mismatch between EVAP major declarations and degree completions in the major and we hope this proposal will help</p>	<p>Vote Required; tabled</p>

	<p>7] <u>Add GEOG 481 Capstone as a requirement</u></p>	<p>students better achieve their goals.</p>	
<p>19-06</p>	<p>The Department of Geography requests the following: Change existing program requirements in the Environmental Science Concentration in the Earth Science (EASC) major.</p> <p>1] <u>Remove MATH 109 as a requirement</u></p> <p>2] <u>Change course number of GEOG 486 Earth Science Capstone to GEOG 481 Capstone</u> (connected to other set of GEOG changes)</p> <p>3] <u>Remove the requirement GEOG 488 Environmental Practicum or GEOG 492 Internship:</u> <u>Research in Geography as a requirement</u></p> <p>4] <u>Make changes to the upper-level GEOG electives</u></p> <p>5] <u>Correct course numbers and titles</u></p> <p>BIOL 305 is now BIOL 405 BIOL 314 is now BIOL 409 GEOG 405 is now Physical Climatology</p>	<p>Rationale: Modifications to the concentration are requested to reflect changes to course prerequisites, simplify the capstone experience, correct typographical errors in the 2017-2019 Undergraduate Catalog, and to increase the number of elective course choices available to students.</p>	<p>Vote Required; tabled</p>

<p>19-07</p>	<p>The Department of Nursing Requests the following: To meet both state and accreditation requirements students in the Bachelor of Science in Nursing program must complete specific general education courses under the General Education Program core and natural and social sciences.</p>	<p>Rationale: This proposal clarifies the text in the catalog to allow for tracking of these required courses for the Bachelor of Science in Nursing by the Registrar’s Office through the PAWS system. This will alleviate the manual tracking of these courses within the Department of Nursing and ensure that students graduate meeting all nursing-specific GEP requirements.</p>	<p>No Vote Required</p>
<p>19-08</p>	<p>The Department of Kinesiology and Recreation requests the following:</p> <ol style="list-style-type: none"> 1. Add two new courses: ADSP 348 Adaptive and Inclusive Adventure Sports and ADSP 342 Fitness and Nutrition in Adventure Sports 2. Change in Program Requirements: change in the total required number of credits from 49 to 61; addition of several required courses: ASI 110 Backcountry Living Skills; RECR 201 Introduction to Recreation and Parks (or ASI 110); RECR 382 Program Planning (or ASI 200); RECR 394 Environmental Interpretation; Remove ADSP 480 as a required course. 3. Change of catalog descriptions for the following courses: ADSP 330, ADSP 340, ADSP 350, ADSP 360, and ADSP 382 4. Revise bullet points for program description 	<p>Rationale: These changes are a result of deficiencies identified by the new faculty hired in the program based on discussions with students.</p>	<p>Vote Required; passed</p>

<p>19-09</p>	<p>The Department of Kinesiology and Recreation requests the following: To offer an already existing course as a GEP Group C 3 credit course:</p> <ol style="list-style-type: none"> 1. Existing Course: <ol style="list-style-type: none"> a. EXSS 200 Nutrition 2. Change of Catalog Description: <ol style="list-style-type: none"> a. EXSS 200 Nutrition 3 cr. Principles of nutrition. The effect of food habits on family health. Nutritional requirements for different stages of human development. Application to various economic levels and social backgrounds. Every semester. GEP Group C. 3. Change in Existing Program's Requirements: Exercise and Sport Science <ol style="list-style-type: none"> a. No change in existing EXSS program. b. Addition of EXSS 200 as an option for Natural Sciences credits in the General Education Program – Interdisciplinary Option (IDIS 160 Science, Technology, and Society or EXSS 200 Nutrition) 4. Program or Substantial Modification to Program: Exercise and Sport Science <ol style="list-style-type: none"> a. No program modifications. b. Course proposal to add to GEP Group C Natural Science offerings under the Interdisciplinary Option (IDIS 160 Science, Technology, and 	<p>Rationale: 1. For majors that only require 7 credits to fulfill their Natural Science, this 3 credit course would meet their requirements. This includes the College of Business, College of Liberal Arts Studies, and College of Education. 2. For majors that require Nutrition, either as a pre-requisite or major requirement, this course would allow those students to complete major requirements as well as a Natural Science. 3. For students that are not required to take Nutrition for their major, they can choose to take a Natural Science course to apply to everyday life. Students enrolled in Recreation and Park Management, Adventure Sports Management, as well as those linked in with Psychology and Sociology would find this option very appealing and beneficial to their course of study. 4. Students currently struggle enrolling in IDIS 160 courses due to lack of availability. This leaves students waiting until they are upperclassmen to enroll. Even at this point some are forced into a 4 credit</p>	<p>Vote Required; passed</p>
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	<p>Society or EXSS 200 Nutrition)</p>	<p>science course, instead of the 3 credit they need, due to availability. 5. This addition to the GEP options is not predicted to affect other majors, other courses, class frequency, or staffing. This course is already in the catalog, taught by a full time contractual faculty member, and a requirement for four programs on campus. This course will reach the non-health majors and encourage them to learn more about this topic. This can be done through adopting EXSS 200 Nutrition as a Natural Science option for the GEP courses. 6. There is no dispute that obesity, health, and nutrition are growing concerns in the country. Offering this course part of the General Education Program will offer students the opportunity to learn more about the importance of nutrition for a healthy living. 7. Currently, transfer students are able to transfer to FSU Nutrition courses completed at a Community College as a Natural Sciences requirement in the GEP. Thus, the students taking the EXSS 200</p>	
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		<p>Nutrition course at FSU should be given the opportunity to have the course counted towards their General Education Program as well.</p>	
<p>19-10</p>	<p>The Department of Kinesiology and Recreation requests the following: changes to the Undergraduate Bachelor of Science in Athletic Training Program, the majority of which comply with updated standards from the Commission on Accreditation of Athletic Training Education (CAATE):</p> <ul style="list-style-type: none"> 2. Suspension of Program <ul style="list-style-type: none"> a. Bachelor of Science in Athletic Training 	<p>Rationale: Currently, the Commission on Accreditation of Athletic Training Education (CAATE) mandates all athletic training education preparation programs transition to a master’s degree by 2022. Students will have to earn a Master of Science degree in athletic training before challenging the Board of Certification exam to become a Certified Athletic Trainer; therefore, athletic training education programs will not be permitted to accept undergraduate students beginning fall 2022. To prepare for the accreditation requirements, the Kinesiology & Recreation Department has created a 2-year Master of Science in Athletic Training Program as well as a 5-year Combined Bachelor of Science in Exercise and Sport Science/MSAT Program to begin in fall 2019.</p>	<p>Vote Required; passed</p>

		<p>These new programs have been approved by USM and MHEC. FSU's current undergraduate Athletic Training Program will need to be suspended until the final cohort graduates in spring 2021.</p>	
<p>19-11</p>	<p>The Department of Kinesiology and Recreation requests the following: Changes to the Combined BS-EXSS/MSAT Program, the majority of which comply with updated standards from the Commission on Accreditation of Athletic Training Education (CAATE):</p> <ul style="list-style-type: none"> 2. Change in Existing Program's Prerequisite Requirements <ul style="list-style-type: none"> a. Add the following courses as required prerequisites for the MSAT Program: <ul style="list-style-type: none"> Biology with lab Physics with lab Chemistry with lab General/Introduction to Psychology 	<p>Rationale: CAATE recently released the updated <i>2020 Standards for Accreditation of Professional Athletic Training Programs</i>. One of the standards requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level. This standard will take effect July 1, 2020. To prepare for this mandate, the program would like to update the prerequisite courses now to be published in the new FSU 2019 course catalog. Listing these courses as prerequisites will not significantly affect other departments. These courses currently serve as part of FSU's required general education courses and fulfill EXSS course elective requirements. These courses are currently scheduled within the Combined BS-EXSS/MSAT</p>	<p>Vote Required; passed</p>

		Program curriculum; the only change is to list them as required prerequisites for the MSAT Program.	
19-12	<p>The Department of Kinesiology and Recreation requests the following:</p> <ul style="list-style-type: none"> - Update course frequency for the following courses: PHEC 360, PHEC 361, PHEC 362, PHEC 364, PHEC 365, PHEC 366, PHEC 369, PHEC 405, PHEC 412, PHEC 420, PHEC 481 - Change of course title, credit hours, and description for PHEC 109 Aerobic Fitness - Deletion of the following courses: PHEC 115, PHEC 175, PHEC 303, PHEC 341, PHEC 401, PHEC 410, PHEC 411, PHEC 413, PHEC 435, PHEC 482, PHEC 492, PHEC 495, HEED 311, HEED 416, HEED 418, PHEC 164, PHEC 165, PHEC 166, PHEC 167, PHEC 168, PHEC 169. <p>These courses that are currently listed as Exercise and Sport Science or Health and Physical Education courses, or courses that currently do not exist in our curriculum and are not being offered.</p>	<p>Rationale: The proposed changes to the Coaching Minor and the Physical Education (PHEC) courses are coming to better reflect the current course offerings in the Coaching minor, the faculty currently teaching courses in the minor, and also the PHEC courses that are currently taught in the Exercise and Sport Science and Health and Physical Education programs.</p>	No Vote Required
19-13	<p>The Department of Kinesiology and Recreation requests the following: Changes in catalog description and course frequency for: HPED 103, HPED 204, HPED 205, and HPED 408.</p>	<p>Rationale: These changes are coming to better reflect the course content by making changes in course description and also it identifies more specifically when the courses are offered.</p>	No Vote Required
19-14	<p>The Department of Kinesiology and Recreation requests the following: Suspension of Therapeutic Recreation Concentration under the Recreation and Parks Management Major</p>	<p>Rationale: The concentration in Therapeutic Recreation is being proposed for suspension due to low student enrollment and lack of faculty to</p>	Vote Required; passed

		<p>support the concentration. The program requires Certified Therapeutic Recreation Professionals to teach in the program. Currently due to lack of resources, the department cannot hire new faculty to sustain the program. The concentration has no specific resources assigned to it; the courses in the concentration have been taught primarily by adjunct faculty and as overload by current faculty. Thus, the suspension of the program will not impact in any way the resources for the program.</p>	
<p>19-15</p>	<p>The Department of Kinesiology and Recreation requests the following:</p> <ul style="list-style-type: none"> - The core RPM courses: changing previously approved course numbers in the catalog; changing course frequency) - The Community Program Delivery concentration: change in requirements for the concentration - The Hospitality Management and Tourism concentration: changes in requirements for the concentration (the changes proposed are coming to reflect the Hospitality Management curriculum currently offered at Allegany College). - The Adventure Sports Management concentration: changes in requirements for the concentration. 	<p>Rationale: Group A Recreation courses - adding and deleting courses to the list of optional courses: The students need more options across the academic year to meet this group’s requirements. Hospitality Management and Tourism: the changes proposed are coming to reflect the Hospitality Management curriculum currently offered at Allegany College. Adventure Sports Management: the proposed changes to the</p>	<p>Vote Required; passed</p>

		adventure sports management concentration are coming to reflect and integrate courses from the adventure sports management major)	
19-16	The Department of Chemistry Requests the Following: Addition of a new IDIS 150 course: The Science of Learning.	Rationale: In the First-Year Colloquium “The Science of Learning” students will examine the many topics that have an impact on human learning. These topics span many disciplines including biology, psychology, neurology, and human health. Students will explore the neuroscience of learning, the impact of physical and mental health on learning, and evidence backed effective learning strategies.	No Vote Required

V. Adjournment at 5:42

FACULTY CONCERNS COMMITTEE

Meeting Room: CCIT 245. Meeting Time: February 27, 2019, 4:00pm

Excused from attending this meeting: Chelsea Schrader, Jamison Odone, Mike Murtagh, Se'an Henry

- I. **Call to order @ 4:01pm**
- II. **Approval of the Minutes of Wednesday, December 12, 2018** (*green paper*) Approved by unanimous consent.
- III. **Reports**
 - a. **Chair of FCC**
Workload survey coming soon, program coordinator request form for SEF, staff who are also teaching, timeline regarding appeals and provisional faculty.
 - b. **Council of University System Faculty**
On 26 March, there will be a convene on Academic Integrity, which will happen in the BWI airport area. A webinar happened on the 21st. Faculty salary has moved up to the regents and is being acted upon. CUSF has been active and is moving right along. A proposal is moving through related to faculty reporting suspected drug abuse by students.
 - c. **University Chair's Council**
Brief update on salary equity data gathering.
 - d. **Promotion and Tenure / Permanent Status**
Brief report on upcoming faculty achievement awards.
 - e. **Faculty Development and Sabbatical / Professional Leave Subcommittee** Committee received 3 request for publication assistants grants. They were funded.
 - f. **Faculty Handbook Subcommittee**
We have been looking at adopting software to manage the handbook. Top candidate is Confluence.
- IV. **Orders of the day:**
 - a. **Special orders**
 1. **It was unanimously approved that we adopt a timed agenda for this meeting. Discussion concluded on FCC 18-13/a/b(H) at 5:00, and scheduled business began at 5:30.**
 - b. **Unfinished business**
 1. **FCC 18-13a/b(H): Update to grievance committee in faculty governance section of handbook**
 2. **FCC 18-16(H): Corrections and Information on Instructional Design and Delivery**
 3. **FCC 18-23(H): Including the Policy on parental leave and other family supports for faculty into the policies section of handbook**
 4. **FCC 18-19(H): Update the FCC charter to include Chair of Faculty Senate as ex-officio member of FCC.**

5. **FCC 18-20(H): Update the FCC charter to change timing of elections of officers.**
6. **FCC 18-21(H): Update the handbook to use they/them/their language.**
7. **FCC 18-22(H): Correcting a typo in Handbook Subcommittee Charter**

c. **Scheduled business**

1. **FCC: 19-01: Open discussion: professional behavior and tenure/promotion/annual evaluations**
2. **FCC: 19-02: Open discussion: inflation in faculty evaluation numbers ; meanwhile, faculty survey says we are overworked**
3. **FCC: 19-03: Open discussion: FSU: a world of experiences, no longer a world of different annual evaluations?**
4. **FCC: 19-04: Sabbatical report criteria and MD SOAR**

d. **Unscheduled business**

v. **Business scheduled for the March FCC meeting**

- a) **FCC 18-12(H) Updating faculty handbook regarding electronic device sage VI.**

Adjournment @ 6:03pm



Business for the Senate floor:

FCC 18-16(H) : FCC moves that, on page B-1 of the handbook, we update references to “Instructional Design and Delivery” to refer to the appropriate name of that office, and to include the following language: “Frostburg State University Online Education Procedures, Guidelines and Information’ can be found at https://www.frostburg.edu/online/online_policies-and-guidelines.php.”

FCC 18-23(H): FCC moves that we add the body of USM Policy II-2.25 to the USM Policies and Statements section of the Faculty Handbook.

FCC 18-19(H): FCC moves that we amend the FCC charter to include the Chair of the Faculty 11 Senate as an ex-officio, non-voting member

Chair’s note: We settled on non-voting member because it is easier to add voting later, rather than take it away. The Chair of Faculty is already a voting member of IPR, so we viewed this as a way of limiting the power of an already politically strong position.

FCC 18-20(H): FCC moves that we amend the FCC charter, on page C-28, to read “Officers shall include a Chair, Vice-Chair and Secretary. Officers shall be selected by the Committee. The Chair shall be selected at the last meeting of the academic year to serve for the next year, and other officers shall be selected at the first meeting of the academic year to serve for the remainder of that year.”

This report respectfully submitted by Justin Dunmyre, with heroic secretarial work by Jen Browne.

GRADUATE COUNCIL

The Graduate Council (GC) met on Monday, February 18, 2019 @4pm.

Present: Ali Ashraf, Jennifer Bishoff, Natalia Buta, Alli Graf, Heather Hurst, Kenneth Levitt, Vickie Mazer, Rich Raesly, Trina Redmond-Matz, Brad Rinard, Tom Serfass, Pam Williams, Eyad Youssef,

Absent: Mike Flinn, Kris McGhee, Kara Platt, Doris Santamaria-Makang, Jodi Ternent, Jamelyn Tobery-Nystrom, David Zheng

Minutes recorded by Rich Raesly, Secretary

Call to Order

- Meeting was called to order at 4:03 PM by Natalia Buta (Graduate Council Chair)

Approval of Minutes

- Motion to approve: A. Ashraf, seconded by P. Williams
- **Minutes approved by unanimous vote**

Chair Report – N. Buta

- There have been no meetings of the committee established to assess graduate assistantships.
- We need to look at the Faculty Handbook regarding Graduate Council and make any needed changes.

Graduate Services Report – V. Mazer

- Enrollment – Spring headcount enrollment for Graduate Education is higher than Spring 2018 by 36 heads. This is primarily due to an increase in the M.Ed. concentrations Educational Leadership (+13), Computer Science (+28), and addition of the new concentrations in Nursing FNP and PHMP (=13). These program increases have offset some of declines in other programs which range from 1 to 8, with Nondegree and Ed.D. programs having the largest headcount declines with 8 and 7 headcount respectively.
- Research Symposium - Schedule for Tuesday, May 7. Please make sure all faculty in your areas are aware of the date and encourage student participation.
- Educational Leadership Certificate will not be admitting students until summer. We previously reported that this program was approved by MHEC but it was brought to our attention that it also needed Middle States approval as it is considered a new degree level. This application has been submitted and we hope to hear soon.
- Catalog Supplement- As you know we are doing a one-time supplement to accommodate the new PA program, AT program changes, Nursing program changes, and MAT music program changes. The need for a supplement was due to the issues which surround the timing of accreditation and or MSDE approval. This supplement will come out in the near future as soon as we hear from MHEC on the submitted Nursing changes. All other program approvals have been received. All changes in programs from this point forward will be included in the 2020

catalog. Next year is the Graduate catalog year and if you are making program changes that are going to require outside approval, you should get those changes submitted through your departments before the end of the semester so as to make the deadlines.

- V. Mazer recently met with representatives from the Office of Finance and Budget to discuss graduate assistant wages prior to meeting on topics related to graduate assistantships. There was agreement to pay graduate assistants \$10.10 per hour at the current number of graduate assistantships.

Associate Provost Report

- No report from the Associate Provost's office. D. Santamaria-Makang was unable to attend the meeting.

Old Business

- None

New Business

- GC 19-01 (Department of Kinesiology and Recreation); MS in Athletic training: Proposal to add four required courses (Biology w/ lab, Chemistry w/ lab, Physics w/ lab, and General (Introductory) Psychology) to meet accreditation requirements of the Commission on Accreditation of Athletic Training Education.
- Discussion of GC19-01 focused on whether the lab science courses need to be major's courses as opposed to non-major's courses (e.g., General Physics I (PHYS 215) vs. Cosmic Concepts (PHSC 100) with an associated lab (PHSC 101))
- R. Raesly - Motion to support GC 19-01 pending review of accreditation requirements regarding required lab science classes by Department of Kinesiology and Recreation and revision of the language regarding these requirements as necessary. P. Williams - second
- **Motion passed by unanimous vote**
- GC 19-02 (Department of Education Professions, M.Ed Interdisciplinary Program. Three changes were requested: 1) catalog language change from requirement of courses from two different departments to use of a focus area, 2) change capstone requirement to EDUC 700 and reduce required capstone credits to three, and 3) add courses (HIED 600, HIED 601, HIED 602) to catalog that were previously taught as special topics courses
- B. Rinard – Motion to accept GC 19-02. E. Youssef – second
- **Motion passed by unanimous vote**
- V. Mazer notified the Graduate Council that changes were made to the graduate program in Counseling Psychology (and voted on) at the Faculty Senate meeting on 6 February 2019. Specifically, PSYC 692 (Advanced Seminar in Counseling) is currently in the Graduate Catalog and will be substituted for PSYC 590.

The next meeting will be held 11 March 2019.

Meeting Adjourned

INSTITUTIONAL PRIORITIES AND RESOURCES COMMITTEE

February 15, 2019

Gira Center 157

3:00 pm

Attending—Mike Flinn, Randy Lowe, Erica Kennedy, Ben Norris, Phil Allen, Bill Wetherholt, Denise Murphy, Diane Blankenship, Brent Webber

DB—update from AIEC—The primary focus involved an update about the strategic plan. They are working to review programs coming up.

MF—Workload and Compensation subcommittee-We are looking for a tool to come up with to see if programs are being compensated properly.

PROPOSALS

Suspension of the Undergraduate Bachelor of Science in Athletic Training Program: department representation, Dr. Natalia Buta

NB--Recently the master's program in Athletic Training was approved. This was needed for accreditation in the future. Students will need to have master's level training in order to sit for certification. Universities will no longer have undergraduate programs in athletic training. The plan is to finish current students by spring 2021 and phase out undergraduate program.

Vote Required: Unanimous, proposal passes

Recreation and Parks Management Program Suspension of Therapeutic Recreation Concentration: department representation, Dr. Natalia Buta

NB: Students had not been happy with online classes and the department also had difficulty in finding adjuncts for this program. The main issue is low enrollment—classes had very few students, and don't have any full time faculty with a background in TR. We want to suspend it for now and then see if there is any interest in the future, which we don't foresee.

Vote Required: Unanimous, proposal passes

Further discussion found in Minutes of February 2019.

DISCUSSION

Low performing programs process

Currently, faculty are not included in the decisions for suspension of a low performing program. In collaboration with the Provost's office, we are developing a process which the faculty would be included in the review of low performance programs. The process is almost complete, and we are planning on presenting the process for discussion as a faculty assemble before it is moved to faculty senate for consideration.

Further discussion found in Minutes of February 2019.

Discussion relating to adjunct policy

MF- Leon Wyden, VP for Admin & Finance, has new policy stating anyone in his division cannot teach for Frostburg State University. The adjunct professors have expressed morale concerns to various members of the faculty. In addition, it is difficult to find adjuncts at the adjunct rate. Leon declined an invitation to join IPR to discuss this policy.

DII

For April—try to bring Leon and/or Troy to discuss scholarship model linked to athletics.

Vote to adjourn—4:23 pm (seconded by Phil)

Next meeting, Friday, 3/15/2019 @ 3pm in Gira 155 (Please note time change for Spring 2019)

COUNCIL OF UNIVERSITY SYSTEM FACULTY

FSU’s CUSF Representatives for the 2018-2019 Academic Year are:

- John Lombardi (Communication)
- Kelly Rock (Nursing)
- Robert Kauffman (Kinesiology & Recreation)

The CUSF meeting schedule for the remainder of the 2018-2019 Academic Year is below. This year there will not be a meeting at FSU

Month	Schedule of CUSF Council Meetings for 2018-2019 Academic Year	Location
March	Wednesday, March 13	UMCES, Baltimore
April	Friday, April 12	Salisbury
May	Thursday, May 16	Towson
June	Tuesday, June 18 (optional)	UB

FACULTY SENATE

Wednesday, February 6, 2019

4:00 PM

397 Gira CCIT

I. APPROVAL OF THE MINUTES

Faculty Senate Minutes of December 5, 2018 (Distributed electronically)

II. ANNOUNCEMENTS

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

Wednesday, March 6, 2019

Wednesday, April 3, 2019

Wednesday, May 1, 2019

B. Future Faculty Assembly Meetings

March Faculty Assembly: TBA

April/May Faculty Assembly: TBA

III. REPORTS & INFORMATION

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

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

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

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

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

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

G. President's Report (oral).

1. Legislative presentations: The President announced that he will be giving testimony to the Maryland legislature the following week to share progress on FSU's strategic plan. Along with Vice-Presidents Delia and Wyden, he will speak to subcommittees of both the House and Senate in this biennial update.

2. Dorm renovations: Annapolis Hall has been reopened with new furniture and improvements in bathrooms and common areas. Cumberland Hall is closed for similar work. The renovations are being paid for with bond money that USM allowed us to borrow. Cambridge is still closed and awaiting another bid on renovation estimates.

3. Meetings with departments: The President is scheduling open meetings with departments to discuss strategic planning and other business of interest to departments.

4. Budget: Enrollments for Spring 2019 seem to be in line with what was budgeted. Admits for fall are up and we are ahead on deposits for next year compared to last.

5. Support services: A consulting firm is reviewing all the support services (IT, library, Human Resources, facilities, etc.). The final report will be finished in May and will be made public with recommendations for improvements.

6. Faculty salaries: The study on salaries is in process and seeks to identify salary gaps considering multiple factors (discipline, rank, gender, race, etc.). We expect to find salary compression and inversion. We hope to start shifting money into salaries over a three-year period to reduce that gap. We are also looking at adjunct faculty and considering whether adjuncts might be shared between FSU and the nearby community colleges.

7. Athletics: The Division II application has been submitted. In consideration of funding athletic scholarships, we are planning to increase the number of scholar-athletes coming here from the current 480 to approximately 600 students over the next four years between new sports and increasing rosters in existing sports. We will also be looking at reducing the discrepancy between men's and women's sports.

H. Provost's Report (oral). Provost Throop began by introducing Dr. Hixson, the new Dean of the College of Liberal Arts and Sciences.

1. Workload: USM has a task force to determine measures of student success (numbers of credits on average per year). The Provost will be attending a meeting on this matter.

2. New programs: Two new programs are under development--Construction Management and Criminal Justice.

3. High-impact practices: We are looking at identifying ways in which students are learning outside the classroom, such as through performances, study abroad, internships, etc.

4. Tech initiatives: We are continuing to explore Interfolio. Portfolium and digital badging are continuing to make progress.

5. Planning for Education and Health Sciences building: Conversations continue. Recently the architects and technology specialists met with stakeholders to discuss tech needs for the new facility.

6. Online instruction: The Cabinet has been discussing online offerings and growth potential. Although possible enhancement grants did not make it into the state budget, we are continuing to work on new programs in Technology Education and Special Education.

I. Report from the GEP Review Committee

Mike Mathias and Sally Boniece presented a report from the GEP Review Committee (see Addendum 1). Due to Mike Mathias' move into the Provost's Office, the committee is currently

being co-chaired by Sally Boniece, and after this semester, he will step down. Departments are invited to send representatives. The committee has organized the review into four phases and has completed the first phase, “Information gathering and sharing.” Surveys were administered, focus groups conducted and information sessions hosted. There is now a Canvas Site for sharing resources and a specific email address, GEP@frostburg.edu, for students and faculty to provide feedback. The committee has now begun the second phase, “Articulating our vision and values” and are planning a special event for March, information sessions on GEP learning goals and outcomes, and an application to send a team to the AAC&U summer conference.

IV. OLD BUSINESS

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

AAC: <U:\AAC\Senate>

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

GC: <U:\GC\Senate Items>

IPR: <U:\IPR Committee\Senate>

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

VOTE NOT REQUIRED: AAC 18-33

Summary Proposal	Rationale
<p>The Department of Biology requests the following: The approval of a new course BIOL 360 Virology.</p>	<p>Rationale: This course was first offered in the Summer 2018 as BIOL 490 Special Topics in Biology: Virology and was well received by students. This course will fulfill the upper-level (300 and above) elective requirements for the Biology and Health Science majors. Elective courses often reach full enrollment capacity during the academic year, so by offering this course in the summer and online will provide students with more flexibility to students in satisfying the elective course requirements.</p>

VOTE REQUIRED: AAC 18-34

Summary Proposal	Rationale
<p>The Department of Chemistry requests the following:</p> <ol style="list-style-type: none"> 1. Change in Catalog Descriptions and Prerequisites: <ol style="list-style-type: none"> a. CHEM 150 b. CHEM 201 c. CHEM 305 d. CHEM 321 e. CHEM 322 f. CHEM 441 g. CHEM 442 h. CHEM 455 i. CHEM 457 j. CHEM 492 k. CHEM 493 l. CHEM 495 2. Delete course: <ol style="list-style-type: none"> a. CHEM 394 3. Change in Existing Program's Requirements: Chemistry Major, all tracks and concentrations: <ol style="list-style-type: none"> a. Allow students to take CHEM 493 Advanced Chemical Research or CHEM 495 Internship in Chemistry in place of CHEM 491 Seminar in Chemistry. 	<ol style="list-style-type: none"> 1. These changes 1) reflect updates to course descriptions to match current curriculum, 2) simplify student progression to upper level courses that are service courses to Biology and Health Science, and 3) homogenize the prerequisites for courses leading to our Capstone. 2. This course existed to support undergraduate learning assistants for the original CHEM 201 redesign in 2013. That model proved unsustainable, and CHEM 201 has been altered to no longer require ULAs. This course was last offered in the fall of 2016. It is not a requirement for any program. 3. We are adding CHEM 493 Advanced Chemical Research and CHEM 495 Internship in Chemistry as options in the Core course sequence for all tracks/concentrations. These changes allow students to compete an advanced research project or an internship in place of our senior seminar requirement. Many students are already doing one or both, and this change rewards them for taking steps to develop professional skills in

<p>b. Increase the total credits required in the 491/493/495 requirement from 1 to 2</p> <p>4. Remove all mention of the former Teaching Certification Option and Secondary Education Track</p>	<p>chemistry. The increase in credits in the CHEM 491/493/495 requirement will have our students completing 3 credits of capstone-level coursework after they complete CHEM 492. This change makes the chemistry requirement comparable to other programs.</p> <p>4. The Secondary Ed. Option/Track was discontinued in 2016.</p>
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MOTION CARRIED WITH ONE ABSTENTION.

VOTE REQUIRED: AAC 18-35

Summary Proposal	Rationale
<p>The Liberal Studies Program requests the following: To roll back changes made to LBST in 18-05 due to unforeseen complications. These changes were:</p> <ul style="list-style-type: none"> • Change the program description in the catalog. • Remove the requirement for a C or better in the satisfaction of the program’s major requirements. • Change of course descriptions for LBST 450, 494, and 495. • Change of credits for LBST 494 and 499. • Change of title for LBST 450. 	<p>These changes (of which only the removal of the C or better requirement is currently in effect) have or will produce unforeseen issues in the program from the standpoint of the Registrar’s Office making it more difficult to track students in the program. Furthermore, these changes will result in a decrease in the integrity and rigor of the program.</p> <p>The College of Liberal Arts and Sciences requests that these changes, designated as AAC 18-05, be “rolled back” and the program and course descriptions in the 2017-2019 catalog continue in the 2019-2021 catalog. The exception being that a Program Coordinator in the College of Liberal Arts and Sciences has yet to be identified and the name of the previous Program Coordinator should be removed and the area in the side bar left blank in the 2019-2021 catalog.</p>

MOTION CARRIED.

VOTE REQUIRED: AAC 18-36

Summary Proposal	Rationale
<p>The Department of Political Science requests the following: Changes to the credit hours within the major, the description of POSC 490, and the addition of a bullet point to explain additional</p>	<p>The first issue is the number of credits in the major. The current catalogue copy states that there are 37 credits required in the Political Science major. The change in the capstone</p>

<p>capstone options to reflect changes made last year.</p>	<p>requirement, allowing students three different avenues for completion, makes this requirement variable from 36-37 credits.</p> <p>The second issue is with the specific courses within the capstone. The two additional courses, POSC 435 Model OAS and POSC 492 Internship fulfill distribution requirements within the major. Our intention was that these courses would meet the capstone requirements while continuing to fulfill the distribution requirements. This needs to be specified so that the registrar can generate correct degree audits for these students.</p>
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MOTION CARRIED.

VOTE REQUIRED: AAC 18-37

<p>Summary Proposal</p>	<p>Rationale</p>
<p>The Department of Education Professions requests the following:</p> <ol style="list-style-type: none"> 1. Editorial Corrections and Updates: <ol style="list-style-type: none"> a. Corrections on Course Numbers and OR options b. Graduation requirements - Exit Interview c. Revise Nomenclature for Program Semesters d. Apprenticeship e. Assistantship f. Internship I g. Internship II 2. Change in Existing Program’s Requirements <ol style="list-style-type: none"> a. Elem- Social Science and Civics, STEM b. Graduation requirements – Teaching Performance Assessment 3. Change of Course Title: EDUC 100 	<p>EDUC 100 Title Change: The proposal is to change the course title from Career Analysis in Education to Introduction to Teacher Education. A title change for EDUC 100 would reflect a more accurate label for the existing course and may encourage non-majors or undecided students to take this exploratory course if they have an interest in learning more about Teacher Education. This title change would impact the P-9 and Sec/P-12 program course requirements.</p> <p>Concentration Revisions for Elementary (SS/C and STEM) majors: The proposal is to revise some of the requirements for the existing Elementary concentration in Social Science and Civics and STEM. The Geography department is adjusting their offerings for courses that are currently part of the concentrations.</p>

MOTION CARRIED.

VOTE REQUIRED: AAC 18-38

Summary Proposal	Rationale
<p>The Department of Educational Professions, in the College of Education, requests the following:</p> <ol style="list-style-type: none"> 1. The following statement should be removed from the Secondary Education page: <i>“Secondary Teacher Education candidates must double major in one of the following disciplines...”</i>. Rationale: Secondary Education is NOT a double major; it is a Teacher Certification Option. 2. The following programs, outside of the College of Education, have inaccurate statements related to Secondary Teacher Education: Economics, Political Science, Psychology, and Sociology. Rationale: Secondary Education is not a major, nor do the preceding content areas lead to teacher certification. Hence, the following section should be completely removed from the catalog from each program page: <ol style="list-style-type: none"> a. <i>Summary of Requirements for a Double Major in Secondary Education</i> <ul style="list-style-type: none"> • <i>Complete a BA/BS in....</i> • <i>Declare a second major in Secondary Education. See Secondary Teacher Education Coordinator for details.</i> • <i>In addition to regular major requirements....</i> 3. The following programs do lead to teacher certification but have inaccurate statements on each catalog page: English, Foreign Language and Literature, Mathematics, and Social Science. Hence, the following statements should be removed: <ol style="list-style-type: none"> a. <i>Summary of Requirements for a Double Major in Secondary Education</i> b. <i>Declare a second major in Secondary Education. See Secondary Teacher Education Coordinator for details.</i> <p style="margin-left: 40px;">It should instead read <i>“Summary of Requirements for the Secondary Teacher Certification Option:</i></p> <ul style="list-style-type: none"> • <i>Select Teacher Certification Option. See Secondary Education Coordinator for details.”</i> 	<p>Rationale: Changed necessitated by inaccuracies in the current catalog.</p>

<p>4. The Social Science major should be removed from the College of Education section of the catalog. Rationale: It belongs in the College of Liberal Arts and Science, as 5 of the 6 tracks within the major are housed in CLAS.</p> <p>5. In order for students to enroll in EDUC 310- <i>Diversity and Social Justice in Education</i>-, they must have completed 45 hours of coursework (Prerequisite to be added to course description). The course description in the back of the catalog should also have “Spring” instead of “Variable”.</p> <p>6. EDUC 100 has been renamed to Introduction to Teacher Education. Rationale: This title better reflects course content (p.07 form is being submitted by Dr. Jodi Welsch, as it pertains to multiple programs, not just Secondary Education)</p>	
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MOTION CARRIED.

VOTE REQUIRED: FCC 18-17(H)

Summary Proposal	Rationale
<p>The Faculty Concerns Committee requests the following:</p> <p>Update the Table regarding Standards Governing Promotion in Academic Rank for Instructional Faculty on page A-93 of the Faculty Handbook.</p> <p>The proposed updates to the table on page A-93 and the unchanged table on page A-94 are found at the end of the agenda.</p>	<p>The goal of this proposal is to update and clarify the table on page A-93 to accurately reflect the tenure and promotion process; in the current handbook, some information is missing from the table. This change clarifies when an applicant may apply for full professor, and that they must have a full evaluation in the year before they apply. FCC did not discuss making analogous changes to the table for library faculty on page A-94. The Faculty Senate may wish to consider a motion regarding such parallel changes.</p>

Randy Lowe moves to amend the proposal to add parallel wording to apply to the rank of Librarian IV (see Addendum 2). Justin Dunmyer seconded the motion to amend the proposal. Motion to amend carried; the amended motion then refers to both faculty and library faculty. Justin Dunmyre pointed out that the proposal does not change any policy but merely clarifies practices by adding statements to the table. Motion carried.

VOTE REQUIRED: GC 18-05

Summary Proposal	Rationale
<p>The Graduate Program in Counseling Psychology requests the following:</p>	<p>1. The PSYC 618 course will be combined with PSYC 617, a course covering similar</p>

<ol style="list-style-type: none"> 1. Change in Program requirements <ol style="list-style-type: none"> a. Removal of Psychology 618, Child Psychopathology, from program requirements. Maintain the course in the catalogue listing b. Removal of Psychology 680, Advanced treatment strategies with Children, Adolescents, & Families from the program emphases requirements. Maintain in course listings c. Addition to degree requirements, replacing Psychology 618 with PSYC 692, Advanced Seminar in Counseling. 2. Changes in course title and catalogue description <ol style="list-style-type: none"> a. Change in title of Psychology 617 from Adult Psychopathology to Adult and Child Psychopathology. 3. The removal of language describing circumstances by which non-degree seeking students might take one of the two emphasis options offered. 4. Change in course credit hours for Psychology 695 and Psychology 696 from 5 -12 to 6 -12 credits of internship per semester. 5. Change in program prerequisites: <ol style="list-style-type: none"> a. Elimination of prereq requirement for PSYC 520, PSYC 530 or PSYC 686 or equivalent. 6. Change in credit requirements for emphases: change requirement for practicum to be minimum of 14 credit hours from 6 credit hours as required by accreditation. This change, along with course changes above will change the requirement of credits for each emphasis as below: Addictions Counseling 29 credits to 38 Child and Family Counseling 26 credits to 32 credits 	<p>content for a different population. Combining these courses will allow for a more appropriate delivery of the content addressing both child and adult psychopathology within the same course. See justification below for course title change for more information. Combining both courses will free up 3 credits in the program to allow for the addition of a new course to allow additional content in the program which is critical and relevant to students' preparation for practice after graduation.</p> <ol style="list-style-type: none"> 2. The new description combines Psychology 618, child psychopathology, with adult psychopathology, 617. Most abnormal psychology textbooks cover both child and adult psychopathology. This will not be a deviation from standards in the field. The consolidation will allow us to add a special topics 3 credit course to address a critical area in the field. 3. These option for emphasis are only available to students within the MS Counseling program. These changes are being made to reflect current practice. Allowing students entry into the emphasis without being a degree seeking student was a practice when these emphases were certificates but were eliminated many years ago. This change makes the required correction to be in align with current practice. 4. This is a correction in the course description in the catalog and description listings to align with catalog text in the program pages of the catalog which indicates the course is 6-12 credit hours. 5. This is a correction to catalog copy as these courses were moved to be part of the program requirements several years ago. This change was missed in earlier catalog changes. 6. With the above changes outlined in items 1 and 2 above and the need to change the requirement of internship from 5 credits to
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	14 to be in alignment with accreditation, the emphasis credits will increase as outlined below.
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Mike Murtagh proposed an amendment (correction) to the original motion, changing PSYC 590, Special Topics, to PSYC 692, Advanced Seminar in Counseling. Mike Flinn seconded the amendment and the motion to amend carried. The amended motion carried.

V. NEW BUSINESS

There was no new business.

VI. ADJOURNMENT

Adjourned at 5:06.

Standards Governing Promotion in Academic Rank for Instructional Faculty (Recommended additions in red)

Rank	Teaching Performance	Professional Achievement & Development	Service	Experience Requirements
Assistant Professor	<p>Effective and competent and shows potential for excellence.</p> <p>Will show potential for excellence in advising.</p>	<p>Must hold an earned doctorate or recognized terminal degree in area of specialization.</p> <p>Shows potential for excellent performance in one or more of the four dimensions of professional development.</p>	Shows potential for excellent service to University, College, and Department.	None.
Associate Professor	A record of success on the annual Teaching Evaluation criteria for Teaching shown by an evaluation rating of 3.0 or above and shows potential for excellence.	<p>Must hold earned doctorate or recognized terminal degree in area of specialization.</p> <p>A record of success on at least one of the four dimensions of professional development and achievement as shown by an evaluation rating of 3.0 or above.</p>	A record of success on criteria for Service shown by an evaluation rating of 3.0 or above.	Will have a minimum of six (6) years of full time university/college teaching experience with at least five years in Assistant Professor rank. Exceptions may be made for comparable professional activity or research.
-AND-				
<ul style="list-style-type: none"> • Will have been judged at least 4.0 overall on the annual evaluation instrument for the preceding three (3) evaluation cycles. • A record of excellent performance in ONE of three major areas of evaluation: teaching OR service OR one of the four dimensions of professional achievement. • Meets professional responsibilities and ethical standards, maintains professional behavior that facilitates collegial relationships and productive interpersonal interactions, and supports the mission of the University and its initiatives such as diversity, technology, and service learning. 				
Professor	Demonstrated excellence.	A continuing record of success in professional achievement and development as shown by an evaluation rating of 3.0 or above.	A continuing record of success in service as shown by an evaluation rating of 3.0 or above.	<p>Ordinarily will have a minimum of ten years of full-time university/college teaching experience with at least seven years in Associate Professor rank. Exceptions may be made for comparable professional activity or research.</p> <p style="color: red;">Note: Applications may be submitted after you have completed six full years at Associate Professor rank.</p>
-AND-				
<ul style="list-style-type: none"> • Will have been judged at least 4.0 overall on the annual evaluation instrument for the preceding three (3) evaluation cycles. • A record of excellent performance in teaching and EITHER service OR one of the four dimensions of professional development and achievement. • Will have completed a full annual evaluation in the year preceding application for promotion. 				

A-93

Standards Governing Promotion in Academic Rank for Library Faculty

Rank	Job Performance	Professional Achievement & Development	Service	Experience Requirements
Librarian II	A record of success of FSU evaluation criteria for job performance and shows potential for excellence. Demonstrated growth in the theoretical knowledge of academic librarianship.	Shows potential for excellent performance in one or more of the four dimensions of professional achievement and development as defined under the Faculty Promotion Standard in the Faculty Handbook.	Shows potential for excellent service at the University, Library, and community.	Ordinarily will have a minimum of three years of progressively responsible professional experience at FSU. Effective professional knowledge and skills significantly above those expected of a Librarian I.
Librarian III	A record of success of FSU evaluation criteria for job performance as shown by a consistent evaluation rating of 3.0 or above on performance evaluations, showing potential for excellence. Willingness and ability to take on new and more complex responsibility.	A record of success on at least one of the four dimensions of professional achievement and development as shown by a consistent evaluation rating of 3.0 or above in this category on performance evaluations. A record of meaningful contributions in professional achievement and development.	A record of success on criteria for service shown by a consistent evaluation rating of 3.0 or above in this category on performance evaluations. A record of meaningful contributions to service on committees, task forces, and civic organizations.	Ordinarily will have a minimum of six years of professional experience (three years at FSU), three of which must be at a level comparable to the rank of Librarian II at FSU.
-AND-				
<ul style="list-style-type: none"> • Will have been judged at least 4.0 overall on the annual evaluation instrument for the preceding two (2) evaluation cycles. • A record of excellent performance in ONE of three major areas of evaluation: job performance OR service OR one of the four dimensions of professional achievement and development. • Meets professional responsibilities and ethical standards, maintains professional behavior that facilitates collegial relationships and productive interpersonal interactions, and supports the mission of the University and its initiatives such as diversity, technology, and service learning. 				
Librarian IV	Demonstrated excellence	A continuing record of success in professional achievement and development as shown by a consistent evaluation rating of 3.0 or above in this category on performance evaluations. A record of distinctive contributions in professional achievement and development.	A record of success in service as shown by a consistent evaluation rating of 3.0 or above in this category on performance evaluations. A record of distinctive contributions to the Library, University, USM, profession or community.	Ordinarily will have a minimum of nine years of professional experience (three years at FSU), at least three of which must be at a level comparable to the rank of Librarian III at FSU.
-AND-				
<ul style="list-style-type: none"> • Will have been judged at least 4.0 overall on the annual evaluation instrument for the preceding two (2) evaluation cycles. • A record of excellence in job performance and EITHER service OR one of the four dimensions of professional achievement and development. 				

A-94

REPORTS TO THE FACULTY SENATE

CHAIR'S REPORT

Welcome to the “spring” semester of 2019! I want to use this report to update you on a few things. Stay warm and enjoy your semester!

General Education Program: The General Education Program Review Committee is busy processing all of the information gathered last year from faculty/staff survey, the student survey, and the many focus groups. Thank you to everyone who took the time to provide the committee with insights about our current GEP and ways it could be improved. Mike Mathias and Sally Boniece, co-chairs of the GEPRC, will be making a report to the Faculty Senate on Feb. 6 about the committee’s progress and the next steps for the coming semester.

Excellence in Academic Advising: The nine conditions committees of the Excellence in Academic Advising task force are hard at work gathering their own evidence to assess the state of academic advising at Frostburg State University. The next big event will be open campus meetings later in the semester to gather feedback and input on the task force’s work. Jay Hegeman and I will be sharing more information as we finalize the details.

State of Shared Governance: Every year in March, the Chair of the Faculty (or equivalent) at each USM institution provides a report to CUSF (the Council of University System Faculty) on the State of Shared Governance at each institution. Information from these reports is shared confidentially with the Chancellor. As I did last year, I will ask Faculty Senators and other faculty leadership for feedback regarding the specific questions on the report. However, I welcome feedback on this matter from all members of the faculty. Please send me any feedback you have about the strengths and weaknesses of faculty shared governance at FSU and any ideas for improvement. If you can support your feedback with specific examples, that would be even better.

Faculty Governance Elections: Spring is the season for faculty elections. Engaged participation of the faculty is critical for the success of shared governance. When the calls for nomination come, please consider nominating yourself. Participation in shared governance is a great way to increase your contact with colleagues from other departments and colleges, to learn more about how the university works, and to improve the academic experience for faculty and students at FSU.

Faculty Senate Website: The new Faculty Senate website launched late last semester. You can check it out at <https://www.frostburg.edu/academics/faculty-senate/index.php>. I have already received some great feedback about the website and ways that it can be made even better. Keep it coming!

Stay Informed about the Faculty Senate: As always, the Faculty Senate meetings are open meetings, and all members of the campus community are welcome to attend. The next meeting is Wednesday, February 6, at 4 PM in room 397 Gira CCIT. The electronic agenda and copies of all supporting documentation are available at the Faculty Senate SharePoint site <https://frostburg.sharepoint.com/sites/facultysenate>. Additionally, the Faculty Senate Agenda, minutes of the previous meeting, and the monthly reports of the Faculty Senate Committees are distributed campus-wide as part of the Faculty Senate Newsletter. Faculty Senators and a small number of others receive a courtesy paper copy of the Faculty Senate Agenda. If you would like to be added to or removed from that list, please let me know.

ACADEMIC AFFAIRS COMMITTEETuesday, December 11th, 2018

1:30 pm

Compton 237

Attending: Travis English, Chair; Gerry Snelson; Jackie Durst; Daniel Filer; Stefanie Hay; Benjamin Forrest, SGA; Doris Santamaria-Makang, Provost's Office; Jodi Terner, Office of the Registrar; Dee Dee Campbell, Interim Dean of CLAS/Chairs Council Representative; Lea Messman-Mandicott, Director of the Library (Ex Officio member); Nazanin Tootoonchi (reporting on behalf of UUCR)

Proposal Representatives: David Puthoff; Biology, Robert Larivee, Chemistry; Scott Fritz, Liberal Studies; Jodi Eirich, Educational Professions

Excused: Darrell Rushton; Melody Kentrus, UUCR

- I. Call to order at 1:31
- II. Approval of the 11/14/2018 minutes without amendment
- III. Reports:
 - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: No reporting items.
 - b. Dean's Council-Dr. Dee Dee Campbell: 1) CLAS Dean search committee meets today; a decision will be made next week. 2) New programs in Construction Management and Criminal Justice are being created, along with a 3+4 year cooperation between FSU and Shenandoah University.
 - c. Registrar's Office-Ms. Jodi Terner: Please follow the 48-hour policy regarding submission of final grades.
 - d. [UUCR](#)-Dr. Nazanin Tootoonchi (on behalf of UUCR): Today's Chemistry and last month's Physics & Engineering proposals were approved.
 - e. AAC Chair-Dr. Travis English: All November voting items were passed by Faculty Senate.
- IV. New Business:

18-33	<p>The Department of Biology requests the following: The approval of a new course BIOL 360 Virology.</p>	<p>Rationale: This course was first offered in the Summer 2018 as BIOL 490 Special Topics in Biology: Virology and was well received by students. This course will fulfill the upper-level (300 and above) elective requirements for the Biology and Health Science majors. Elective courses often reach full enrollment capacity during the academic year, so by offering this course in the summer and online will provide students with more flexibility to students in satisfying the elective course requirements.</p>	<p>No Vote Required</p>
18-34	<p>The Department of Chemistry requests the following:</p> <p>1. Change in Catalog Descriptions and Prerequisites:</p> <ul style="list-style-type: none"> a. CHEM 150 b. CHEM 201 c. CHEM 305 d. CHEM 321 e. CHEM 322 f. CHEM 441 g. CHEM 442 h. CHEM 455 i. CHEM 457 j. CHEM 492 k. CHEM 493 l. CHEM 495 <p>5. Delete course:</p> <ul style="list-style-type: none"> a. CHEM 394 <p>6. Change in Existing Program's Requirements: Chemistry Major, all tracks and concentrations:</p> <ul style="list-style-type: none"> a. Allow students to take CHEM 493 Advanced Chemical Research or CHEM 495 Internship in Chemistry in place 	<p>Rationale:</p> <ul style="list-style-type: none"> 5. These changes 1) reflect updates to course descriptions to match current curriculum, 2) simplify student progression to upper level courses that are service courses to Biology and Health Science, and 3) homogenize the prerequisites for courses leading to our Capstone. 6. This course existed to support undergraduate learning assistants for the original CHEM 201 redesign in 2013. That model proved unsustainable, and CHEM 201 has been altered to no longer require ULAs. This course was last offered in the fall of 2016. It is not a requirement for any program. 	<p>Vote Required; passed</p>

	<p>of CHEM 491 Seminar in Chemistry.</p> <p>b. Increase the total credits required in the 491/493/495 requirement from 1 to 2</p> <p>7. Remove all mention of the former Teaching Certification Option and Secondary Education Track</p>	<p>7. We are adding CHEM 493 Advanced Chemical Research and CHEM 495 Internship in Chemistry as options in the Core course sequence for all tracks/concentrations. These changes allow students to compete an advanced research project or an internship in place of our senior seminar requirement. Many students are already doing one or both, and this change rewards them for taking steps to develop professional skills in chemistry. The increase in credits in the CHEM 491/493/495 requirement will have our students completing 3 credits of capstone-level coursework after they complete CHEM 492. This change makes the chemistry requirement comparable to other programs.</p> <p>8. The Secondary Ed. Option/Track was discontinued in 2016.</p>	
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<p>18-35</p>	<p>The Liberal Studies Program requests the following: To roll back changes made to LBST in 18-05 due to unforeseen complications. These changes were:</p> <ul style="list-style-type: none"> • Change the program description in the catalog. • Remove the requirement for a C or better in the satisfaction of the program’s major requirements. • Change of course descriptions for LBST 450, 494, and 495. • Change of credits for LBST 494 and 499. • Change of title for LBST 450. 	<p>Rationale: These changes (of which only the removal of the C or better requirement is currently in effect) have or will produce unforeseen issues in the program from the standpoint of the Registrar’s Office making it more difficult to track students in the program. Furthermore, these changes will result in a decrease in the integrity and rigor of the program. The College of Liberal Arts and Sciences requests that these changes, designated as AAC 18-05, be “rolled back” and the program and course descriptions in the 2017-2019 catalog continue in the 2019-2021 catalog. The exception being that a Program Coordinator in the College of Liberal Arts and Sciences has yet to be identified and the name of the previous Program Coordinator should be removed and the area in the side bar left blank in the 2019-2021 catalog.</p>	<p>Vote Required; passed</p>
<p>18-36</p>	<p>The Department of Political Science requests the following: Changes to the credit hours within the major, the description of POSC 490, and the addition of a bullet point to explain additional capstone options to reflect changes made last year.</p>	<p>Rationale: The first issue is the number of credits in the major. The current catalogue copy states that there are 37 credits required in the Political Science major. The change in the capstone requirement, allowing students three different avenues for completion, makes this requirement variable from 36-37 credits.</p> <p>The second issue is with the specific courses within the</p>	<p>Vote Required; passed</p>

		<p>capstone. The two additional courses, POSC 435 Model OAS and POSC 492 Internship fulfill distribution requirements within the major. Our intention was that these courses would meet the capstone requirements while continuing to fulfill the distribution requirements. This needs to be specified so that the registrar can generate correct degree audits for these students.</p>	
<p>18-37</p>	<p>The Department of Education Professions requests the following:</p> <ol style="list-style-type: none"> 1. Editorial Corrections and Updates: <ol style="list-style-type: none"> h. Corrections on Course Numbers and OR options i. Graduation requirements - Exit Interview j. Revise Nomenclature for Program Semesters k. Apprenticeship l. Assistantship m. Internship I n. Internship II 2. Change in Existing Program’s Requirements <ol style="list-style-type: none"> 4. Elem- Social Science and Civics, STEM 5. Graduation requirements – Teaching Performance Assessment 8. Change of Course Title: EDUC 100 	<p>Rationale:</p> <p>EDUC 100 Title Change: The proposal is to change the course title from Career Analysis in Education to Introduction to Teacher Education. A title change for EDUC 100 would reflect a more accurate label for the existing course and may encourage non-majors or undecided students to take this exploratory course if they have an interest in learning more about Teacher Education. This title change would impact the P-9 and Sec/P-12 program course requirements.</p> <p>Concentration Revisions for Elementary (SS/C and STEM) majors: The proposal is to revise some of the requirements for the existing Elementary concentration in Social Science and Civics and STEM. The Geography department is adjusting their offerings for courses that are currently part of the concentrations.</p>	<p>Vote Required; passed</p>

<p>18-38</p>	<p>The Department of Educational Professions, in the College of Education, requests the following:</p> <p>7. The following statement should be removed from the Secondary Education page: <i>“Secondary Teacher Education candidates must double major in one of the following disciplines...”</i>. Rationale: Secondary Education is NOT a double major; it is a Teacher Certification Option.</p> <p>8. The following programs, outside of the College of Education, have inaccurate statements related to Secondary Teacher Education: Economics, Political Science, Psychology, and Sociology. Rationale: Secondary Education is not a major, nor do the preceding content areas lead to teacher certification. Hence, the following section should be completely removed from the catalog from each program page:</p> <p style="padding-left: 40px;">a. <i>Summary of Requirements for a Double Major in Secondary Education</i></p> <ul style="list-style-type: none"> • <i>Complete a BA/BS in....</i> • <i>Declare a second major in Secondary Education. See Secondary Teacher Education Coordinator for details.</i> 	<p>Rationale: Changed necessitated by inaccuracies in the current catalog.</p>	<p>Vote Required; passed</p>
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	<ul style="list-style-type: none"> • <i>In addition to regular major requirements....</i> <p>9. The following programs do lead to teacher certification but have inaccurate statements on each catalog page: English, Foreign Language and Literature, Mathematics, and Social Science. Hence, the following statements should be removed:</p> <ul style="list-style-type: none"> a. <i>Summary of Requirements for a Double Major in Secondary Education</i> b. <i>Declare a second major in Secondary Education. See Secondary Teacher Education Coordinator for details.</i> <p>It should instead read <i>“Summary of Requirements for the Secondary Teacher Certification Option:</i></p> <ul style="list-style-type: none"> • <i>Select Teacher Certification Option. See Secondary Education Coordinator for details.”</i> <p>10. The Social Science major should be removed from the College of Education section of the catalog. Rationale: It belongs in the College of Liberal Arts and Science, as 5 of the 6 tracks within the major are housed in CLAS.</p>		
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	<p>11. In order for students to enroll in EDUC 310- <i>Diversity and Social Justice in Education</i>-, they must have completed 45 hours of coursework (Prerequisite to be added to course description). The course description in the back of the catalog should also have “Spring” instead of “Variable”.</p> <p>12. EDUC 100 has been renamed to Introduction to Teacher Education. Rationale: This title better reflects course content (p.07 form is being submitted by Dr. Jodi Welsch, as it pertains to multiple programs, not just Secondary Education)</p>		
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V. Adjournment

FACULTY CONCERNS COMMITTEE

Meeting Room: CLAS Dean’s Conference Room (Compton). Meeting Time: December 12, 2018, 4:00pm

Excused from attending this meeting:

- I. **Call to order @ 4:03pm**
- II. **Approval of the Minutes of Wednesday, November 14, 2018** Approved by unanimous consent.
- III. **Reports**
 - a. **Chair of FCC**
 President of the SGA successfully presented an strong argument against FCC 18-12(H). The Senate voted to send this item back to FCC, it will reappear on our February agenda.
 - b. **Council of University System Faculty**
 R. Kauffman presented information regarding salary compensation compression. CUSF passed a resolution recommending certain strategies for dealing with the issue. Salary comparisons were based on AAUP/Carnegie salary listing. System seems very supportive of the addressing this issue. See included resolution and supporting materials.

CUSF will be part of a convene to take place in March dealing with academic integrity. Changes in technology, perception of “cheating”, perception of faculty/student roles, increased business opportunities has led to shift in thinking on academic integrity.

System is reframing sick leave to be both sick and safe leave. Briefly, safe leave is time that you can take off of work regarding you or your family’s safety related to the Maryland Healthy Working Families Act. For example, if you are being stalked, the goal is to be able to use leave to not come to campus. System is also making the definition of child more flexible, *in loco parentis*.

c. **University Chair’s Council**

The Chairs of academic departments are concerned that the library has been closed on Saturdays. Work continues on UCC Priorities, especially workload.

d. **Promotion and Tenure / Permanent Status**

13 applicants for tenure and/or promotion. Update letters to be sent out before end of semester. Change to be requested regarding materials to be submitted in application packets (they will be requesting previous Tenure and Promotion recommendation letters to be included in next promotion application).

e. **Faculty Development and Sabbatical / Professional Leave Subcommittee**

5 sabbatical applicants; approved 4 One application was approved contingent on a successful Fulbright application.

f. **Faculty Handbook Subcommittee**

Working on fixing table of contents and index in handbook.

IV. **Orders of the day:**

a. **Special orders (none)**

b. **Unfinished business**

1. **FCC 18-17(H): Clarifying table regarding promotion and tenure** (*blue papers*) A motion was made, see below.

2. **FCC 18-13a(H): Update to grievance committee in faculty governance section of handbook** (*pink papers*)

We discussed this, and as it is intricately involved with FCC 18-13b(H), they will be presented to Senate together in a future meeting.

3. **FCC 18-13b(H): Update to grievance committee in faculty as employee section of handbook** (*yellow papers*)

We discussed this in detail. FCC will be discussing and voting on this in the new year.

4. **FCC 18-16(H): Corrections and Information on Instructional Design and Delivery** (*text appears inline*)

Did not discuss due to time.

5. **FCC 18-19(H): Update the FCC charter to include Chair of Faculty Senate as ex-officio member of FCC.** *(text appears inline)* Did not discuss due to time.
6. **FCC 18-20(H): Update the FCC charter to change timing of elections of officers.** *(text appears inline)*
Did not discuss due to time.
7. **FCC 18-21(H): Update the handbook to use they/them/their language.** *(text appears inline)*
Did not discuss due to time.

c. **Scheduled business**

1. **FCC 18-22(H): Correcting a typo in Handbook Subcommittee Charter** *(text appears inline)*
Did not discuss due to time.
2. **FCC 18-23(H): Including the Policy on parental leave and other family supports for faculty into the policies section of handbook** *white papers* Did not discuss due to time.

d. **Unscheduled business**

v. **Business scheduled for the February FCC meeting**

- a) **FCC 18-12(H) Updating faculty handbook regarding electronic device usage (it's baaaack...)**

vi. **Adjournment @6:31pm**



Business for the Senate floor:

FCC 18-17(H) : FCC moves that we remove the table on page A-93, and replace it with the version attached to this report.

Note from FCC Chair: This goal of this proposal is to update and clarify the table on page A-93 to accurately reflect the tenure and promotion process; in the current handbook, some information is missing from the table. This change clarifies when an applicant may apply for full professor, and that they must have a full evaluation in the year before they apply. FCC did not discuss making analogous changes to the table for library faculty on page A-94. The Faculty Senate may wish to consider a motion regarding such parallel changes.

This report respectfully submitted by Justin Dunmyre, with noble support by stand-in secretary, John Lombardi

GRADUATE COUNCIL

The Graduate Council (GC) met on Monday, December 10, 2018, at 4:00.

Present: Ali Ashraf, Jennifer Bishoff, Natalia Buta, Heather Hurst, Kenneth Levitt, Vickie Mazer, Kara Platt, Rich Raesly, Trina Redmond-Matz, Brad Rinard, Doris Santamaria-Makang, Jodi Ternent, Jamelyn Tobery-Nystrom (via phone), Pam Williams, Eyad Youssef,

Absent: Mike Flynn, Alli Graf, Chris McGhee, Kara Platt, Tom Serfass, David Zheng

Minutes recorded by Rich Raesly, Secretary

Call to Order

- Meeting was called to order by Natalia Buta (Graduate Council Chair)

Approval of Minutes

- Motion to approve: P. Williams, seconded by J. Bishoff
- **Minutes approved by unanimous vote**

Chair Report – N. Buta

- Graduate credit hours are up (higher than expected)

Graduate Services Report – V. Mazer

- 100 head count behind – not unusual
- Requesting Program Coordinators reach out to students regarding enrollment. Emails will be sent from Graduate Services.
- Please contact Graduate Services if courses are cancelled.
- The Office of Graduate Services needs budget and credit hour targets from Program Coordinators.
- Public relations materials are also needed from Program Coordinators.
- All requested program changes should be submitted as early as possible in the spring.

Associate Provost Report – D. Santamaria-Makang

- The USM has approved the Athletic Training and Nursing proposals. MHEC has thus far approved the Nursing proposals.
- The adopted Portfolium Program is, at present, available only for students in ORIE. The program will be expanded; in January 2019 all faculty will receive an email announcement and notification of training. Graduate faculty will be trained prior to general launching.
- Portfolium will appear on the Canvas site.
- Portfolium is for assessment and student development of an electronic portfolio for employment.
- The Associate Provost's Office is currently working on Digital Badges for undergraduates, and these will eventually be available for graduate students. Problem-solving courses will be used

for pathways to digital badges. [Examples of undergraduate badges: leadership, problem solving.]

Old Business

- Graduate Assistantship Program (N. Buta) – Graduate Services is meeting with GAs regarding issues of minimum pay and length of contract. There are also meetings with L. Throop, N. Buta, T. Serfass, and T. Sigerstad regarding allocation of GAs and a number of other issues.
- V. Mazer – Empty positions are being pulled due to budget issues. Questions that are being discussed include: What is the institutional budget for the GA program? What is the value of GA work? What kinds of work are being done?
- N. Buta – “Let me know if you’re interested in being part of the GA group.” Ideally the group should include a member from educational professions.
- V. Mazer – the next meeting with the GAs is Tuesday 11 December 2018.

New Business

- Counseling Psychology (T. Redmond-Matz) – A summary of catalog changes requested for Fall 2019 was distributed and discussed. Motion to approve (E. Youssef), second (P. Williams).
- **Motion passed**
- Educational Professions (J. Tobary-Nystrom) – There are some pending changes that could affect our graduate program. She will provide the Graduate Council with a summary.

Meeting Adjourned

INSTITUTIONAL PRIORITIES AND RESOURCES COMMITTEE

In Attendance: Mike Flinn, Diane Blankenship, Randall Lowe, Ben Norris, Phil Allen, Erica Kennedy, Brent Weber, Bill Weatherholt, Lei Ye, Sherri Sheetz

Presenting proposals:

I. 4:00 pm – Call to Order

Bill Weatherholt has informed me that he cannot meet at 4pm in during the spring semester due to his teaching commitment. Thus, I would like to explore the possibility of moving the IPR meeting time to accommodate this schedule. If we cannot find an amicable time, Bill will have to step down from IPR and Senate.

As mentioned via email, we need to discuss whom would like to start attending the PACIE meetings and whom would like to be the vice chair. In the past, the Vice Chair has attended PACIE; however, we can split the duty for one semester if necessary. The intent of the vice chair is that we have a successor to the chair should no one else wish to serve as chair. We can have a brief discussion on both positions and have a vote. If you are interested, please consider self-nominating.

Finally, we have had a month to think about what role IPR should have in the review of underperforming programs process. I would like to continue our discussion and have invited Dr. Throop to the meeting to speak to the committee. It will be beneficial to hear her thoughts on the matter. I have asked for 10-15 minutes of her time. Unfortunately, she will be at a MHEC meeting. We'll attempt to get her to the meeting in February.

II. Chair's Comments

4:00 –

Report from the faculty Workload and Compensation subcommittee with brief discussion

Report from PACIE with brief discussion

4:05 –

Spring 2019 Meeting time change- Discussion, and vote, to move IPR monthly meetings to a different time for spring 2019. To expedite this conversation, I have created a Doodle:

<https://doodle.com/poll/6sgw58ehmatwiq63>

Remember, this would *only* for the Spring (4 meetings). Please mark all times that are *somewhat agreeable* for the second Monday or Tuesday of the month. Thank you for your consideration on this matter.

III. Old Business

Ben Norris—Update from Assessment & Institutional Effectiveness Council (formerly PACIE)

We have discussed what the appropriate metrics are for the 12 priorities in the new strategic plan. We are gearing up for next spring where we will review reports from every department on campus. We are going to divide up the labor as there will be more than 40 reporting.

This council concerns assessment—but the actual improvement itself is on the department/dean. The council is more concerned about whether goals are tied to university goals and are measurable.

We have added the associate dean from each college, so committee is somewhat larger.

Lei Ye—Update from Workload Subcommittee-

We had a good discussion about faculty workload complaints. We are going to send out a short survey to faculty and plan to build a database based on responses. We are going to start in the spring semester.

We plan to put a link in the directions for the survey to allow people to learn about how workload is calculated.

We will have information stating that the survey is anonymous. If people include their information, there will be a statement that only the subcommittee will see their information.

Discussion concerning IPR Vice Chair

MF—We need to be thinking about the next Vice Chair—will be linked to AIEC.

After inconclusive discussion in terms of who may be willing to serve in this position, it was decided to keep the position open for now. We will examine this more next year.

We are looking for someone to sit on AIEC. This council helps to make sure everyone is doing assessment properly (doing assessment of assessment). They usually meet once per month and focus on assessment of non-learning goals. Diane expressed interest in AIEC.

Discussion of low performing degrees report and what is IPR's place in this process.**Topics to consider for discussion:**

- a) Review Low performing degrees report
- b) Closing the loop with low performing degrees
- c) Review the low performing degree process
- d) Discussion of the low performing degree business process
- e) How do we approach this with the campus?
- f) Should this be topic for faculty assembly?

Next steps

If we move forward:

We will need to have a finalized process

We need a letter of support from the provost's office so that this process is supported and part of the governance process for future leaders of the campus

We will need to amend the IPR charter to reflect that this annual review process is part of the committee's responsibilities

Discussion:

IPR has had a tendency to approve new programs, but not review programs that are not performing. How can we create a process of assessing low performing programs that would be embraced by faculty?

The provost will be attending the next meeting to discuss potential process relating to this.

It is hoped that this would go to the Senate by the end of school year. There will be a faculty assembly on this.

It was noted that the cases that we present in an assembly should be hypothetical so we can detach from real life situations.

It was discussed that in departments that have one program, it is difficult to separate departments from programs. Suspending a program does not mean getting rid of a department.

The time frame of assessing a program was discussed, and it was questioned as to whether three years is enough time to provide enough data on a program. If program ends up on the watch list, how long will programs be given to come back?

It was noted that we will need more details on the process and mechanics involved. It is of importance to ensure fairness and allow options for programs to improve that have had low performance.

Programs that would not be considered low performing are those which have graduated 5 in the most recent year, or 15 in the past 3 years according to MHEC.

The time-frame to repair low performing programs was discussed, and whether a 3-year cycle would be enough time for programs to get more students. It was asked whether it would be helpful to request help from the new VP of Enrollment in order to recruit students to these programs.

This process is seen as a way to get help for struggling programs. Low performing programs can get help with funding/marketing.

There was also a discussion relating to how assessing low performing programs could affect morale, and the importance of including faculty in the discussion of the process. It was noted that while IPR could be involved in reviewing low performing programs, ultimately the decision to suspend a program would be up to the department, dean, and provost. It was noted that the whole process needs to be transparent and that based on objective data. It was also noted that programs that have low performance should have the opportunity to request more resources in order to recruit students.

IPR plans to have an additional meeting in January to discuss the process involved in assessing low performing programs.

It was proposed that IPR meet next semester at 3pm on Fridays.

Adjournment (5:30 pm)

COUNCIL OF UNIVERSITY SYSTEM FACULTY

1/17/19

Report

- I. Meeting called to order at 10am by Philip Evers
- II. Minutes approved from last meeting held 12/11/18
- III. Update from USM – Joann Boughman
 - i. Legislative session started last week. There have been approximately 95 bills introduced to date, with many more expected. Presently, USM is focusing on two:
 - Veterans benefit bill. This bill will legislate minor changes to state law that reflects changes at the federal level
 - Changes in pharmaceutical coverage benefits to retirees. This change was actually a part of a 2011 bill that was passed. Due to significant push-back from many stakeholders, the legislature is considering changes to amend.
 - ii. Governor's budget will be released 1/18/19. USM has every reason to believe that they will be vigorously defending/supporting it during the session.
 - iii. Faculty salary issues. Discussions at all levels are ongoing. Chancellor is supportive or making changes to improve the problem at USM. Federal government shut-down does have an impact on the state budget. USM will be monitoring the issue and is hopeful for a timely resolution.
 - iv. Board of Regents. Looking closely at their governance process and the way that information is received from all sources. Seeking a consultant to provide guidance. This is a response to issues that were highly publicized last year.
 - v. New workgroups. Ellen Herbst has been charged with developing risk management workgroups on campuses. These workgroups will look at risk management issues in a comprehensive way (budget, emergency procedures, school closures/weather-related, Title IX, academic policies, etc).
 - vi. Federal Dept of Education Title IX recommendations. USM is concerned about 2-3 of the recommendations made recently related to changes proposed to the law. They are working collaboratively with other organizations/associations to draft comments and submit for consideration. To date, the DOE has received over 50,000 concerned responses and expects to receive more. The concerns are related to:
 - Requirement for direct cross-examination allowed. USM states that it does not have the resources to manage a courtroom process.

- Infractions and behaviors are ranked on subjective mild, moderate, severe kind of Likert scale, but this is unclear and will require more finite descriptions/definitions.
- UMBC is undergoing massive training process for all 4,000 employees. Each is required to attend a two-hour face-to-face training given issues that have been highly publicized at that institution
- vii. USM review of policies.
 - Faculty workload. CUSF FCC workgroup is working to provide guidance on this topic. USM wants to focus on a general policy as well as metrics for assessment. They would like to move to campus-wide aggregate number of credit hours generated and allow flexibility to each institution to make this successful. They want to create a policy that is less focused on the number of courses each faculty member teaches to allow for recognition of all of the other work (including hidden work) that is required in the role of faculty.
 - Promotion/tenure. Joann is hopeful that changes in the faculty workload policy will then impact changes at the promotion and tenure level in a positive way.
- IV. Group discussions re: course/faculty evaluations
 - i. CUSF members in attendance were asked to break up into small groups of 3-4 and answer questions asked re: course/faculty evaluations. This was an experiment to assess if these kinds of open discussions might be helpful to help CUSF become more intentional in providing guidance to BOR related to issues of concern. These kinds of short discussions will likely be deployed and assessed moving forward.
- V. Future of higher ed series: Open Educational Resources – MJ Bishop
 - i. OER implemented as a result of high textbook costs over the last 10-15 years. For 4-year students, textbooks accounted for 11% of total instructional costs. In Maryland, students paid over \$223 million annually on textbooks. OER operates on “5 R Principles”: retain, reuse, revise, remix, redistribute. To date, the initiative has supported 89 courses at 19 institutions. They are working on developing a website. They are now dealing with issues of sustainability given challenges from publishers/online course tools and decreasing costs. There was a lengthy discussion and questions asked by faculty regarding: how OER will impact faculty incentive to co-author textbooks, publish books, publish journal articles, how faculty will be financially compensated for their work, how developing OER materials will be acknowledged (scholarship, professional development), if OER materials can be used to supplement evaluation of teaching (in addition to student evaluations), etc. Many questions asked. Few definitive answers provided. Discussion ongoing.
- VI. Committee meeting reports
 - ii. Membership & Rules – reviewed process of election for CUSF executive committee.
 - iii. Legislative – Lobby Day in Annapolis is scheduled for 2/20 (tentative). Andy Clark will clarify via email.
 - iv. Faculty Concerns – working with Joann to provide guidance on faculty workload policy. This remains a work in progress. Summary: *“CUSF recognizes that the USM is placing the onus of defining teaching, research, and service workloads on each individual campus. In our advisory role as faculty members within the USM we wish to recognize that these are not three distinct activities but rather they have a significant amount of overlap and integration. We believe that the ways that these efforts are currently*

evaluated tends to be one-dimensional. As such, we highly suggest that our institutions attempt to provide improved measures for research, teaching, and service. For example, we suggest that each institution re-evaluate how coursework advising, transfer advising, hidden work (particularly minority faculty of all sorts of identities serving as mentors with others), student research, career advising, journal reviews, consultation, writing letters of recommendation, webinars, seminars, podcasts, and meaningful committee work is counted. The reason(s) for doing this is to demonstrate a more nuanced view of the professoriate workload in such a way that the state government can have a better understanding of the amount of time and effort that goes into this occupation.”

- v. Ed Policy – preparing for the convene. Instead of doing a face-to-face presentation at each campus, the decision has been made to conduct webinars with select committee (student, faculty, administration, etc.) as means of reenacting panel presentation. They are also looking at three key areas of concern: zero-tolerance policy, general policies to address, and whether these issues are recorded on the official transcript. Discussion ongoing. These issues may be years-long in comprehensively addressing.

VII. Faculty salary resolution

Resolution passed (attached). Resolution is the first step in addressing the problem. Robert Kauffman and Jay Zimmerman are aware of other inequities that skew the overall report and will be attempting to address in the future. [Example: presence of programs like medicine and law at select institutions skews the overall salary report for the entire faculty body.] The resolution was aimed at addressing current board policy only. This is only the first step in the process

VIII. Adjournment passed at 2:00pm

Respectfully submitted,
 Kelly M. Rock
 CUSF Representative

FSU’s CUSF Representatives for the 2018-2019 Academic Year are:

- John Lombardi (Communication)
- Kelly Rock (Nursing)
- Robert Kauffman (Kinesiology & Recreation)

The CUSF meeting schedule for the remainder of the 2018-2019 Academic Year is below. This year there will not be a meeting at FSU

Month	Schedule of CUSF Council Meetings for 2018-2019 Academic Year	Location
February	Wednesday, Feb 13	UMUC
March	Wednesday, March 13	UMCES, Baltimore
April	Friday, April 12	Salisbury
May	Thursday, May 16	Towson
June	Tuesday, June 18 (optional)	UB