



Faculty Senate Newsletter

Volume 22, Number 8

May

2018

FACULTY SENATE AGENDA

Wednesday, May 2, 2018

4:00 PM

397 Gira CCIT

I. APPROVAL OF THE MINUTES

Faculty Senate Minutes of April 4, 2017 (Separate Blue Packet)

II. ANNOUNCEMENTS

A. **Future Faculty Senate Meetings**

See you in the fall!

September 5, 2018

October 3, 2018

November 7, 2018

December 5, 2018

B. **Future Faculty Assembly Meetings**

April/May Faculty Assembly: End of Year Reporting, Administrator Evaluations

Wednesday, May 30, 1-3 PM, in 156 Gira CCIT

III. REPORTS & INFORMATION

A. [Chair's Report](#)

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

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

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

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

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

G. President's Report (oral)

H. Provost's Report (oral)

I. GEP Review Committee Report (Dr. Michael Mathias)

J. Questions

IV. OLD BUSINESS

Supporting Documents for all proposals can be found on the Faculty Senate SharePoint site at:

<https://frostburg.sharepoint.com/sites/facultysenate/> (valid FSU login required)

VOTE REQUIRED: IPR S18-01(H)

Summary Proposal	Rationale
<p>The Faculty Workload and Compensation Subcommittee requests the following: Update the Faculty Scheduled Workload Policy to incorporate a new policy on assignment and calculation of instructional workload. This proposal:</p> <ol style="list-style-type: none"> 1) Simplifies and streamlines assignment calculation of workload over various course components. 2) Provides simpler guidelines for the assignment of reassigned time for various administrative, service, and non-credit instruction-related activities. 3) Updates the enrollment expectations for increased workload assignment. 4) Updates the base compensation for an overload to \$2,250. 5) Provides for banking of workload within an academic year. 6) Charges the Faculty Workload and Compensation Subcommittee to annually review the new policy. 7) Returns some flexibility to chairs and deans. 	<p>The Provost and President have expressed a need for a simpler instructional workload policy. The Faculty Workload and Compensation Subcommittee worked with the Provost to develop a policy that streamlines calculation of instructional workload for various course components, as well as providing a method for banking when desirable.</p>

VOTE REQUIRED: AAC 18-05

Summary Proposal	Rationale
<p>The Liberal Studies Program requests the following: 1) Changes to the program description in the catalog. This includes the removal of the “C or better” policy.</p>	<p>1) Across campus programs teach interdisciplinary courses where the content of the course defines the interdisciplinary nature of the course offering. Some examples include Business, Psychology, or Sociology courses that teach data analysis; Parks and Recreation or Music courses that teach management; Nursing, Psychology, or Business courses that teach ethics; Music or Art courses that teach history; and so. These are interdisciplinary offerings and should be recognized as such even though they might be offered under the</p>

<p>2) Course description changes to LBST 450, 494 and 495. Change in credit hour requirements for LBST 494 and 499.</p>	<p>same HEGIS code. This clarification supports those departments that teach interdisciplinary courses within their programs and removes potential graduation hurdles for student in an interdisciplinary major such as Liberal Studies which wants to support various programs across campus yet help the student focus in a related area for their own career development.</p> <p>Clarity in allowing “special topics” courses as capstone material. This has been done in practice and now is merely clarified in the capstone requirement language.</p> <p>Removing confusion over what was being taken as a dual capstone and refining the “career assessment” seminar language to include career planning or assessment courses already offered on campus by various departments allowing students more concentration in their focus of study. An example would be the EDUC 100 course for students assessing a career in education when the focus of study for the student is education.</p> <p>Removing the “C” or better requirement in all courses used in the LBST major. This rule imposes a higher standard than that of many of the program requirements from other departments. About 40% of departments offer credentialing that follows the standard University rule requiring a minimum GPA of 2.0 in their programs which allows lower grades if they are offset by higher grades. The “C” rule for LBST students countermands this departmental requirements and would disallow an otherwise earned minor in such minors as Business Administration, Coaching, Recreation and Parks, African American Studies, Biology, Chemistry, Dance, Ethnobotany, Geography, History, and so on.</p> <p>2) LBST 494 changes to use the field experience language of the IDIS 495 course for consistency, to expand the credit range to promote experiential learning opportunities, and to change the grading from P/F to normal grading to recognize different levels of performance among students.</p> <p>LBST 499 change to provide a range of credits.</p>
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VOTE REQUIRED: AAC 18-07

<p>Summary Proposal</p>	<p>Rationale</p>
<p>The Department Music requests the following:</p> <ul style="list-style-type: none"> a. Create an Option in Music Education for the Bachelor of Science in Music 	<p>The Option in Music Education will greatly benefit music education students at FSU. This Option provides training in music education who wish to pursue careers in music education outside of PK-12 music education or who desire to obtain initial certification through the FSU MAT Degree Program. The Option will reduce the overall number of credits required in Music Education at the undergraduate level, increase student recruitment and retention of music education majors, save time, and increase progress towards graduation with financial and degree incentives for completing and graduating with both a Bachelor’s and Master’s Degree in five years. Students wishing to pursue this Option will be able to take manageable course loads without the necessity to take an overload. This Option provides additional time for passing the Praxis I testing requirements, and provisionally admits students to the MAT program at the end of the sophomore year. Students will be able to save money in tuition by taking 9 graduate credits that count towards both the undergraduate and graduate degrees. This also makes completion of the MAT for music education majors possible as currently there is not an MAT program in music available to</p>

	them. Students completing the Option in Music Education will be more competitive and marketable as first year teachers with an earning potential of \$4,000 to \$6,000 more as a result of having obtained the graduate portion of the degree.
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VOTE REQUIRED: AAC 18-10

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following:</p> <ol style="list-style-type: none"> 1) Change in ADSP Course Requirements from 30 credits to 24 or 33. 2) Discontinue courses: ADSP 381 Facilitation Skills and Techniques in Adventure Sports ADSP 391 Journaling in Adventure Sports ADSP 392 Mentorship I in Adventure Sports ADSP 491 Professional Preparation in Adventure Sports 3) Add MGMT 315 New Business Ventures as an option to ADSP 360 Entrepreneurship in the core. 4) Add ADSP280 or ASI201 (Garrett) or RECR280 as a requirement to the Adventure Sports Major. 5) Approve a new course ADSP280 Leadership and Group Dynamics in Adventure Sports (3 cr). 6) Change in course title, description and prerequisites for ADSP 382 Agency Assessment and Administration in Adventure Sports 7) Add course titled ADSP480 Field Experience in Adventure Sports (1-6 cr) and add three credits as a requirement. 8) Offer ADSP484 or ADSP492 and ADSP495. 9) Approve a new course, ADSP 484 Adventure Sports Practicum (3 cr) 10) Change in course title, descriptions, requirements of 	<p>The purpose of the curriculum changes is to bifurcate the existing Garrett/FSU major into a stand-alone major at FSU. The program is designed to service three student groups: 1) Four-year FSU students, 2) Garrett College Adventure Sports transfers, and 3) transfers from other community colleges and four year institutions. The program utilizes the Garrett College program to teach the skill courses in the major. With the bifurcation, fewer courses are required, the addition of the leadership course was deemed necessary, and the other changes as described were recommended by the faculty.</p> <ul style="list-style-type: none"> • Reduce Adventure Sports Core courses from 30 credits to 24 credits • Approve a new course, ADSP 280 Leadership and Group Dynamics in Adventure Sports and add it as a core requirement. • Change the course description or prerequisites for ADSP330 Outdoor Education, ADSP 340 Expedition Planning in Adventure Sports, ADSP 382 Agency Assessment and Administration in Adventure Sports, ADSP 492 Mentorship Project in Adventure Sports and ADSP495 Mentorship in Adventure Sports. • Add MGMT 315 New Business Ventures as an option to ADSP 360 Entrepreneurship in the core. • Approve a new course, ADSP 480 Field Experience in Adventure Sports (1-6 credits) and require three credits of field experience in the core program. • Approve a new course, ADSP 484 Adventure Sports Practicum (3 credits) and offer it as an option with the Mentorship (Mentorship Project and Mentorship) • Reduce Recreation and Parks Management Course Requirements from six to three credit by deleting RECR488 Principles of Ecotourism as a requirement in the program. • Reduce Garrett skill courses from 15 credits to 13 credits and to bring the courses into agreement with the Garrett program. • Add the requirement and bullet point that students are required to attend a state, regional or national conference during their junior or senior year. • Add the following bullet points: skill course are completed at Garrett, skill courses are completed as

<p>ADSP492 and ADSP495, Mentorship</p> <p>11) Change in course title, description, or prerequisites of ADSP 330 Outdoor Education (3 cr.) and ADSP 340 Expedition Planning in Adventure Sports (3 cr.)</p> <p>12) Deletion as a requirement in the program RECR488 and seven Garrett content courses</p> <p>13) Change in Garrett skill courses required</p> <p>14) Add program requirement to complete of one of the following:</p> <ul style="list-style-type: none"> a. A second major, b. A minor c. An associates degree, d. A bachelors degree from another institution, e. Two additional ASI skills tracks at Garrett College <p>15) Students completing this major are required to complete skill courses at Garrett College.</p> <p>16) Completion of the courses at Garrett College are completed as part of a student’s normal FSU course load.</p> <p>17) Add program requirement where students are required to attend a state, regional or national conference during their junior or senior year.</p> <p>18) ASI 164 Advanced Level First Aid and CPR is taught during winter Inter-session at Garrett College.</p>	<p>part of normal FSU load, and ASI164 Advanced Level First Aid and CPR is taught during winter Inter-session at Garrett College.</p>
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VOTE NOT REQUIRED: AAC 18-13

Summary Proposal	Rationale
<p>The Department of Visual Arts requests the following:</p> <p>1) Course Description changes: ART 207 Graphic Design ART 235 Photography ART 435 Advanced Photography</p>	<p>The description changes for 207, 235, and 435 are intended as updates and to reflect what is currently being taught in these courses. Frequencies and course numbers are not being changed. The inclusion of “concurrent enrollment in ART 291 during second advanced course” in the description of ART 435 is for the sake of consistency across the range of advanced courses in the department of visual arts so that our majors know that they</p>

<p>2) Also requested is a change of Frequency for: ART 430 Greek and Roman Art</p>	<p>need to be enrolled in the one-credit course ART 291: Focus Review when they enroll in the second advanced course in their chosen focus area.</p> <p>To accurately reflect when ART 430 is being offered, the frequency needs to be changed from “Spring, odd-numbered years” to “Spring, even-numbered years.”</p>
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VOTE REQUIRED: AAC 18-14

Summary Proposal	Rationale
<p>The Department of Physics and Engineering requests the following: Change in Catalog</p> <p>1) Description/Prerequisites/Frequency</p> <ul style="list-style-type: none"> • ENME 350 Electronics and Instrumentation I 3 cr. • ENME 351 Electronics and Instrumentation II 3 cr. • ENEE417 Microelectronics Design Laboratory 2 cr. <p>2) Change in Existing Programs’ Requirements</p> <ul style="list-style-type: none"> • Change in catalog description for the Mechanical Engineering Collaborative Program • Change in requirements for the B.S. in Engineering at Arundel Mills • Change in requirements for the B.S. in Engineering at Cecil College 	<p>ENME 350 -- The electro-magnetism and circuit theory content covered in ENEE 204 is sufficient to substitute for that content in PHYS 262 and PHYS 263. Adding ENEE 204 as a co-requisite will help the Electrical Engineering students with flexibility in completing their degree requirements.</p> <p>ENME 351 -- The AC circuit theory and analysis content covered in ENEE 204 is sufficient to substitute for that content in PHYS 263.</p> <p>ENEE 417 – Remove ENEE 312 as a prerequisite for ENEE 417. ENEE 312 was a typo in the original course description – it should have been PHYS 312. After further discussion in the department, we determined that the content of PHYS 312 is not necessary to take ENEE 417.</p> <p>Change in Existing Program Requirements: The Mechanical Engineering students enrolled in the Collaborative Program now complete the FSU General Education Program – not UMCP’s general education program.</p> <p>The Program Educational Objectives for the Mechanical Engineering Collaborative Program needed to be revised based on the recommendations of the reviewers during the recent ABET visit. ABET has changed the Program Outcomes from A-K to 1-7.</p> <p>We adjusted the curriculum for our on-campus programs and added ENME 272, Introduction to Computer-Aided Design, to the list of core courses. Students do not take a course like that at a community college so they need to take a CAD course at the 300-level when they are admitted to Frostburg to get that component. ENME 373, Advanced Computer-Aided Design, has been added to the program for Arundel Mills and Cecil College.</p>

VOTE NOT REQUIRED: AAC 18-15

Summary Proposal	Rationale
<p>The Department of English and Foreign Languages requests the following: Add ENGL 438 to the list of courses to satisfy the University’s Tech Fluency requirement</p>	<p>For each skill (and quite a bit beyond), students are asked to turn in projects, reflections, and essays that demonstrate their ability in the software and tools presented, but also their understanding of how technology affects culture and changes society. Students must be able to reflect on these “critical” components of technology as part of their writing in the course, and course readings examine technology from a number of lenses (including feminism, disability studies, and African American studies).</p>

VOTE NOT REQUIRED: AAC 18-16

Summary Proposal	Rationale
<p>The Department of Accounting requests the following: A change to the course description for ACCT 401 Advanced Financial Accounting.</p>	<p>This change reflects a shift of certain topics to the new ACCT 350 International Accounting course.</p>

VOTE REQUIRED: AAC 18-17 / GC 17-16

Summary Proposal	Rationale
<p>The Office of the Associate Provost and the Office of Graduate Services request the following: Approval of an addition of this addendum to the previously approved amendment for the policy on “Enrollment of Undergraduates in Graduate Courses”, which addressed the addition of combined bachelor’s/ master’s programs.</p>	<p>In recent weeks, FSU has developed options for students to have opportunities to take Graduate courses through pathways in addition to combined bachelor’s/ master’s programs. The last change passed addressed the addition of bachelor/master program but did not include pathway options.</p> <p>This addendum accomplishes three things:</p> <ol style="list-style-type: none"> a. Allows for pathways to be recognized in the policy b. Clarifies the definition of bachelor/master programs and pathways c. Assures that only students approved for bachelor/master program and pathways can take more than 7 graduate credits.

VOTE REQUIRED: FCC 18-10(H)

Summary Proposal	Rationale
<p>The Faculty Concerns Committee requests the following:</p> <p>Inclusion of USM policy BOR II 2.25 Parental Leave and Other Support for New Parents in the Faculty Handbook as edited to refer to Frostburg State University instead of “each institution”.</p>	<p>In 2012, the University System of Maryland Board of Regents approved a parental leave policy, II. 2-25. FSU has been compliant with much of it, but our Faculty Handbook does not reflect these policies. The Faculty Handbook Subcommittee has edited the USM policy for incorporation into our handbook, e.g. by replacing “each institution shall” with “Frostburg State University shall”.</p>

VOTE REQUIRED: FCC 18-11(H)

Summary Proposal	Rationale
<p>The Faculty Handbook Subcommittee requests the following:</p> <p>Update the following items in Section B of the Faculty Handbook “Faculty as Instructor” to reflect current services, practice, policy, and procedures. Line numbers refer to the location in the proposal document.</p> <ol style="list-style-type: none"> 1) Instructional Design and Delivery (B-1) 	<p>The Chair of Faculty Senate charged the handbook committee to scan the handbook and make note of items that were out outdated and policies that were no longer aligned with current policies and practices. Fourteen items have been updated.</p> <ol style="list-style-type: none"> 1) Instructional Design and Delivery (B-1) Line 76 <p>Update content to match current service offerings and to include the Department of Technology Services.</p> <ol style="list-style-type: none"> 2) Academic Dishonesty PN 2.017 (B-2) Line 235

<ul style="list-style-type: none"> 2) Academic Dishonesty PN 2.017 (B-2) Line 235 3) Advising, Student Academic Responsibility PN 2.037 (B-3) Line 339 4) The University Store (Bookstore) (B-5) Line 465 5) Disability Support Services (B-7) Line 496 6) Disruptive Student Behavior in the Classroom (B-8) Line 608 7) Course Repetition and Grading (B-11) Line 736 8) Grading System PN 2.013 (B-12) Line 786 9) Posting Grades (B-13) Line 884 10) The Center for International Education (B-13) Line 910 11) Library Services (B-14) Line 1035 12) Printing Services (B-15) Line 1209 13) Programs for Academic Support and Studies (PASS) (B-16) Line 1255 14) Student Privacy Rights (B-16) Line 1310 	<p>Update to include the language in the student code of conduct and to describe how to report incidents of academic dishonesty.</p> <ul style="list-style-type: none"> 3) Advising, Student Academic Responsibility PN 2.037 (B-3) Line 339 <p>Addition of the CAAR office as a resource</p> <ul style="list-style-type: none"> 4) The University Store (Bookstore) (B-5) Line 465 <p>Updates to information about textbook requests.</p> <ul style="list-style-type: none"> 5) Disability Support Services (B-7) Line 496 <p>Update information about eligibility, services provided, and opportunities for appeals.</p> <ul style="list-style-type: none"> 6) Disruptive Student Behavior in the Classroom (B-8) Line 608 <p>Update to include information about the Student of Concern process as well as reporting.</p> <ul style="list-style-type: none"> 7) Course Repetition and Grading (B-11) Line 736 <p>Update to remove outdated language about GEP Core Skills.</p> <ul style="list-style-type: none"> 8) Grading System PN 2.013 (B-12) Line 786 <p>Update to clarify language about definitions of Incomplete and Withdrawal grades.</p> <ul style="list-style-type: none"> 9) Posting Grades (B-13) Line 884 <p>Remove this passage in its entirety, as posting grades publicly is poor practice and likely a violation of FERPA despite best efforts.</p> <ul style="list-style-type: none"> 10) The Center for International Education (B-13) Line 910 <p>Update to reflect current practice and program offerings.</p> <ul style="list-style-type: none"> 11) Library Services (B-14) Line 1035 <p>Update to reflect current services and resources</p> <ul style="list-style-type: none"> 12) Printing Services (B-15) Line 1209 <p>Update url.</p> <ul style="list-style-type: none"> 13) Programs for Academic Support and Studies (PASS) (B-16) Line 1255
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	<p>Update office name and services offered.</p> <p style="text-align: center;">14) Student Privacy Rights (B-16) Line 1310</p> <p>Update information about disclosing student information to reflect current requirements and process.</p>
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VOTE REQUIRED: FCC 18-12

The Department of Accounting has nominated Dr. Connie Groer for emeritus status.

To: Dr. Justin R. Dunmyre, Chair, Faculty Concerns Committee
 From: Dr. Kathie J. Shaffer, Chair, Department of Accounting, College of Business
 Re: Faculty Emeritus Nomination – Professor Connie J. Groer
 Date: April 16, 2018

The Department of Accounting nominates Professor Connie Groer as Faculty Emeritus. She far exceeds the requirements listed in the Faculty Handbook. Connie will retire as a Professor of Accounting in June 2018 after 29 years at Frostburg State University. Connie has demonstrated her commitment for teaching, outstanding service and commitment to her Department, the College of Business and the University. Connie is very deserving of this honor.

Connie built the Volunteer Income Tax Assistance (VITA) at Frostburg State. We could write at great length about how wonderful the VITA program is as both a service-learning project and course. We could write even more about how Connie is a delight to work with and how the clients love her and appreciate the student volunteers she supervises. Nevertheless, we will just want to emphasize a few points:

- VITA’s student volunteers typically prepare in excess of 200 federal and 200 state and “other” returns (e.g., Property Tax Credit applications) free of charge for taxpayers. As a supervisor of ACCT 425, Connie ends up at least doing a cursory review of the majority of the returns. Think about how many hours and hours she spends working with students and reviewing tax returns on evenings and weekends!
- When clients come in, Connie spends time teaching and advising both the students and the clients. Clients get advice on managing their affairs; students get advice on return preparation for any new tax issues and learn how to read and interpret a myriad of tax-related forms. Students hear her giving advice and explaining things to clients at the beginning of the semester. It’s very rewarding at the end of the tax season to hear students begin to do some of the explaining and advising—they gain so much confidence!
- Most of the VITA clients are repeats, coming back year after year, and then bringing their friends and relatives. The student volunteer population varies each year, but Connie is the constant. The fact that clients return attests to their satisfaction with the program.
- The VITA program is often overlooked when service-learning or experiential learning at FSU is discussed. That is mostly because Connie is not a good one to publicize herself—she is entirely

too modest. The bottom line is that Connie is an unsung hero of service (experiential) learning, the type of learning that FSU and the College of Business wish to emphasize. The VITA program is an amazing service and an amazing learning experience. Our students truly learn so much. The community is very well served as evidenced by the number of returns generated.

Connie served for many years as the Department Chair and as Associate Dean for the College of Business. She was a member of the Faculty Senate and many of the standing committees at the University level on a consistent basis. She served the College on many committees and was particularly involved as a member of the College Curriculum Committee for a significant period of time. Connie served the Department on all of the committees including Promotion and Tenure, Department Evaluation, Internship, and Scholarship committees, during her time at FSU.

Connie was an active member of the American Institute of Certified Public Accountants (AICPA), the Maryland Association of Certified Public Accountants and the Western Maryland Chapter of the Maryland Association of Certified Public Accountants. She also served as the advisor to the FSU Omicron Chi chapter of Delta Sigma Pi, the professional business co-ed fraternity.

The most important part of Connie’s teaching career was always her commitment to her students in both the classroom and advising. She received very high student evaluation ratings supported by strong student comments and, at the same time, held students to the highest standards in the classroom. Connie was a tireless advisor and was always available to her students on both a professional and personal level.

For the past 29 years Connie has been an exemplary University employee. She has worked tirelessly to serve her Department, the College, and the University. Connie is the type of employee with whom everyone likes to work. She is intelligent, self-motivated, goal-oriented, willing to take on new challenges, collegial, student-focused, a tireless worker, and committed to excellence and quality in all she does.

Connie will be greatly missed by all who have worked with her and by the students she has taught and mentored over her long career. Her efforts have helped create and nurture a high-quality accounting program at FSU. She set the bar very high for the rest of us.

VOTE REQUIRED: GC 17-15

Summary Proposal	Rationale
<p>Graduate Council proposes an amendment to its charter to include a representative from the new PA Program.</p>	<p>This change is being recommended to assure that the PA program is represented and has the opportunity to participate in shared governance. Because it is housed within its own department, the current charter membership guideline does not adequately to assure representation of this new program. This change would result in increasing the Committee from 15 to 16 voting members.</p>

VOTE REQUIRED: GC 17-17

Summary Proposal	Rationale
<p>The Department of Nursing requests the following changes to the Administration and Education tracks of the MSN:</p>	<p>This change will allow for students in both Education and Administration to take the same practicum course thereby increasing teaching efficiency. In the future, if enrollments increase enough to warrant a second practicum course, the</p>

<p>1) Change to Existing Course Title:</p> <ul style="list-style-type: none"> ○ Change the name of NURS 694 Administration Practicum II to NURS 694 Graduate Nursing Practicum. <p>2) Removal of Course from Program Requirements:</p> <ul style="list-style-type: none"> ○ NURS 695 Education Practicum II 	<p>Education and Administration students could revert to taking separate practicum courses.</p>
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TABLED: AAC 17-34C

Summary Proposal	Rationale
<p>The Academic Standards Subcommittee requests the following: The Registrar’s Office is proposing an institutional procedure to allow students who are scheduled for three or more exams in one day to request to reschedule at least one of the exams without penalty.</p> <p>The statement that would appear in the Catalog would read:</p> <p><i>Students should not be required to take more than two final exams in one calendar day, and where conflicts arise, faculty should work with students to make necessary arrangements to avoid the conflict. It is recommended that students meet with their professors to reach alternate arrangements.</i></p>	<p>To provide some flexibility for students who are prone to intense stress and anxiety when faced with multiple exams on the same day. This will make an informal practice a formal policy with an accompanying procedure.</p> <p>More than 400 students who are affected by this situation each semester. Over the last three years, more than 2,000 distinct students have had at least one occurrence of three exams scheduled on the same day.</p>

V. NEW BUSINESS
 As needed.

VI. ADJOURNMENT

REPORTS TO THE FACULTY SENATE

CHAIR’S REPORT

I have five items for my report this month.

1. Workload

First, a new instructional workload policy will be on the agenda at the May Faculty Senate meeting. This proposal is a simpler and streamlined version of our current policy. The members of the Faculty Workload and Compensation Subcommittee worked overtime and deserve appreciation for getting this proposal together in conjunction with the Provost. Please take an opportunity to thank Rebekah Taylor, Jered Studinski, Lilly Ye, Lisa Simpson, Justin Dunmyre, and Mike Flinn for their hard work.

The proposal has been shared with Deans, Department Chairs, and all faculty members for feedback. Summary feedback will be shared with Faculty Senators during deliberations.

2. General Education

This semester marks the end of the first cycle of GEP assessment and the beginning of the next. I want to thank all faculty and departments involved in both cycles as well as the members of the GEP Review Committee. As announced by Dr. Nowaczyk, The General Education Program Review Committee is now ready to review and potentially re-envision the GEP. As the GEP is the core of the undergraduate educational experience, this process must proceed with broad participation from all members of the campus community. The first phase is information gathering, and a survey went out to all faculty and staff last week. Please take time to thoughtfully complete the survey. Mike will be giving a report to the Faculty Senate in May on behalf of the GEPRC.

3. Support for New Parents

Also on the May Senate agenda is a proposal to implement USM policy 2.25 on parental leave at FSU. This policy assures all faculty have access to certain support in the event of the birth of a child or adoption of a child under the age of six. Under this policy, faculty are eligible for up to eight weeks of paid leave and may request an extension of their tenure / permanent status clock. Additionally, the policy describes the support that must be provided to new parents and to nursing mothers.

4. Faculty Handbook

Your Faculty Handbook Subcommittee was hard at work this semester. In addition to the policy on support for new parents, the Faculty Handbook Subcommittee undertook a complete revision of Section B "Faculty as Instructor". This effort required working with numerous campus offices to provide up-to-date information about services provided to faculty and students, as well as pertinent policies and procedures. This update is also before the Faculty Senate in May. Please thank Dan Moorehead, Virginia Williams, Holly Currie, John Raucci, and Paul Charney for their hard work.

5. Advising

Following the completion of the advising town halls earlier this semester, the Advising Task Force has been hard at work completing FSU's application for the NACADA/Gardner Institute Excellence in Academic Advising initiative as well as planning next steps. Expect a report from the task force before the end of the semester and an opportunity early next semester to get more involved in shaping what advising will look like in the future at FSU.

In April, the Faculty Senate passed an update to the Faculty Role Model that allows advising to be evaluated as part of Teaching under both Instructional Design and Development and Teaching Performance and Feedback to Students. Each department, with the approval of the respective dean, retains control over how the Faculty Role

Model informs actual evaluation criteria and the relative weights of the various. Thus, expectations relating to advising are to be tailored to meet the needs of each department as appropriate.

ACADEMIC AFFAIRS COMMITTEE

Wednesday, April 11, 2018

4:00 pm

Compton 237

Attending: Travis English, Chair; Gerry Snelson; Daniel Filer; Nazanin Tootoonchi; Hongqi Li; Doris Santamaria-Makang, Provost's Office; Jodi Ternent, Office of the Registrar; Jackie Durst; Dee Dee Campbell, Interim Dean of CLAS/Chairs Council Representative; Lea Messman-Mandicott, Director of the Library (Ex Officio member)

Department Representatives: Scott Fritz, CLAS Dean's Office; Thomas Sigerstad, Liberal Studies; Brent Weber and James Reddan, Music; Robert Kauffman; Kinesiology and Recreation; Eric Moore, Physics and Engineering

Excused: JoAnna Shore, Secretary; Melody Kentrus, Benjamin Forrest

- I. Call to order at 4:01
- II. Approval of the 3/14/2018 minutes; amended to reflect the presence of Benjamin Forrest and Nazanin Tootoonchi
- III. Reports:
 - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: No report
 - b. Dean's Council-Dr. Dee Dee Campbell: No report, but Dr. Campbell took a moment to reflect on how much she is enjoying attending events on campus and getting around to see what faculty and students are doing.
 - c. Registrar's Office-Ms. Jodi Ternent: 1) Encouraging students to register for fall 2018 in a timely manner and working with the AIR to create a committee to vet curriculum proposals that involve substantial changes and additions (those that need MHEC approval)
 - d. [UUCR](#)-Dr. Melody Kentrus: No report
 - e. AAC Chair-Dr. Travis English: No report
- IV. Old Business

<p>18-05</p>	<p>The Liberal Studies Program requests the following: 1) Changes to the program description in the catalog. This includes the removal of the “C or better” policy. 2) Course description changes to LBST 450, 494 and 495. Change in credit hour requirements for LBST 494 and 499.</p>	<p>Rationale: 1) Across campus programs teach interdisciplinary courses where the content of the course defines the interdisciplinary nature of the course offering. Some examples include Business, Psychology, or Sociology courses that teach data analysis; Parks and Recreation or Music courses that teach management; Nursing, Psychology, or Business courses that teach ethics; Music or Art courses that teach history; and so. These are interdisciplinary offerings and should be recognized as such even though they might be offered under the same HEGIS code. This clarification supports those departments that teach interdisciplinary courses within their programs and removes potential graduation hurdles for student in an interdisciplinary major such as Liberal Studies which wants to support various programs across campus yet help the student focus in a related area for their own career development.</p> <p>Clarity in allowing “special topics” courses as capstone material. This has been done in practice and now is merely clarified in the capstone requirement language.</p> <p>Removing confusion over what was being taken as a dual capstone and refining the “career assessment” seminar language to include career planning or assessment courses already offered on campus by various departments allowing students more concentration in their focus of study. An example would be the EDUC 100 course for students assessing a career in education when the focus of study for the student is education.</p> <p>Removing the “C” or better requirement in all courses used in the LBST major. This rule imposes a higher standard than that of many of the program requirements from other departments. About 40% of departments offer credentialing that follows the standard University rule requiring a minimum GPA of 2.0 in their programs which allows lower grades if they are offset by higher grades. The “C” rule for LBST students countermands this departmental requirements and would disallow an otherwise earned minor in such minors as Business Administration, Coaching, Recreation and Parks, African American Studies, Biology, Chemistry, Dance, Ethnobotany, Geography, History, and so on.</p> <p>2) LBST 494 changes to use the field experience language of the IDIS 495 course for consistency, to expand the credit range to promote experiential learning opportunities, and to change the grading from</p>	<p>Vote Required; passed</p>
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		<p>P/F to normal grading to recognize different levels of performance among students.</p> <p>LBST 499 change to provide a range of credits.</p>	
<p>18-07</p>	<p>The Department of Music requests the following: Create an Option in Music Education for the Bachelor of Science in Music</p>	<p>Rationale: The Option in Music Education will greatly benefit music education students at FSU. This Option provides training in music education who wish to pursue careers in music education outside of PK-12 music education or who desire to obtain initial certification through the FSU MAT Degree Program. The Option will reduce the overall number of credits required in Music Education at the undergraduate level, increase student recruitment and retention of music education majors, save time, and increase progress towards graduation with financial and degree incentives for completing and graduating with both a Bachelor’s and Master’s Degree in five years. Students wishing to pursue this Option will be able to take manageable course loads without the necessity to take an overload. This Option provides additional time for passing the Praxis I testing requirements, and provisionally admits students to the MAT program at the end of the sophomore year. Students will be able to save money in tuition by taking 9 graduate credits that count towards both the undergraduate and graduate degrees. This also makes completion of the MAT for music education majors possible as currently there is not an MAT program in music available to them. Students completing the Option in Music Education will be more competitive and marketable as first year teachers with an earning potential of \$4,000 to \$6,000 more as a result of having obtained the graduate portion of the degree.</p>	<p>Vote Required; passed</p>

<p>18-10</p>	<p>The Department of Kinesiology and Recreation requests the following: 1) Change in ADSP Course Requirements from 30 credits to 24 or 33. [Item #1] 1a) Discontinue courses ADSP 381 Facilitation Skills and Techniques in Adventure Sports (3 cr.), ADSP 391 Journaling in Adventure Sports (3 cr.), ADSP 392 Mentorship I in Adventure Sports (3 cr.), and ADSP 491 Professional Preparation in Adventure Sports (3 cr.) [Item #1a] 2) Add MGMT 315 New Business Ventures as an option to ADSP 360 Entrepreneurship in the core. [Item #2] 3) Add ADSP280 or ASI201 (Garrett) or RECR280 as a requirement to the Adventure Sports Major. [Item #3] 4) Approve a new course ADSP280 Leadership and Group Dynamics in Adventure Sports (3 cr). [Item #4] 5) Change in course title, description and prerequisites for ADSP 382 Agency Assessment and Administration in Adventure Sports (3 cr.) [Item #5] 6) Add course titled ADSP480 Field Experience in Adventure Sports (1-6 cr) and add three credits as a requirement. [Item #6] 7) Offer ADSP484 or ADSP492 and ADSP495. [Item #7] 8) Approve a new course, ADSP 484 Adventure Sports Practicum (3 cr) [Item #8] 9) Change in course title, descriptions, requirements of ADSP492 and ADSP495, Mentorship [Item #9] 10) [No Item #10] 11) Change in course title, description, or prerequisites of ADSP 330 Outdoor Education</p>	<p>Rationale: The purpose of the curriculum changes is to bifurcate the existing Garrett/FSU major into a stand-alone major at FSU. The program is designed to service three student groups: 1) Four-year FSU students, 2) Garrett College Adventure Sports transfers, and 3) transfers from other community colleges and four year institutions. The program utilizes the Garrett College program to teach the skill courses in the major. With the bifurcation, fewer courses are required, the addition of the leadership course was deemed necessary, and the other changes as described were recommended by the faculty.</p> <ul style="list-style-type: none"> • Reduce Adventure Sports Core courses from 30 credits to 24 credits • Approve a new course, ADSP 280 Leadership and Group Dynamics in Adventure Sports and add it as a core requirement. • Change the course description or prerequisites for ADSP330 Outdoor Education, ADSP 340 Expedition Planning in Adventure Sports, ADSP 382 Agency Assessment and Administration in Adventure Sports, ADSP 492 Mentorship Project in Adventure Sports and ADSP495 Mentorship in Adventure Sports. • Add MGMT 315 New Business Ventures as an option to ADSP 360 Entrepreneurship in the core. • Approve a new course, ADSP 480 Field Experience in Adventure Sports (1-6 credits) and require three credits of field experience in the core program. • Approve a new course, ADSP 484 Adventure Sports Practicum (3 credits) and offer it as an option with the Mentorship (Mentorship Project and Mentorship) • Reduce Recreation and Parks Management Course Requirements from six to three credit by deleting RECR488 Principles of Ecotourism as a requirement in the program. • Reduce Garrett skill courses from 15 credits to 13 credits and to bring the courses into agreement with the Garrett program. • Add the requirement and bullet point that students are required to attend a state, regional or national conference during their junior or senior year. • Add the following bullet points: skill course are completed at Garrett, skill courses are completed as part of normal FSU load, and ASI164 Advanced Level First Aid and CPR is taught during winter Inter-session at Garrett College. 	<p>Vote Required; passed</p>
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	<p>(3 cr.) and ADSP 340 Expedition Planning in Adventure Sports (3 cr.) [Item #11]</p> <p>12) Deletion as a requirement in the program RECR488 and seven Garrett content courses [Item #12]</p> <p>13) Change in Garrett skill courses required [Item #13]</p> <p>14) Add program requirement to complete of one of the following: a. A second major, b. A minor c. An associates degree, d. A bachelors degree from another institution, e. Two additional ASI skills tracks at Garrett College [Item #14]</p> <p>Students completing this major are required to complete skill courses at Garrett College. [Item #15]</p> <p>Completion of the courses at Garrett College are completed as part of a student’s normal FSU course load. [Item #15]</p> <p>Add program requirement where students are required to attend a state, regional or national conference during their junior or senior year. [Item #15]</p> <p>ASI 164 Advanced Level First Aid and CPR is taught during winter Inter-session at Garrett College. [Item #15]</p>		
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V. New Business

<p>18-13</p>	<p>The Department of Visual Arts requests the following:</p> <p>Course Description changes:</p> <ul style="list-style-type: none"> • ART 207 Graphic Design • ART 235 Photography • ART 435 Advanced Photography <p>Also requested is a change of Frequency for:</p> <ul style="list-style-type: none"> • ART 430 Greek and Roman Art 	<p>Rationale:</p> <p>1-3) The description changes for 207, 235, and 435 are intended as updates and to reflect what is currently being taught in these courses. Frequencies and course numbers are not being changed. The inclusion of “concurrent enrollment in ART 291 during second advanced course” in the description of ART 435 is for the sake of consistency across the range of advanced courses in the department of visual arts so that our majors know that they need to be enrolled in the one-credit course ART 291: Focus Review when they enroll in the second advanced course in their chosen focus area.</p>	<p>No Vote Required</p>
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		4) To accurately reflect when ART 430 is being offered, the frequency needs to be changed from “Spring, odd-numbered years” to “Spring, even-numbered years.”	
18-14	<p>The Department Physics and Engineering requests the following: Change in Catalog Description/Prerequisites/Frequency</p> <ul style="list-style-type: none"> • ENME 350 Electronics and Instrumentation I 3 cr. • ENME 351 Electronics and Instrumentation II 3 cr. • ENEE417 Microelectronics Design Laboratory 2 cr. <p>Change in Existing Program’s Requirements</p> <ul style="list-style-type: none"> • Change in catalog description for the Mechanical Engineering Collaborative Program • Change in requirements for the B.S. in Engineering at Arundel Mills • Change in requirements for the B.S. in Engineering at Cecil College 	<p>Rationale: ENME 350 -- The electro-magnetism and circuit theory content covered in ENEE 204 is sufficient to substitute for that content in PHYS 262 and PHYS 263. Adding ENEE 204 as a co-requisite will help the Electrical Engineering students with flexibility in completing their degree requirements.</p> <p>ENME 351 -- The AC circuit theory and analysis content covered in ENEE 204 is sufficient to substitute for that content in PHYS 263.</p> <p>ENEE 417 – Remove ENEE 312 as a prerequisite for ENEE 417. ENEE 312 was a typo in the original course description – it should have been PHYS 312. After further discussion in the department, we determined that the content of PHYS 312 is not necessary to take ENEE 417.</p> <p>Change in Existing Program Requirements: The Mechanical Engineering students enrolled in the Collaborative Program now complete the FSU General Education Program – not UMCP’s general education program.</p> <p>The Program Educational Objectives for the Mechanical Engineering Collaborative Program needed to be revised based on the recommendations of the reviewers during the recent ABET visit. ABET has changed the Program Outcomes from A-K to 1-7.</p> <p>We adjusted the curriculum for our on-campus programs and added ENME 272, Introduction to Computer-Aided Design, to the list of core courses. Students do not take a course like that at a community college so they need to take a CAD course at the 300-level when they are admitted to Frostburg to get that component. ENME 373, Advanced Computer-Aided Design, has been added to the program for Arundel Mills and Cecil College.</p>	Vote Required; passed
18-15	<p>The Department of English and Foreign Languages requests the following: Add ENGL 438 to the list of courses</p>	<p>Rationale: For each skill (and quite a bit beyond), students are asked to turn in projects, reflections, and essays that demonstrate their ability in the software and tools presented, but also their</p>	No Vote Required

	to satisfy the University’s Tech Fluency requirement	understanding of how technology affects culture and changes society. Students must be able to reflect on these “critical” components of technology as part of their writing in the course, and course readings examine technology from a number of lenses (including feminism, disability studies, and African American studies).	
18-16	The Department of Accounting requests the following: A change to the course description for ACCT 401 Advanced Financial Accounting.	Rationale: This change reflects a shift of certain topics to the new ACCT 350 International Accounting course.	No Vote Required
18-17	The Office of the Associate Provost requests the following: Approval of an addition of this addendum to the previously approved amendment for the policy on “Enrollment of Undergraduates in Graduate Courses”, which addressed the addition of combined bachelor’s/ master’s programs. (See proposal for addendum language.)	Rationale: This addendum accomplishes three things: <ul style="list-style-type: none"> a. Allows for pathways to be recognized in the policy b. Clarifies the definition of bachelor/master programs and pathways c. Assures that only students approved for bachelor/master program and pathways can take more than 7 graduate credits. 	Vote Required; passed

VI. Adjournment at 5:28

FACULTY CONCERNS COMMITTEE

Wednesday, April 11, 2018

Meeting Room: CCIT 245. Meeting Time: Wednesday April 11, 2018 4:00 pm

Attendance: S. Brill (CLAS), S. Brosi (CUSF), J. Dunmyre (FCC Chair), J. Flinn (Promotion and Tenure/Permanent Status), S. Henry (LIB), R. Larivee (Chairs Council), T. Lambert (Faculty Development & Sabbatical/PRL), J. Lombardi (FCC Vice-Chair), D. Moorehead (Faculty Handbook), B. Norris (Faculty Senate Chair), J. Odone (CLAS), K. Rock (CUSF)

Excused: N. Buta, J. Browne, T. Sigerstad

I. Call to Order

II. Approval of the Minutes of Wednesday, March 14, 2018.

J. Odone made a motion to accept the minutes as read; D. Moorehead seconded the motion; All in Favor.

III. Reports

- a. **Chair’s Report:** J. Dunmyre reported that the Faculty Workload & Compensation Subcommittee has been very busy crafting a shorter, flexible 4-page workload policy document for senate discussion. Dunmyre congratulated the FCC for all the meaningful discussion at the previous meeting regarding the advising evaluation proposal [FCC 18-07(H)]. Dunmyre also encouraged those who may be returning to the FCC in the next academic year to think about seeking office.
- b. **University Chairs’ Council:** R. Larivee reported that the last council meeting was with the Provost and involved the workload policy. The Council will go over the new workload policy at the next meeting as well as discuss the ombudsmen process in light of a couple of unrenewed contracts. Michael Matthias will also address the next meeting regarding GEP issues.

The council had discussions about the use of mobile devices in the classroom, and that discussion is still ongoing. The need for a classroom recording policy was also identified for further discussion.

- c. **Council of University System Faculty:** K. Rock noted that not much had happened since the March 26 CUSF which was documented in the April Faculty Senate Newsletter. However, the Governor’s budget had been approved since that meeting and the USM will receive the requested 2% COLA, plus money has been earmarked for the new FSU Health Sciences/Education building.
- d. **Promotion and Tenure / Permanent Status Subcommittee:** J. Flinn reported that the subcommittee will begin reviewing faculty achievement award nominations at the next meeting. She noted that it might be a good idea to advertise/market the faculty achievement awards, since there were not many nominations.
- e. **Faculty Development and Sabbatical / Professional Leave Subcommittee:** T. Lambert reported that conference presentations and summer stipends have all been awarded, but that the subcommittee had to be very selective due to fewer funds. The Provost wants a simple statement justifying how the sabbatical experience applies to student and classroom learning inserted in the sabbatical application.

The Provost also still wants a budget impact statement to show everyone how much sabbaticals really cost. This sparked FCC discussion about how the true cost of a sabbatical differs by department size and other factors.

- f. **Faculty Handbook Subcommittee:** D. Moorehead commented on the two items of handbook business before the FCC today and how diligently individual Handbook Subcommittee members worked on revising different handbook sections.

IV. Old Business: None.

V. New Business:

FCC 18-09(H): Removing Ombudsperson requirement before filing grievance

This sentence has caused some confusion, and it was an oversight, as involvement in the mediation process was always designed to be inclusive via a welcoming and voluntary basis.

Discussion of FCC 18-09(H): Removing Ombudsperson requirement before filing grievance

The sentence in question is in the first numbered item under the subheading “Hearing Procedures for Grievances between Faculty members Pertaining to Workplace Bullying or Other Uncivil Behavior” in the Faculty Grievance Procedure. Dunmyre discussed changes to the language here to clearly state that ombudsman mediation is a “may “voluntary option, not a “must “requirement (though still highly recommended). S. Brill recommended revising further to change “the grievant may...” to “the grievant is encouraged to ...” Dunmyre will take this back to the Ombudsmen Committee for further discussion.

FCC 18-10(H): Updating Faculty Handbook with parental leave policy

In 2012, the University System of Maryland Board of Regents approved a parental leave policy, II. 2-25. FSU has been compliant with much of it, but our handbook does not reflect these policies. The Handbook committee has incorporated the USM policy into our handbook, e.g. by replacing “each institution shall” with “Frostburg State University shall”.

Discussion of FCC 18-10(H): Updating Faculty Handbook with parental leave policy

In addition to replacing “each institution shall” with “Frostburg State University shall” in the policy, B. Norris asserted that the entire section VII with 2012 references should be struck; S. Brosi recommended inserting wording about a refrigerator for nursing mothers in section V.d. B. Norris suggested voting on this item as is, but bring up adding refrigerator for discussion.

Two separate motions came out of this discussion item:

- 1) S. Brill made the motion to add wording about a refrigerator to section V.d., S. Brosi seconded the motion; **All in favor.**
- 2) J. Flinn moved to take this item to the Faculty senate; R. Larivee seconded the motion; **All in favor.**

FCC 18-11(H): Updating Faculty Handbook with current policies

The Chair of Faculty Senate charged the handbook committee to scan the handbook and make note of policies that were no longer aligned with official language / USM policies.

Discussion of FCC 18-11(H): Updating Faculty Handbook with current policies

Numerous changes in the updated language of Part B of the Faculty Handbook were discussed. The committee decided to discuss all 12 sections of the 41-page document first and then take a single vote on accepting all the changes at the end of the discussion.

Several minor changes needed in the revised wording throughout the document were noted, but much of the discussion concerned wording in the Academic Dishonesty section: B. Norris noted that the first

paragraph under that section (lines 178-184), which had been struck out, needed to be kept because it is a policy that needs to be kept and that we can't change; Norris recommended prefacing that section with the paragraph directly under it defining academic dishonesty (also in the student handbook); Also the recommendation was made to delete Carl Crowe's email as specific Student Conduct and Community Standards contact.

Additionally, S. Brill proposed changing some wording in the last paragraph of the Advising, Student Academic Responsibility section (line 343), effectively breaking down the last long sentence of the paragraph into two shorter clearer sentences.

R. Larivee moved to accept the handbook revisions with amendments brought up in discussion; J. Odone seconded the motion; **All in Favor.**

Discussion Item: Tianna Bogart wishes to address FCC

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

T. Bogart was not able to attend the meeting and this discussion item has been tabled again.

FCC 18-12: Emeritus Nomination for Dr. Connie Groer

The Department of Accounting submitted an Emeritus Nomination for their colleague, Dr. Connie Groer.

To: Dr. Justin R. Dunmyre, Chair, Faculty Concerns Committee

From: Dr. Kathie J. Shaffer, Chair, Department of Accounting, College of Business

Re: Faculty Emeritus Nomination – Professor Connie J. Groer

Date: April 16, 2018

The Department of Accounting nominates Professor Connie Groer as Faculty Emeritus. She far exceeds the requirements listed in the Faculty Handbook. Connie will retire as a Professor of Accounting in June 2018 after 29 years at Frostburg State University. Connie has demonstrated her commitment for teaching, outstanding service and commitment to her Department, the College of Business and the University. Connie is very deserving of this honor.

Connie built the Volunteer Income Tax Assistance (VITA) at Frostburg State. We could write at great length about how wonderful the VITA program is as both a service-learning project and course. We could write even more about how Connie is a delight to work with and how the clients love her and appreciate the student volunteers she supervises. Nevertheless, we will just want to emphasize a few points:

- VITA's student volunteers typically prepare in excess of 200 federal and 200 state and "other" returns (e.g., Property Tax Credit applications) free of charge for taxpayers. As a supervisor of ACCT 425, Connie ends up at least doing a cursory review of the majority of the returns. Think about how many hours and hours she spends working with students and reviewing tax returns on evenings and weekends!
- When clients come in, Connie spends time teaching and advising both the students and the clients. Clients get advice on managing their affairs; students get advice on return preparation for any new tax issues and learn how to read and interpret a myriad of tax-related forms. Students hear her giving advice and explaining things to clients at the beginning of the semester. It's very rewarding at the end of the tax season to hear students begin to do some of the explaining and advising—they gain so much confidence!
- Most of the VITA clients are repeats, coming back year after year, and then bringing their friends and relatives. The student volunteer population varies each year, but Connie is the constant. The fact that clients return attests to their satisfaction with the program.
- The VITA program is often overlooked when service-learning or experiential learning at FSU is discussed. That is mostly because Connie is not a good one to publicize herself—she is entirely too modest. The bottom line is that Connie is an unsung hero of service (experiential) learning, the type of learning that FSU and the College of Business wish to emphasize. The VITA program is an amazing service and an amazing learning experience. Our students truly learn so much. The community is very well served as evidenced by the number of returns generated.

Connie served for many years as the Department Chair and as Associate Dean for the College of Business. She was a member of the Faculty Senate and many of the standing committees at the University level on a consistent basis. She served the College on many committees and was particularly involved as a member of the College Curriculum Committee for a significant period of time. Connie served the Department on all of the committees including Promotion and Tenure, Department Evaluation, Internship, and Scholarship committees, during her time at FSU.

Connie was an active member of the American Institute of Certified Public Accountants (AICPA), the Maryland Association of Certified Public Accountants and the Western Maryland Chapter of the Maryland Association of Certified Public Accountants. She also served as the advisor to the FSU Omicron Chi chapter of Delta Sigma Pi, the professional business co-ed fraternity.

The most important part of Connie's teaching career was always her commitment to her students in both the classroom and advising. She received very high student evaluation ratings supported by strong student comments and, at the same time, held students to the highest standards in the classroom. Connie was a tireless advisor and was always available to her students on both a professional and personal level.

For the past 29 years Connie has been an exemplary University employee. She has worked tirelessly to serve her Department, the College, and the University. Connie is the type of employee with whom everyone likes to

work. She is intelligent, self-motivated, goal-oriented, willing to take on new challenges, collegial, student-focused, a tireless worker, and committed to excellence and quality in all she does.

Connie will be greatly missed by all who have worked with her and by the students she has taught and mentored over her long career. Her efforts have helped create and nurture a high-quality accounting program at FSU. She set the bar very high for the rest of us.

VI. Adjournment at 6:15 PM: R. Larivee moved to adjourn; D. Moorehead seconded the motion; All in Favor

VII. Next meeting: May 9, 2018 - CCIT 245 at 4pm

GRADUATE COUNCIL

Monday, April 9, 2018

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

Present: Matt Ramspott, Sunshine Brosi, Natalia Buta, Nick DiMichele, Virginia Williams, Shoshanna Brassfield, Jamelyn Tobery-Nystrom (by phone), Jennifer Bishoff, Vickie Mazer, Jodi Ternent, David Zheng, Yan Bao, Doris Santamaria-Makang, Trina Redmond-Matz.

The Graduate Council (GC) met on Monday, April 9, 2018, 4:00 – 5:00 PM.

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

Excused: Kristine McGee, Yan Bao

Minutes recorded by: M. Ramspott (GC Secretary)

1. Call to Order

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

2. Approval of Minutes

- Approval of minutes from March 12, 2018. Motion to approve: V. Williams, seconded by T. Redmond-Matz. **Minutes Approved** by unanimous vote.

3. Reports

Chair's Report – D. Zheng

- The proposal from last month (new PA program) was approved by Senate
- D. Zheng will be stepping down as Chair of Graduate Council – a new Chair will be needed

- M. Ramspott will be stepping down as Secretary of Graduate Council – a new Secretary will be needed.

Graduate Services Report – V. Mazer

- It is too soon to have complete information about enrollments, more updates will be made on this soon.
- The online application process is now up and running, all materials will now need to be submitted electronically. Recommendations, personal statements, resumes will all be submitted online.
- V. Mazer: The Provost met with the Program Coordinators about the GA allotments. The current Spring GA numbers will be filled in the Fall, so go ahead with interviews. The five GA positions that were cut this year will still be held back, pending further look at issues related to the minimum wage increase and longer term enrollment numbers.
- We are expecting to see a big drop in next year's graduate enrollment in Fall.
- Question from N. DiMichele about the duration of these GA allotments. V. Mazer: These allotments will be in effect for a full year, as far as she knows.
- V. Mazer: More applicants are needed very soon (by April 11) for the Graduate Research Symposium. More participation in this event is needed to avoid cancellation.

4. Old Business: N/A

5. New Business

GC Charter Change (Dr. Vickie Mazer):

Proposal is available at U:\Graduate Council\Senate Items\2017-18\GC 17-15 GC Charter Change

The Office of Graduate Services is proposing a Charter Change to the Graduate Council Charter to allow for representation of the proposed new Physician Assistant Program.

This change is being recommended to assure that the PA program is represented and has the opportunity to participate in shared governance. Because it is housed within its own department, the current charter membership guideline does not adequately to assure representation of this new program.

This change would result in increasing the Committee from 15 to 16 voting members.

Discussion:

- Some discussion surrounded the actual number of committee members who are voting members and faculty members, including the 2 appointed members from Faculty Senate and one student representative. This constitutes 15 voting members under the current charter, 16 after the proposed change.
- Discussion about where to place the PA program in the list of membership categories. Consensus to list the PA program as one of the elements of Group "A".

Motion to Approve: M. Ramspott; Seconded by V. Williams

Proposal was Approved, by unanimous vote.

Undergraduate Taking Graduate Courses Policy Addendum (Dr. Vickie Mazer):

Proposal is available at U:\Graduate Council\Senate Items\2017-18\GC 17-16 Undergraduate Taking Graduate Courses Policy Addendum

The Office of Graduate Services is requesting an addendum to the change for the Undergraduate taking Graduate Courses policy. In recent weeks, FSU has developed options for students to have opportunities to take Graduate courses through pathways in addition to combined bachelor's/ master's programs. The last change passed addressed the addition of bachelor/master program but did not include pathway options.

This addendum accomplishes three things:

- a. Allows for pathways to be recognized in the policy
- b. Clarifies the definition of bachelor/master programs and pathways
- c. Assures that only students approved for bachelor/masters program and pathways can take more than 7 graduate credits.

Discussion:

- V. Mazer: This is needed to ensure that undergraduate students seeking to take graduate credit will need approval from their advisor and from the Graduate Services Office
- Question from D. Zheng: How to obtain approval from Graduate Services? V. Mazer: This will go on the same form that is in use now for advisor approval.
- D. Santamaria-Makang: These proposals and addenda were discussed with all offices involved, and based on USM system policy.
- V. Mazer: Students need to be informed about how the graduate courses will need to be paid for (undergraduate financial aid mostly cannot be used for graduate courses). V. Mazer is researching implications of the use of Pell Grants to pay for "pathway" programs and for combined bachelors/masters programs.
- S. Brassfield made some minor grammatical suggestions, noted by V. Mazer.
 - "or a decrease" in total credits (last paragraph)
 - Italicize first instance of "pathway"
- S. Brosi mentioned an example of a student not in senior standing who benefitted from taking a graduate course. V. Mazer: Need to ensure that all UG students taking Grad courses meet the policy, as this is important for DOE audits of financial aid. There is an appeal process that can be brought to bear when exceptions to the policy are warranted.
- "Pathway" and combined bachelors/masters programs require an admissions review process

Motion to Approve (with S. Brassfield's friendly amendments): N. Buta. Seconded by S. Brosi.

Proposal was Approved by unanimous vote.

Nursing Graduate Catalog Changes (Dr. Heather Gable) (around 4:15PM):

Proposal is available at U:\Graduate Council\Senate Items\2017-18\GC 17-17 Nursing Catalog Change

The Department of Nursing is requesting changes to the graduate catalog regarding the Administration and Education tracks under the MSN degree. The primary reason for the change is to increase teaching efficiency due to low student enrollment in graduate nursing courses.

The proposed changes are listed below.

- 3) Change to Existing Course Title:
 - o Change the name of NURS 694 Administration Practicum II to NURS 694 Graduate Nursing Practicum.
- 4) Removal of Course from Program Requirements:
 - o NURS 695 Education Practicum II

This change will allow for students in both Education and Administration to take the same practicum course thereby increasing teaching efficiency. In the future, if enrollments increase enough to warrant a second practicum course, the Education and Administration students could revert to taking separate practicum courses. No other departments will be affected by this change

Discussion:

K. Platt gave a brief description of the proposal and rationale.

Motion to Approve: S. Brosi. Seconded by G. Thomspen.

Proposal was Approved by unanimous vote.

6. Other New Business: N/A

7. Adjournment at 4:46 PM

Respectfully submitted by

David Zheng

INSTITUTIONAL PRIORITIES AND RESOURCES COMMITTEE
April 9, 2018

Gira Center 155

In Attendance: Elizabeth Throop, Sara-Beth Bittinger, Ben Norris, Randall Lowe, Denise Murphy, Rebekah Taylor, Phil Allen, Erica Kennedy, Mike Flinn, Greg Wood, Mike Monahan

4:00—CALL TO ORDER

CHAIR’S COMMENTS:

There is still a lot of talk about new a workload policy. We have worked hard to ensure that the policy is equitable to all, but it may never be perfect.

Things to look for in the future:

Education may retool their doctoral program with a new delivery paradigm. If this happens, the program will be treated as a new program.

May will bring a new IPR committee. We will welcome the AY 2018-19 members at the next meeting. In addition, we’ll hold elections for chair, co-chair, and secretary.

UAC and PACIE will have their annual retreat on Thursday, July 19, 2018. New and old member of UAC and PACIE should try to make themselves available to ensure knowledge retention for faculty senate.

Will be discussing 3 year reviews for next time

July 19th PACIE, UAC retreat

OLD BUSINESS

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

- I was recently informed that this was being worked on
- A visit from athletics – I have contacted Rubin and Troy and invited them to a future meeting. They have both agreed, but I’m not sure we can fit it in the AY.

NEW BUSINESS

Reports

Greg Wood - Report from PACIE representative

—PACIE continued to discuss “red, yellow, green reports”. Some departments had submitted reports, some hadn’t. There was discussion about coming up with a new name for the committee. There was also talk of trying to broaden faculty involvement in the committee.

Brief discussion found on April 2018 IPR minutes.

Rebekah Taylor - Report from the faculty Workload and Compensation subcommittee

As there was a proposal on workload, Dr. Taylor saved comments for the discussion.

PROPOSAL

Faculty Workload: Dr. Throop and Sara Beth Bittinger

Vote Required: motion passes unanimous, with the following amendments:

- *Editorial edits for class codes*
- *The policy includes a statement on not permitting uncompensated work under section 5, part B.*

Overview of proposed new policy

At the previous meeting, we talked about changes to the workload policy referred to as “Murtagh 2”. That policy looks similar to the new proposal. It had passed Senate last year but hadn’t moved forward. The new policy is a new version created by the Provost and Sara Beth.

Throop—To follow up on why the President was not sure on “Murtagh 2”, he wasn’t sure how much it was going to cost. He also wanted to have a Provost in place before moving forward. Why now? The practice for this year was random. Education used a completely different formula. Other departments were using Murtagh 1 or 2, but they weren’t being used consistently in practice. We took a stab at starting from scratch, but being informed with USM policy. Previous policies really tied the hands of chairs and deans. We want to be able to lay the groundwork to provide deans and chairs with more flexibility. A policy that spells out every specific thing does not seem feasible for a whole University. That is why the current proposal is short. The President has not seen this new version. We want the policy to be flexible enough that payment rates could potentially go up. The new item in the policy is the potential for banking. It may be that most of the banking would end up being in the spring based on the way courses are structured. That way most of the workload would be charged in the fall. If we could schedule more than a year in advance, that gives the option of banking to be spread out. This really needs to be looked at and assessed every year to make sure it’s effective. A relatively simple formula for administrative assistants could be had.

SB—The numbers used were based on Fall16 data. We can look at previous overload contracts—column C looks at amounts for object 2—contract amounts that passed through HR and payroll, and then D is calculation for “Murtagh 1”. In education, “Murtagh 1” broke down relating to student teaching. There were inconsistencies with student teaching. We met with people in Education department. Note line 53.

Throop—If you look at line 60—linked to music instruction—music had requested increase in fees students pay for private music lessons. It was requested that these lessons be increased to \$200, so private music instruction should pay for itself.

Discussion

RT—Private music instruction should be 60 minutes, not 50 min as it is listed.

MF—There was a concern from Diane Blankenship (not in attendance) about internship, supervision, etc.. This was written by Kim right? She stated in an e-mail that there are no real numbers or parameters relating to internship/supervision.

SB—Lisa helped with this portion also.

Throop—This was written with flexibility in mind, rather than trying to spell out every option.

MM—There are places where it says “reassigned time and/or stipend”—What is the policy for deciding?

Throop—There should be a policy.

MF—Assigning of the stipends creates a trust issues. Adjuncts should be paid \$2200, but sometimes they don't get paid this.

Throop—Education is very different and there are cases when stipends come into play. Also, there may be cases like in theater when there is someone who should be paid less than \$2200 for short term work.

SB—Can this be addressed by transparency in the dean's budget?

Throop—It can, but trust is an issue. Our current dean is transparent and our new dean will be too (and the ad will be written that way).

Throop—I will be doing the budget and I will give each dean a dollar number, and will work with the chairs. Here is the number of credit hours based on history that a particular college is expected to produce.

PA—On table 2, exactly what is a course unit?

Throop—It is a typical 3 credit hour class, composed of 3 workload units.

PA—There is a significant time investment for senior projects. If under current system, having a normal course schedule, and senior projects count as overload, what does that count as? \$4000?

Throop—No, it would be \$1500. Each workload unit would be \$750 (1 credit hour)—This is more than what the current policy pays.

BN—My main concern linked to current policy is making sure that all four letter codes are listed. It looks like DST, ILL (?), PRA, SEM and ISM are missing, PMI, RSC.

We want to make sure all codes are covered.

Throop—In line 117 and below, we have enrollment projections—if 400 level—8 students expected.

BN—But independent studies are expected to have one student, we need to make allowances for this.

MM—Expectations are reasonable for student credit hours.

Throop—In reality if we think of break even points in terms of student credit hours, college of Ed would be 14. CLAS is hard to say anything about but it is 17. Business is 24 per section as a guideline. We want to give deans and chairs flexibility, but also clarity.

MF—If we can look at historical averages for numbers for classes, does that help alleviate some stress about numbers?

BN—When low enrollment courses are removed right before beginning of the semester, it is generally a disaster. They need to be removed in earlier.

PA—For 400 level classes, you need 8 students for the course to run?

Throop—These are targets—not strict point. Most departments have low level classes with high numbers. We can look at historical data in particular cases.

GW—Will people want to offer more 400 level courses to try to have fewer students?

Throop—It will up to the chair to make college's enrollment targets.

GW—There is the possibility to try to game the system—how might students respond?

PA—If people go and try to change courses from 300 to 400 level, should be checks and balances to catch people gaming the system.

GW—One of the rationales for this discussion is linked to the problems of senior faculty taking advantage of newer faculty. Should the dean be guiding scheduling?

Throop—This is a big issue—and the dean ultimately has the fiscal responsibility.

GW—How much power should be given to departments relating to this?

BN—If we pass this, it will go on Senate agenda. Department chairs want to review it prior to this. There is a strong desire to make it available to whole faculty for review to give people the opportunity to weigh in.

Throop—I recommend maybe wait until after chair's council and release it after that.

MM—This has been approved at various levels. We can't necessarily change things based on small amount of feedback.

BN—Chairs have felt excluded, and they are the ones that have to implement this.

Throop—Chairs are eager to have something they can use.

SB—RN to BSN program—We should define banking so that it fits with all programs.

DM—Do we want to keep banking within a fiscal year?

BN—There might be issues with 12 month contracts—such as with new nursing program.

PA—Since this is regarding workload and compensation, should there be a statement of undocumented workload? That people cannot be allowed to work without being compensated?

MM—Can there be an exception from the dean/chair? With release?

EK—I am coordinator for animal behavior minor, and do not get paid or release time. How does this fit in with this kind of statement relating to undocumented workload? Is there is a rule in terms of how coordinators and directors are assigned?

Throop—No, but we need additional ways to work this in, but can't be in this document.

MF—There will be statement to add about uncompensated work in this policy.

Comments from the revised document-

Mike Monahan – Will the proposed policy impact reassigned time in CoB?

Mflinn: This questions was asked by Mike at IPR and we think that the current proposal does not; however, this questions should be raised at the senate floor.

Phil Allen - Hello just a quick question, regarding the section (below), I apologize if it is a silly question. Does this mean that the workload unit calculation for lecture and laboratory is now equal – 1? Is this changing it from lab being 0.8 to 1.0? If so could this be made explicit in tabular form? If the values are not changing, can we ask for this to be discussed?

As expressed in the USM BOR policy, one course unit for classroom instruction will be computed as three contact hours of instruction. A contact hour is fifty (50) minutes of faculty instruction per week. The formula applies equally to lecture/seminar/laboratory/studio instruction/internship seminar, where the faculty member is solely responsible for all activities therein (i.e., there is no teaching assistant assigned to the course). If a graduate teaching assistant is assigned to any type of class, related course units will be assigned to involved faculty by the department chair with the approval of the college dean.

Mflinn: I'm not sure, it may be something that we need to ask as this wasn't something asked during the discussion at IPR. Should we bring this up on the senate floor?

Randy Lowe

Thank you for sending this out. I believe that most of what we discussed if covered adequately. However, one thing I have in my notes was Ben's request toward the end of the meeting to also place the first sentence in C. Banking "The standard workload expectation is eight course units per academic year" or something like it at the top of the document (Section I – Standard Workload Expectations). If I am mistaken about this, please disregard this feedback.

Mflinn: I think that this was addressed by the addition of a line in the first section of the proposal, but please review.

Continued discussion about workload with IPR members only can be found on the IPR minutes.

5:43—Moved to adjourn

Submitted this sunny day,
Michael B. Flinn
Chair, IPR AY17-18
Gira, 274e
mflinn@frostburg.edu
x4835

COUNCIL OF UNIVERSITY SYSTEM FACULTY



COUNCIL of UNIVERSITY
SYSTEM FACULTY

CUSF Meeting Notes from April 26, 2018 Meeting at University of Maryland, Baltimore County

CUSF Chair Robert Kauffman called the meeting to order, and Lina Zhou introduced UMBC Provost Philip Rous. Rous welcomed attendees to the campus and talked very positively about his experience as a shared governance leader when he was a faculty member. In a recent article, co-written with Sarah Shin, UMBC's previous Faculty Senate Chair, the two explained their definition of shared governance as akin to shared responsibility. The article asserted that most of the problems faced by higher education institutions require a balanced approach that benefits from multiple perspectives.

Kauffman and Joann Boughman then presented the CUSF Chair's report and USM report, respectively. Both reports made reference to the recent, successful USM Symposium on Diversifying the Faculty, which was recognized as a very good first step toward advancing inclusion on the campuses. Kauffman stated that he had completed and submitted to the Chancellor the shared governance report, based upon submissions by Faculty Senate Chairs/Presidents. This report indicated that the faculty overall appear to be satisfied about faculty engagement with administrators. One important theme identified by Kauffman is the distinction between shared governance as consulting (two-way) versus communication (one-way). Kauffman noted the necessity that we emphasize the USM I-6.0 policy on shared governance, which requires "informed participation" and "collaboration" of the faculty. Boughman told attendees of a new President, Charles Wight, at Salisbury University and of a search for a President for UMES. Next, Boughman reported that a new workgroup on free speech had been formed and that CUSF would be represented by Kauffman. Boughman also stated that the ombudsperson effort continues and that the faculty workload workgroup will soon present a framework to be shared with campuses.

Kimberly Moffitt, Chair of the UMBC Faculty Senate, reported that the state of shared governance at UMBC is "fairly consistent." She provided information on recent accomplishments of her group, including holding a recent Senate meeting at the Universities at Shady Grove; approving the CUSF academic freedom resolution, which will be included in the faculty handbook; approving an adjunct III policy; and instituting qualitative measures for the tenure and promotion process.

Board of Regents Chair Jim Brady joined the meeting and talked passionately about his views on inclusion/diversity, free speech, academic freedom, and faculty workload. He provided detail on two key points:

(1) The student population today is vastly different from what it ever has been, and it will continue to become more diverse, and (2) institutions of higher education are constantly being asked to accomplish more and different things, and this increases pressure felt by everyone involved in advancing the missions of universities. Adjustment to both of these facts will be necessary in order for institutions to be sustainable and to continue to educate our citizens and prepare them for lifelong challenges. Brady explained his fervent belief that mentoring has become more important than ever before, and that the faculty are the primary persons who perform this essential function. With regard to free speech, Brady touted himself as a "virulent proponent." He asserted that universities were established to encourage healthy and vigorous debate on critical issues of the day, and they should continue to do so today. Brady also talked of the necessity of acknowledging our "sacred cows" and of being unafraid to change them. He underscored the importance of listening more than talking, and challenged all present to rise to the current challenges. In answer to questions from attendees, he commended CUSF for raising the issue of academic integrity and encouraged us to move forward in our work. He also charged CUSF, in response to another query, to develop a comprehensive proposal on faculty salary. These two items will be major focal points for CUSF during the 2018-2019 academic year.

At elections, which occurred after lunch. Elizabeth Brunn was elected as CUSF secretary, and Karen Clark and Nagaraj Neerchal were elected as At-Large members of the CUSF Executive Committee. The meeting concluded with committee reports and an overview of the upcoming Senate Chairs' meeting.

FACULTY SENATE MINUTES

Wednesday, April 4, 2018

4:00 PM

397 Gira CCIT

Present: P. Allen, T. Bogart, S. Brassfield, S. Brill, J. Browne, N. Buta, S. Duncan, J. Dunmyre, J. Durst, T. English, D. Filer, M. Flinn, S. Henry, E. Kennedy, H. Li, J. Lombardi, R. Lowe, M. Michael, M. Monahan, B. Norris, J. Odone, M. Ramspott, K. Rock, R. Schrum, J. Shore, G. Snelson, T. Sigerstad, E. Throop, N. Tootoonchi, G. Wood

Excused: A. Bena

Not Present: D. Blankenship, S. Brosi, D. Zheng

The meeting was called to order at 4:03 p.m. by B. Norris.

VII. APPROVAL OF THE MINUTES

Faculty Senate Minutes of March 7, 2017 (Separate Blue Packet)

Minutes approved.

VIII. ANNOUNCEMENTS

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

Wednesday, May 2, 2018

D. Future Faculty Assembly Meetings

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

IX. REPORTS & INFORMATION

K. [Chair's Report](#)

L. [Academic Affairs Committee \(AAC\) Report](#)

M. [Faculty Concerns Committee \(FCC\) Report](#)

N. [Graduate Council \(GC\) Report](#)

O. [Institutional Priorities & Resources Committee \(IPR\) Report](#)

P. [Council of University System Faculty \(CUSF\) Report](#)

Q. President's Report (oral)

R. Provost's Report (oral)

S. Questions

X. OLD BUSINESS

Supporting Documents for all proposals can be found on the Faculty Senate SharePoint site at:

<https://frostburg.sharepoint.com/sites/facultysenate/> (valid FSU login required)

Administrators' reports:

Dr. Nowaczyk could not attend. Dr. Throop gave both reports.

Dr. Throop for the President:

1. We established a chapter of Phi Kappa Phi, which was installed March 16. Thanks go to Greg Wood. Greg Wood and his assistant Mary Jane O'Rourke have information for faculty and students.
2. Enrollments are looking pretty good. We are using 2016 as benchmark rather than last fall, since there was such a downturn. There were 468 paid deposits in 2016 at this time, and as of today, 452. Admissions has been taking advantage of various kinds of technology. Many faculty members are engaged in recruiting, and it's paying off. Open House on Saturday.
3. Registration is open. Jay Hegeman is sending advisors information about holds and getting holds removed.
4. A search for a VP for Enrollment Management will start soon. Dr. Throop will chair; faculty will be involved.
5. The President soon will release action items generated by the Strategic Planning Committee to the community. Academic years are attached to action items and reporting structures are in place to ensure follow-through.

From the Provost's office: Searches will begin in the fall for permanent deans in CLAS and COE. Dr. Throop will be asking faculty for input on draft announcements, and faculty will be included in search processes.

The advising task force is moving forward, as is an informal group of advisors working on building a good advising system.

Dr. Throop is continuing office hours. In addition, she has scheduled a drop-in period on April 19 from 3-5 p.m. in Lane 111.

Dr. Throop is working with the faculty committee on workload, the sabbatical committee, and on GA distribution.

We have access to Academic Impressions, a deep library on subjects of interest, such as retaining third- and fourth-year students. It can be accessed at academicimpressions.com.

Vice Provost John Bowman is retiring on July 2 after 40 years of service. We are advertising now for an Associate Provost who will take over some of John’s responsibilities. The interim Associate Provost job that Doris Santamaria-Makang is doing now is also being advertised as a permanent position.

VOTE REQUIRED: AAC 18-01; #7 ALSO APPROVED BY IPR - PASSED

Summary Proposal	Rationale
<p>The Department of English and Foreign Languages requests the following:</p> <ol style="list-style-type: none"> 1) Proposals to Change Course Frequency: <ul style="list-style-type: none"> • 260: British Literature • 261: American Literature • 270: European and Neo-European Literature • 271: Asian and African Literature • 300: Critical Writing about Literature • 335: Creative Writing: Poetry • 340: Shakespeare • 430: Composing Processes • 489: Capstone 2) Changes to Prerequisite/Course Description Changes/Changes in Frequency <ul style="list-style-type: none"> • 344: Film Theory • 355: Socially Networked Journalism • 360: Creative Non-Fiction 3) Change to Course Title: ENGL 101 First-Year Composition and ENGL 111 Honors: First-Year Composition 	<ol style="list-style-type: none"> 1) The department is decreasing frequency to address the problem of under-enrolled courses. 2) Removing the ENGL 207 prerequisite for ENGL 344 will both help enrollment and aid students in completing the Film Minor in a more timely fashion. Change in frequency and prerequisite to ensure class is not under-enrolled. Change in course description to eliminate dated language, appeal to wider audience. 3) This title more accurately reflects current pedagogy in the field. 4) The change in title and description reflects our decision to incorporate study of the history of the language with the study of linguistics. Currently, ENGL 306 offers some coverage of the history of the language, but students going into secondary teaching of English have had to take a separate course, ENGL 416 History of the English Language to fulfill NCATE requirements. However, ENGL 416 is typically under-enrolled—no longer an acceptable situation in our college. Therefore, we are increasing efficiency of course offerings by incorporating fuller coverage of history of the language in ENGL 306. The course gives all of our majors a background in the history of English, an understanding of language structure, will decrease by one the additional courses Secondary Education students are required to take, and will help to avoid an under-enrolled course (ENGL 5) Reduce total hours to make minor more attractive and efficient. Greatly expand the possible HIST and POSC courses and add new ENGL options, both moves to minimize substitutions and confusion. Eliminate the gen-ed advice as unneeded and unheeded. Reorganize into two groups, Core Courses and Electives, rather than current departmental groupings, to clarify requirements. 6) Senior English majors have consistently needed more time to workshop, edit, and revise their writing in preparation for senior portfolios; therefore, a change in English 489 from 1 credit to 3 is being proposed.

<p>4) Change in Title and Course Description: ENGL 306 Linguistics. Change in ENGL Core Curriculum and Requirements for Teaching Secondary English</p> <p>5) Change in requirements for Journalism minor</p> <p>6) Change in number of credits: ENGL 489 English Capstone. Change in number of credits for ENGL major</p> <p>7) Create new minor in Creative Writing</p>	<p>This change more accurately reflects the workload of the course for both student and teacher, as the course reflected in the attached syllabus is too much work to squeeze adequately into a 50 minute meeting once a week. An extensive writing workshop component to the course is added. Students will revise four major assignments and prepare a professional resume and cover letter. Capstone will also focus more extensively on career/graduate school readiness.</p> <p>7) For students who are majoring in other fields of study beside English, having an opportunity to minor in Creative Writing will allow them additional prospects for cultural enrichment. Strengthening their abilities to write clearly and interpret texts will enrich the interdisciplinary grounding of their FSU education, strengthen their core skills, and also enhance their attractiveness as potential hires in an ever-more-competitive workforce. It is widely understood that the ability to think creatively and to communicate through writing are highly desirable qualities in potential job candidates. The diverse reading requirements of the minor will also serve to promote the global leaning goals of the University, as do the opportunities afforded students with the English Department to attend readings and workshops through the Center for Literary Arts.</p>
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VOTE REQUIRED: AAC 18-02 - PASSED

Summary Proposal	Rationale
<p>The Department English and Foreign Languages requests the following:</p> <p>6. Change in catalog description and frequency for</p> <ul style="list-style-type: none"> • FREN 211 French Grammar, Composition, and Conversation I • SPAN 211 Spanish Grammar, Composition, and Conversation I <p>7. Change in frequency for FREN 212 French Grammar, Composition & Conversation II.</p>	<p>Rationale: The changes in catalog description reflect more accurately the current teaching/learning methodology and the changes in frequency address the under enrollment in these courses.</p>

VOTE REQUIRED: AAC 18-03 - PASSED

Summary Proposal	Rationale
<p>The Department of English and Foreign Languages requests the following:</p> <p>1) Change the GEP Language requirements (Group B)</p> <p>2) Change the catalog description of</p> <ul style="list-style-type: none"> • FREN 101 	<p>1. Currently, students may satisfy 3 credits for the Group B: Humanities by completing FREN 250 or SPAN 250. However, to be able to enroll in the FREN/SPAN 250 level, the students must complete 12 credits (4 courses) of prerequisites, which effectively makes the FREN/SPAN 250 the only courses in the Group B: Humanities that entail a 12 credit-hours prerequisite. The department is proposing a change in the GEP requirements from the current FREN/SPAN 250 to the preferable FREN/SPAN 101 so as to:</p>

<ul style="list-style-type: none"> • SPAN 101 • FREN 102 • SPAN 102 • FREN 211 • SPAN 211 • FREN 212 • FREN 250 • SPAN 250 	<p>1) align our GEP offering with the rest of the Group B: Humanities component offerings (none of which entails prerequisites);</p> <p>2) obviate for students the burdensome fulfillment of a 12-credit prerequisite; and</p> <p>3) make it more realistic for more students to gain exposure to and knowledge of foreign language.</p> <p>In anticipation of several combined bachelor’s/master’s programs being proposed by various departments, an update to the language of the “Enrollment of Undergraduates in Graduate Courses” policy (<i>Undergraduate Catalog</i>, pp. 25/26) is needed to clarify the definition of a combined bachelor’s/master’s program.</p> <p>2. Change in frequency to ensure class is not under-enrolled.</p>
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VOTE NOT REQUIRED: AAC 18-04

<p>The Department of History requests the following: As advised by the Registrar’s Office, the Department of History requests that specific dates be added to the titles of the following courses.</p> <ol style="list-style-type: none"> 1. HIST 103 History of the United States to 1876 2. HIST 104 History of the United States, 1876 to the Present 3. HIST 113 World History to 1500 4. HIST 114 World History, 1500-1900 5. HIST 303 History of Latin America to 1825 6. HIST 304 History of Latin America, 1825 to the Present 	<p>These changes were advised by the Registrar’s Office. Although the time periods are provided in the course descriptions, the addition of specific dates in titles will add greater clarity to student transcripts.</p>
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VOTE REQUIRED: AAC 18-06 - PASSED

Summary Proposal	Rationale
<p>The Department of Communication requests the following: changes to the Professional Focus category in the Mass Communication major:</p> <ul style="list-style-type: none"> • Combine Audio Production and Radio Industry into one focus entitled Audio Industry. • Delete Multimedia Design and Web Management focuses. <p>These changes would reduce the number of focuses from 9 to 6.</p>	<p>This proposal is a response to a call from the Dean to make the Mass Communication major more efficient. The proposed changes will reduce the number of offerings in the Professional Focus category from 9 to 6. These changes include:</p> <ol style="list-style-type: none"> 1. The combination of the existing Audio Production Focus and Radio Industry Focus in to a new focus entitled Audio Industry. The new Audio Industry Focus encompasses all of the courses in the former Audio Production Focus and Radio Industry Focus. This will give students 9 courses from which to choose the required 4 instead of 6. 2. Elimination of the Multimedia Design focus: Few Mass Communication majors focus in Multimedia Design. In addition, students can choose a Graphic Design minor instead of a focus in the program. The Multimedia Design focus students and Graphic

	<p>Design minor students take similar courses making the focus redundant.</p> <p>3. Elimination of the Web Management focus: Few Mass Communication majors focus in Web Management.</p>
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VOTE REQUIRED: AAC 18-08 - PASSED

Summary Proposal	Rationale
<p>The Women’s Studies Program requests the following: the addition of SOCI 332 Collective Behavior to the Women’s Studies minor. In addition, a title change for SOCI 332 is also requested (adding “and Social Movements” to the course title).</p>	<p>The sociological study of collective behavior includes an enormous array of behaviors, processes, structures, and contexts in its focus on crowds, fads, disasters, panics, and social movements. In terms of social movements, sociologists concentrate on emergent group behavior in settings where cultural guidelines are non-specific or in dispute. Knowledge of how people respond and organize in such situations can lead to the enhanced study about how participants effectively make change in the social world, how formal organizations emerge from micro-interactions like marches, sit-ins, and demonstrations, how movements gain new members or sympathizers, and how groups communicate with a mass audience, among other studies. In times of uncertainty and as identity categories like gender, race, class, and sexuality continue to change, social justice feminism is one such collective behavior of importance. Indeed, feminism has been the catalyst for deep and lasting changes that policy changes alone have not achieved. In this vein, I propose the addition of SOCI Collective Behavior to the Women’s Studies minor. This course includes the study of social movements, via collective behavior and efforts like feminism, intersectionality, LGBTQ movements, class-based activism like the Poor People’s Campaign, racial-justice like Black Lives Matter, and more.</p>

VOTE REQUIRED: AAC 18-11 - PASSED

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following:</p> <ol style="list-style-type: none"> 1. Add 3 new courses to the catalog <ul style="list-style-type: none"> • EXSS 300 Advanced Human Nutrition • EXSS 330 Exercise Epidemiology • EXSS 430 Training for Peak Performance 2. Move 2 courses from the major core requirements to electives: <ul style="list-style-type: none"> • BUAD 100 • MGMT 315 3. Add a list of program electives for EXSS majors 4. Add an option for pre-Physical Therapy students 	<ol style="list-style-type: none"> 1) These courses will be added to expand the list of program electives in EXSS to allow the EXSS student more flexibility in choosing their coursework. Those students who want more of a background in nutrition will be able to learn more about such topics and be more knowledgeable professionals. 2) After completing a self-study in 2017 for CAAHEP/CoAES accreditation, it was determined that two courses are not necessary for accreditation standards. BUAD 100 and MGMT 315 share some of the same information as another course (EXSS 306). Since EXSS 306 is more specific to the EXSS professional and meets more accreditation standards, BUAD 100 and MGMT 315 can be dropped from the major requirements. These 2 courses can still be taken as program electives. 3) Students majoring in EXSS have a variety of career options available upon graduation. By offering electives within the program, students can tailor their coursework to their specific interests. These electives also offer students more flexibility to take any prerequisites for graduate programs.

<p>5. Change some information on the EXSS catalog page</p>	<p>All new EXSS courses and all courses dropped from the core requirements will now be offered as program electives.</p> <p>4) During the CAAHEP/CoAES site visit in 2017, the external reviewers suggested offering a pre-PT track for EXSS students. Since many EXSS students already complete the pre-Physical Therapy Preparatory Program in addition to the EXSS major, this optional track will streamline the process and clear up confusion in requirements for the EXSS student.</p> <p>5) Since the last catalog change, the EXSS program has acquired a new accreditation status.</p>
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VOTE REQUIRED: AAC 18-12A - PASSED

Summary Proposal	Rationale
<p>The Academic Standards Subcommittee requests the following: The Office of the Provost proposes a revision of the existing Frostburg State University (FSU) Policy on “Attendance at Another Institution” which states regulations for undergraduate students to pursue course work at another institution and transfer it into a student program at FSU. The policy regulates the number of off-campus credits- limit allowed to be transferred into FSU.</p> <p>The updates provide guidance to students who choose to study abroad in their senior years (and similar experiences) and clarify the role of the Academic Standards Subcommittee to grant exceptions prior to enrolling in courses at another institution (and not after the fact).</p>	<p>The amendment to this policy intends to respond to our concerns related to a perceived lack of alignment of the policy with the current practices provided for students interested on attending another institution. While the current policy states that <i>“If you have 90 or more total credits (including previous transfer credits and credits in which you currently are enrolled at FSU or elsewhere), you may transfer a maximum of seven additional credits...”</i>, there is a lack of consistency in the number of transferable credits when the student applies to attend another institution through other FSU-approved program such as study abroad programs, and the National Exchange Student Program.</p> <p>The proposed revisions to the policy attempt to reflect guidelines that are more inclusive of the current and existing practices and opportunities allowed for students to complete course work at another institution, including participation in study abroad programs and the National Student Exchange programs at FSU. Similarly, the revised policy intends to articulate more clearly the regulations for exceptions to the policy.</p> <p>Please see the proposed amendments to the policy (in red), after careful discussion and upon agreement among the parties involved: Provost Throop, the Associate Provost, the Registrar’s Office, and the Director/Coordinator of the mentioned programs.</p>

VOTE NOT REQUIRED: FCC 18-06

Summary Proposal	Rationale
<p>The Department of Nursing requests the following:</p> <p>Addition of the following practicum courses to the list to be evaluated using the standard Student Evaluation of Instruction instrument:</p> <ul style="list-style-type: none"> • NURS 495 Population-Focused Nursing Practice Practicum • NURS 694 Administration Practicum II 	<p>This proposal is to address the issue of faculty in the Department of Nursing exclusively teaching NURS 495 resulting in a lack of student evaluation of instruction (SEI) survey scores. It was observed during the current evaluation cycle that one faculty member in the Department of Nursing was not evaluated for the 2017 calendar year, which resulted in a lack of a SEI average.</p>

<ul style="list-style-type: none"> • NURS 695 Education Practicum II 	<p>To avoid this issue for current and future semesters and for other nursing courses that have not been surveyed in the past calendar year due to their practicum classification, the Department of Nursing requests that these practicum courses be subjected to the SEI survey.</p> <p>Each of these courses requires 135 hours along with quizzes (NURS 495) and assignments. They are graded courses, not pass/fail at this time. There has been a proposal to change the graduate courses (NURS 694 & 695) to a pass/fail grading scale. In each of these courses, students complete a survey of their preceptor and the practicum site separate from the SEI survey. It is clear to the student that they have two surveys to complete and which individual is to be evaluated on each survey.</p>
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VOTE REQUIRED: FCC 18-07(H) - PASSED WITH TWO ABSTENTIONS.

Summary Proposal	Rationale
<p>The Faculty Evaluations II Ad Hoc Committee requests the following:</p> <p>Update the description of the Faculty Role Model on page A-34 of the faculty handbook to include advising where appropriate as part of Teaching.</p>	<p>The Ad Hoc Faculty Evaluations II committee has been charged by the Chair of Faculty to add evaluation of advising to the handbook. This follows a recommendation from Middle States. University of Maryland System policy indicates that advising must be assessed under the teaching category. We suggest guidelines that departments may follow to develop their own criteria for assessing advising. Notably, advising should now be assessed as part of Instructional Design and Development as well as Teaching and Advising Performance and Feedback.</p>

Some notes from this discussion:

Middle States says we must evaluate advising. USM says it must in the Teaching category.

It will be up to departments to set the criteria and measurement levels, and as with all criteria, these must be approved by the Dean.

New evaluation criteria will take effect for evaluations of calendar year 2019, but departments should begin working immediately on their criteria, as this change will go into the Handbook in the fall. New department criteria must be approved by the Deans shortly thereafter.

VOTE REQUIRED: FCC 18-08(H) - PASSED

Summary Proposal	Rationale
<p>The University Advisory Council requests the following:</p> <p>Incorporate the updated Class Attendance Policy document into the Faculty Handbook.</p>	<p>FSU is undergoing a financial aid audit from the US Department of Education. One issue uncovered is a lack of process or requirement to certify course attendance early in the semester. The Financial Aid Office needs to know if students receiving aid are attending. As instructors are situated to have the best knowledge of student attendance, the provost's office is asking faculty to assist in this matter.</p> <p>This proposal adds a requirement for faculty to certify attendance by the end of the add/drop period. The provost's office is developing a very simple process for doing so. These proposed policy changes were presented and passed unanimously at the March 9 meeting of the University Advisory Council.</p>

	This proposal also incorporates in the Class Attendance policy statements that long have been in the undergraduate catalog but are not in the policy.
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VOTE REQUIRED: GC 17-13 ALSO PASSED BY IPR - PASSED

Summary Proposal	Rationale
<p>The Physician Assistant (PA) Program requests the following:</p> <ol style="list-style-type: none"> 1) Creation of a new PA program leading to the awarding of the degree Master of Medical Science in Physician Assistant Studies. 2) Creation of the following courses in the PA program: <ul style="list-style-type: none"> • DPAM 601 Human Anatomy I • DPAM 602 Human Anatomy II • DPAM 603 Human Anatomy III • DPAM 610 Clinical Medicine I • DPAM 611 Clinical Medicine II • DPAM 612 Clinical Medicine III • DPAM 621 Basic Sciences I • DPAM 622 Basic Sciences II • DPAM 623 Basic Sciences III • DPAM 631 Developing the PA Professional I • DPAM 632 Developing the PA Professional II • DPAM 633 Developing the PA Professional III • DPAM 641 Patient Assessment and Diagnostic Methods I • DPAM 642 Patient Assessment and Diagnostic Methods II • DPAM 643 Patient Assessment and Diagnostic Methods III • DPAM 651 Pharmacology I • DPAM 652 Pharmacology II • DPAM 653 Pharmacology III • DPAM 660 Population Health • DPAM 665 Research and Evidence-Based Medicine • DPAM 670 Functional and Preventive Medicine • DPAM 675 Geriatrics 	<p>In response to a growing state and national physician shortage, particularly in rural and medically underserved areas, Frostburg State University (FSU) is proposing a new 24-month, 117-credit hour Physician Assistant (PA) program which will award graduates a Master of Medical Science in Physician Assistant Studies. This new master’s program will begin in summer 2019, following the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) provisional accreditation approval which is expected in March 2019. The PA program will be housed at the University System of Maryland Regional Education Center at Hagerstown (USMH) and is expected to admit 25 students each year in a cohort model.</p> <p>In an effort to provide a curriculum which adequately prepares students with the relevant skills and knowledge necessary to meet the challenges of Physician Assistants and to meet the standards set forth by the accrediting body (ARC-PA), FSU is proposing a cohort model program encompassing 117 credit hours over a 24 month period. The program will begin in May, with year one (12 months) of didactic coursework followed by year two (12 months) of clinical site placement experience (SCPE). Each SCPE will be 4 weeks in duration. There will be 7 SCPEs in areas required by the ARC-PA standards and an additional 3 elective SCPEs to provide the student the opportunity for depth in the students’ selected areas of practice. The curriculum for this program has been carefully planned to align with the program mission and the ARC-PA accreditation requirements.</p>

<ul style="list-style-type: none"> • DPAM 680 Pediatrics • DPAM 685 Foundations of Surgery 2.0 • DPAM 690 Emergency Medicine Intensive • DPAM 695 Transition to Clinical Practice • DPAM 700 Family Medicine: Supervised Clinical Practice Experience • DPAM 701 Internal Medicine: Supervised Clinical Practice Experience • DPAM 702 Pediatrics: Supervised Clinical Practice Experience • DPAM 703 General Surgery: Supervised Clinical Practice Experience • DPAM 704 Psychiatry: Supervised Clinical Practice Experience • DPAM 705 Women's Health: Supervised Clinical Practice Experience • DPAM 706 Emergency Medicine: Supervised Clinical Practice Experience • DPAM 707 Elective: Supervised Clinical Practice Experience • DPAM 709 Summative 	
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VOTE REQUIRED: GC 17-14 - PASSED

Summary Proposal	Rationale
<p>The College of Business requests the following changes regarding admission requirements to the MBA and the combined BS in Accounting/MBA Option:</p> <ol style="list-style-type: none"> 1. Change the minimum GMAT from 450 to 400; 2. Delete the stipulations of the formula which involves the GMAT score and GPA; 3. GMAT waiver policy changes: <ol style="list-style-type: none"> i. GPA of 3.25 or higher with no work experience; ii. GPA of 3.0 or higher with three years of work experience; iii. GPA of 2.75 or higher with five years of work experience. 	<p>In an effort for continuous improvement in the MBA program to stay in line with our peer institutions, the College of Business is seeking to revise the admission requirements, especially the GMAT waiver standards, to gain competitive advantage in the fast-changing MBA market.</p> <p>Note that “work experience” refers to management experience.</p>

TABLED: STATEMENT ON CONSENSUAL RELATIONSHIPS

The resolution passed by the Staff Senate reads:

The Frostburg State University Staff Senate supports a revision to strengthen the university policy on Consensual Relationships and Professional Conduct that better protects students, faculty, and staff against sexual harassment and assault. Furthermore, a representative of the Staff Senate should be party to the group charged with making the proposed change to the policy; the full Staff Senate would welcome the opportunity to review and provide input to the policy prior to finalization.

Motion approved to remove item from Table.

Motion to adopt the same resolution as the Staff Senate with a friendly amendment to replace the words *Staff Senate* with the words *Faculty Senate*.

Resolution passed.

XI. NEW BUSINESS

No new business.

XII. ADJOURNMENT

Meeting was adjourned at 5:13 p.m. by B. Norris.