

# **Faculty Senate Newsletter**

**Volume 22, Number 1**

**September**

# **2017**

# FACULTY SENATE AGENDA

Wednesday, September 6, 2017

4:00 PM

397 Gira CCIT

## I. APPROVAL OF THE MINUTES

[Faculty Senate Minutes of May 3, 2017](#) (Separate Blue Packet)

## II. ANNOUNCEMENTS

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

Wednesday, October 4, 2017

Wednesday, November 1, 2017

Wednesday, December 6, 2017

Wednesday, February 7, 2018

Wednesday, March 7, 2018

Wednesday, April 4, 2018

Wednesday, May 2, 2018

### B. **Future Faculty Assembly Meetings (4:00 PM in 226 Compton)**

Wednesday, September 27, 2017

Faculty Priorities for AY 17-18

Wednesday, November 29, 2017

Topic TBA

February Faculty Assembly: TBA

April/May Faculty Assembly: TBA

## III. REPORTS & INFORMATION

A. [Chair's Report](#)

B. [Report on FSU Faculty Senate Strategic Plan for AY 2016-2017](#)

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

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

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

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

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

H. President's Report (oral)

I. Provost's Report (oral)

J. FSU budget for FY 2018 (AY 17-18) – Dave Rose and Denise Murphy

K. Questions

## IV. OLD BUSINESS

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

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

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

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

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

**VOTE REQUIRED: AAC 17-24**

<b>Summary Proposal</b>	<b>Rationale</b>
<p>The Department of English and Foreign Languages requests the following changes (Foreign Language and Literature Major – Concentration in Spanish):</p> <ol style="list-style-type: none"><li>1. Change total number of credits from 48 to 36</li><li>2. Eliminate 6 courses</li><li>3. Substitute with 3 new courses</li><li>4. Include LING 301 Introduction to Linguistics in electives under Advanced Courses</li><li>5. Revise course description for SPAN 489 Capstone</li></ol>	<ol style="list-style-type: none"><li>1. Change in the total number of credit hours required for a Major in Spanish from 48 to 36<ul style="list-style-type: none"><li>• The number of credits required at most peer institutions varies from 30-42.</li><li>• Many of our students choose to double major, with the Spanish major being taken up only to supplement career goals. If these students feel any pressure to graduate due to sheer number of credit hours, they unfortunately often withdraw from the Spanish major. This indicates that perhaps the number of credit hours expected is too high to make completing Spanish as a secondary major an obtainable goal.</li><li>• The program has been reduced to only 2 permanent (tenured/tenure track) instructors. With only this small number able to teach upper level courses, it has become impossible to prepare for and teach all of the upper level courses offered in the current FSU catalog.</li></ul></li><li>2 &amp; 3. Addition and elimination of courses from the curriculum<ul style="list-style-type: none"><li>• The elimination and addition of courses to the current curriculum is meant to accomplish a compression of current courses, and the 3 new courses will contain much of the same material as the eliminated 6. This provides students and instructors with a more efficient use of time by meeting the same outcomes as the previous courses in fewer credit hours.</li><li>• The new courses will also be structured to provide a more active approach to the teaching and study of language and culture. While there will still be readings, the daily activity in the classroom will focus more on learning and using the language itself versus a study of the literature alone. This corresponds to indicated interest from the student population.</li></ul></li></ol>

**Vote Required: FCC 16-22(H)**

<b>Summary Proposal</b>	<b>Rationale</b>
Update the Faculty Handbook to: 1. Replace combined Institutional Review Board/Institutional Animal Care and Use Committee charter with separate updated charters for each committee	The Faculty Handbook lists IACUC and IRB as a combined Mandated Committee. This is neither appropriate nor current practice. IACUC approved a new charter in 2015. IRB approved a new charter in 2016.

**VOTE NOT REQUIRED: AAC 17-19**

<b>Summary Proposal</b>	<b>Rationale</b>
The Department of Kinesiology and Recreation requests the following change: 1. Renumber RECR 380 to become RECR 280.	Department offers enough upper-division courses. RECR 280 will have no prerequisites, which may aid in student recruitment to the Recreation & Parks Management major.

**VOTE NOT REQUIRED: AAC 17-20**

<b>Summary Proposal</b>	<b>Rationale</b>
The Department of Mathematics requests the following changes: <ul style="list-style-type: none"><li>• Changes in prerequisites for MATH 432.</li><li>• Changes in frequency for MATH 470 and 490.</li></ul>	<ol style="list-style-type: none"><li>1. The Math 432 changes brings the courses' prerequisites to be in line with the rest of our offerings. In particular, Math 238 has this requirement.</li><li>2. The Math 470 and 490 changes reflect enrollment and allow for our department to be more flexible in our offerings.</li></ol>

**VOTE NOT REQUIRED: AAC 17-21**

Summary Proposal	Rationale
<p>The Department of Sociology requests the following changes:</p> <ol style="list-style-type: none"> <li>1. <u>Courses to be added to the Sociology Curriculum:</u> <ol style="list-style-type: none"> <li>a. Add Sociology 341, Race and Crime</li> <li>b. Add Sociology 433, Sociology of Education</li> </ol> </li> <li>2. Changes to the Prerequisites to Specific Sociology Courses           <ol style="list-style-type: none"> <li>a. Sociology 436, Sociology of Mass Communication, <i>drop the 9 credits of sociology prerequisite</i></li> <li>b. Sociology 450, Classical Sociological Theory, <i>drop the 21 credits of sociology prerequisite to 12</i></li> <li>c. Sociology 451, Contemporary Sociological Theory, <i>drop the 21 credits of</i></li> </ol> </li> </ol>	<p>Courses to be added:</p> <ul style="list-style-type: none"> <li>• SOCI 341: Crime and its interaction with minority communities will remain a very important topic to scholars in sociology for the foreseeable future. As we go forward as a society, many of our students may be in positions in the future where they will be policy makers. Our society now and in the future will continue to tackle issues related to crime, its origins and its effects on society.</li> <li>• SOCI 433: The sociology of education is a major area of study within the discipline. The American Sociological Association, the primary professional organization, has a general dedicated to publishing research in this subfield. Given the importance of education in our society today and that one of the three schools at Frostburg State University is the School of Education, the department feels that this particular course will continue to attract students. The course was offered in the spring of 2017 with an enrollment total of 17 students.</li> </ul>

<i>sociology prerequisite to 12</i>	
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**VOTE NOT REQUIRED: AAC 17-23**

<b>Summary Proposal</b>	<b>Rationale</b>
<p>The Department of English and Foreign Languages proposes the following changes:</p> <ul style="list-style-type: none"> <li>• Eliminate ENGL 421 Jane Austen in Literature and Film</li> <li>• Change Frequency and Prerequisites for ENGL 438 Applied Digital Writing</li> <li>• Change Frequency of ENGL 450 Women and Literature</li> </ul>	<ol style="list-style-type: none"> <li>1. Eliminate ENGL 421: This course was last offered in S14, when it had very low enrollment (7 students). Student interest in Austen has waned since this course was originally proposed.</li> <li>2. Changes to ENGL 438: Enrollment in ENGL 438, Applied Digital Writing, has been low; if the course were offered less often, we believe that it would fill. It is currently a requirement in the Professional Writing track. We also propose to change course prerequisites. In the past, students given permission to take the course without the 300-level writing prerequisite have performed well. Both proposed changes should help increase enrollment.</li> <li>3. Change frequency of ENGL 450: In order to ensure that we do not have under-enrolled classes, the ENGL department is limiting the number of upper-level literature classes offered each semester. Therefore, we will be offering ENGL 450 less frequently.</li> </ol>

**VOTE NOT REQUIRED: FCC 16-21**

<b>Summary Proposal</b>	<b>Rationale</b>
<p>Charge the Faculty Development and Sabbatical/PRL Subcommittee and the Faculty Promotion and Tenure/Permanent Status Subcommittee to examine whether to transfer the Faculty Achievement Awards from the former to the latter.</p>	<p>The Faculty Development and Sabbatical/PRL Subcommittee reports having to schedule extra meetings to complete its spring agenda of reviewing faculty development grant applications and Faculty Achievement Awards. After the change in Promotion and Tenure/Permanent Status procedures, the Faculty Promotion and Tenure/Permanent Status Subcommittee has very little to do in the spring.</p>

**V. NEW BUSINESS**

## **REPORT ON ACADEMIC YEAR 16-17 FACULTY SENATE GOALS**

### **VI. ADJOURNMENT**

# REPORTS TO THE FACULTY SENATE

## Chair's Report

The fall semester is almost upon us. In this, my first monthly communication, I want to outline four of my goals for the year.

1. **Listen and Learn.** My first priority will be to spend some time listening to and learning from you. Let me hear from you. Give me a call (x4157), or send me an email ([bnnorris@frostburg.edu](mailto:bnnorris@frostburg.edu)). Let's sit down and talk sometime. Encourage your chair to invite me to a department meeting. Join me for lunch. Most Thursdays, I plan to be get my Moe's fix sometime around 11:30 am in the Lane Center.
2. **Champion Your Priorities.** I have scheduled our first Faculty Assembly for Wednesday, September 27, at 4:00 PM in room 226 Compton Science Center. This will be another opportunity for us to learn from each other. I plan for this assembly to focus on identifying faculty priorities for the coming year and for getting your feedback on upcoming issues important to faculty. Another invitation will be sent later with an outline of how we might use our time. Faculty Assemblies are open to all full-time and part-time faculty except for those who hold administrative rank of Associate Dean or higher.
3. **Represent and Advocate.** One way I represent and advocate for the Faculty is as a member of the University Advisory Council (UAC), which includes faculty, staff, and student representation along with the President and Vice Presidents. This council is the highest body of shared governance at FSU, and allows collaborative decision-making on matters important to the whole university. Your other two faculty representatives on the UAC are Mike Flinn and Carol Gaumer. Feel free to contact any of us if there is a matter you wish to bring to the UAC this year. I also meet regularly with Dr. Throop, our new Provost, and I am willing to use these meetings to convey the concerns of the faculty to her.
4. **Communicate and Collaborate.** The way we communicate and collaborate with each other at FSU is changing for the better. Last year we participated in a large open collaborative process that is leading toward a new strategic plan. We have a president who shares the major goings on at FSU in biweekly messages to the campus community. To increase transparency in the way the Faculty Senate operates, I plan to have Faculty Senate agendas and newsletters distributed at least a week before Senate meetings, if not earlier. The Senate Steering Committee is also working on a way for faculty members to review and provide feedback on agenda items in advance of Senate meetings.

I conclude with a challenge to you, my colleagues. This is a tough time for academia in the US. Public opinion about value of attending college and obtaining a degree is decreasing. Old and new prejudices seek to convince us that some members of our society have less value simply because of who they are. We see people who act as if



free speech means speech without consequence and as if being angry means being right. As faculty members, we have a responsibility to do what we do best: educate our students, our community, our state, and even our nation that seeking knowledge is worthwhile, that diversity is a strength that leads to new understandings, and that higher education is as much a part of our future as it is our past. Think about how this coming year you can promote not just scholarship and intellectual curiosity but also equity and inclusion. Let understanding counter fear; let reason counter hate.

## **Report on Faculty Senate Strategic Plan for Academic Year 2016-2017**

Wednesday, September 6, 2017

- I. VISION:  
By 30 September 2017, demonstrated improvement in faculty morale through advocacy, creating policy, and effective implementation of policy.
- II. VALUES:  
**C. Communication**  
**D. Inclusion**
- III. MISSION:  
Equip, resource, and assist faculty to better our students!
- IV. GOALS:
  1. Implement new workload policy. Links to
    - FSU Goal #4: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.
  2. Review, assess, and satisfy MSCHE standards 7 and 12. Links to
    - FSU Goal #1: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.
    - FSU Goal #2: Enhance facilities and the campus environment in order to support and reinforce student learning.
    - Academic Affairs Goal #3: Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
    - Academic Affairs Goal #4: Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.
  3. Earn positive recognition and agreement from Middle States that Gen Ed and Institutional Effectiveness are beneficial for FSU and students. Links to:

- FSU Goal #1: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.
  - FSU Goal #2: Enhance facilities and the campus environment in order to support and reinforce student learning.
  - Academic Affairs Goal #3: Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
  - Academic Affairs Goal #4: Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.
4. Staff and train the Faculty Ombudsperson Committee. Links to:
    - FSU Goal #4: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.

## V. ACTION PRIORITIES

1. Survey faculty in response to payment for workload by 15 March 2017. Links to:
  - Faculty Senate Goal #1
2. Conduct an effectiveness review of faculty workload and compensation policy by 1 April 2017. Links to:
  - Faculty Senate Goal #1
3. Develop a corrective action list for faculty workload and compensation policy by 15 May 2017. Links to:
  - Faculty Senate Goal #1
4. Establish a permanent General Education Program Review Committee by 15 December 2016. Links to:
  - Faculty Senate Goal #2
  - Faculty Senate Goal #3
5. Approve changes to syllabus requirements to include GEP learning objectives on GEP syllabi by 7 December 2016. Links to:
  - Faculty Senate Goal #2
  - Faculty Senate Goal #3
6. Contact spring 2017 GEP instructors to implement syllabus requirements by 15 December 2017. Links to:
  - Faculty Senate Goal #2
  - Faculty Senate Goal #3
7. Provide feedback by Chair of Faculty Ombudsperson to Chair of Faculty on the status of training and staffing by 15 March 2017. Links to:
  - Faculty Senate Goal #4

## VI. METRICS USED TO ASSESS EFFECTIVENESS

1. 100% of faculty report their workload and compensation being calculated correctly.
2. Presentation of effectiveness review to Faculty Workload and Compensation Subcommittee
3. Submission of workload and compensation corrective actions by Faculty Workload and Compensation Subcommittee to IPR, Faculty Senate, Deans, Provost, and President for review.
4. Ratification of GEP Review Committee charter by Faculty Senate and signed approval by the President.
5. Approval of syllabus requirements by Faculty Senate and FSU President.
6. Greater than 80% implementation rate for GEP course sections in spring 2017.
7. Completion of 100% staffing and training of the Faculty Ombudsperson Committee.

#### VII. PROCESS OF ASSESSMENT PER ACTION ITEM

1. The survey was not conducted. The effectiveness review (#2) was conducted and revealed implementation issues that needed addressed first.
2. AIR reviewed all overload contracts from fall 2016 and prepared a report on implementation of the Faculty Workload and Compensation Policy and presented it to the Faculty Workload and Compensation Subcommittee in February 2017.
3. Faculty Workload and Compensation Subcommittee reviewed AIR's report and recommendations, the FSU Credit Hour Policy, and a proposal from the Academic Department Chairs Council to reinstate workload banking. A proposal to update the Faculty Workload and Compensation Policy was passed by the Subcommittee and IPR in April 2017 and by the Faculty Senate in May 2017.
4. GEP Review Committee Charter was developed and approved by GEP Review Committee in November 2016 and the Faculty Senate in December 2016.
5. Syllabus requirement for GEP Learning objectives was approved by GEP Review Committee and the Faculty Concerns Committee in November 2016 and the Faculty Senate in December 2016.
6. GEP Review Committee and Provost's Office reached out to Department Chairs and instructors about the syllabus requirement. A copy of the syllabus for each GEP course section was collected by the Provost's Office and reviewed.
7. Faculty Ombudspersons were elected in May 2016. The Faculty Ombudsperson Committee reported to the Faculty Senate Steering Committee on the status of training in May 2017.

#### VIII. RESULTS

1. The survey was not conducted. Adherence to the policy was monitored by AIR.
2. AIR's review of overload contracts revealed the following:
  - a. Unclear language led to confusion on how to calculate workload for ENS and ILL.
  - b. Compensation limit for IND, PRA, PRI, RSC, THE, DST, and STT was not uniformly followed.
  - c. Total overload contracts awarded = \$170,150
  - d. Total overload calculated per policy = \$380,023
  - e. All three colleges and 17/24 departments underpaid faculty overloads. 2 Departments overpaid faculty overloads.
  - f. There were cases of faculty members teaching overloads (in some cases up to 240%!) but not receiving overload contracts. Many of these cases involved internship supervision, which had previously not been included in workload.
  - g. There were cases of faculty members receiving overload contracts despite being assigned less than 12 workload units.
  - h. There were cases of faculty members receiving reassigned time and still being assigned overloads, including one case of a faculty member with 100% reassigned time teaching three courses!
  - i. There were cases of faculty members teaching colisted or combined sections and getting workload assigned for both courses.
3. With feedback from AIR, the Provost's Office, the Deans, and Department Chairs, the Faculty Workload and Compensation Subcommittee proposed a revision to the workload policy to accomplish:
  - a. Standardizing definitions pertaining to workload and expectations.
  - b. Clarifying the calculation of workload for each course format offered by FSU based on the Credit Hour Policy and providing examples.
  - c. Reinstating workload banking within the academic year.
  - d. Clarifying the proscription of overloads for individuals with reassigned time.
  - e. Providing a formula to prorate workload and compensation for overloads.
  - f. Provide a limit for the workload assignable for IND, RSC, THE, DST, PRI, PRA, and STT sections instead of a compensation limit to rein in costs of internships.
  - g. Based on AIR's calculations, these changes could result in decreasing cost of the policy from \$380,000 (if properly implemented) to circa \$180,000 (matching existing practice).
4. GEP Review Committee met monthly from March 2016 to May 2017. Sydney Duncan chaired the Committee from March – May 2016. Mike Murtagh chaired the Committee from August 2016 – May 2017. The Committee finalized details of the GEP assessment plan and worked with six departments

(English, Philosophy, Theatre, Mathematics, Sociology, and History) to assess the 6 GEP learning objectives and establish a baseline. The baseline report was approved in February 2017 and included potential corrective actions for implementation. The report was provided with the MSCHE Monitoring Report, and the Committee met with the visiting team. In part because of the efforts of the Committee, Evan Offstein from the Provost's Office, and the faculty leadership, FSU received a commendation from Middle States on our GEP and its assessment plan.

5. The syllabus requirement was approved.
6. The Provost's Office reported greater than 90% implementation of the GEP Learning Objectives table in GEP syllabi in the Core Skills and in Groups A, B, C, D, and F. Syllabi from group E (IDIS 150 and 350) were not collected.
7. The Faculty Ombudspersons were elected in May 2016. In April 2017, the Committee reported that one of the specified required trainings was no longer available (mediation training). A replacement was being sought. In addition, the Committee recommended extending the tenure of elected members to staggered 3-year terms from staggered 2-year terms given the level of training required and the desire to prevent loss of knowledge.

#### IX. HOW HAVE RESULTS IMPACTED OPERATIONS?

1. A faculty morale survey, including questions about workload and compensation, is being planned for fall 2017 to establish a baseline for future surveys.
2. AIR is continuing to monitor the workload policy through review of overload contracts.
3. The revisions were not approved by the President, although they are the starting point for a conversation with the President, Provost, and Deans. The Provost wants to see more direct input from the Deans and supplement/improve the proposed revisions to increase clarity and sustainability. In particular, reassigned time procedures should be included in the workload policy. Implementation of banking would require courses to be scheduled more than one semester in advance by all departments.
4. FSU received a commendation from Middle States on our GEP and its assessment plan. The GEP Review Committee finalized a second assessment report over the summer that indicated some improvement based on corrective actions and some areas where corrective actions did not yield improvement. The Committee will be chaired by Mike Matthias beginning in August 2016 and its work will focus on transitioning assessment of the learning objectives to new departments.
5. The update to the syllabus requirements were approved by the President and appear in the 2017 Faculty Handbook.

6. The Provost's Office and GEP Review Committee will continue to collect and review GEP syllabi, this time making an effort to collect syllabi from IDIS course sections.
  7. The update to the charter of the Faculty Ombudsperson Committee was approved by Faculty Senate in May 2017 and signed by the President. The Committee is continuing to look for replacement training.
- X. **HOW WAS THIS PLAN AND THE RESULTS SHARED?**  
The initial plan was shared at the Faculty Senate Meeting in November 2016 and approved by the Senate at that meeting.  
This report and the results are shared as part of the Faculty Senate Agenda and Newsletter for the 6 September 2017 meeting, the latter of which are emailed to all faculty and staff. A discussion of this report is on the agenda for the 6 September 2017 Faculty Senate Meeting.

## **Academic Affairs Committee**

Wednesday, May 10, 2017

**Attending:** Travis English, Chair; Gerald Snelson, Vice Chair; JoAnna Shore, Secretary; Hongqi Li; Stefanie Hay; Nazanin Tootoonchi; Doris Santamaria-Makang, Office of the Provost/Academic Standards Committee; Jodi Ternent representing the Registrar's Office; Melody Kentrus representing UUCR; Scott Fritz representing Dean's Council; Lea Messman-Mandicott, Library Director (Ex-officio member)

**2017-18 New Members:** Jacqueline Durst, Daniel Filer (excused)

**Absent:** Gerald Venezia

**Proposal Representatives:** Susan Gray, representing Kinesiology and Recreation; Julie Hartman-Linck, representing Sociology

- I. Call to order at 4:03
- II. The 4/12/2017 minutes were approved without amendment.
- III. Reports:
  - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: Report contains student appeal record from April and May. All 2017-2019 catalog changes have been made.
  - b. Dean's Council-Dr. Joe Hoffman: Three candidates have been interviewed for Interim Dean of the College of Education.
  - c. Registrar's Office-Ms. Jodi Ternent: No report
  - d. [UUCR](#)-Dr. Melody Kentrus: Approved SPAN 479 description change; two new IDIS sections (one 160 and one 350) have been approved and will come to AAC in September.

e. AAC Chair-Dr. Travis English: No report

IV. Election of 2017-18 Officers: Travis English (Chair) and JoAnna Shore (Secretary)  
were reelected by acclamation.

V. New Business:

<b>17-19</b>	<b>The Department of Kinesiology and Recreation requests the following change:</b> RECR 380 to become RECR 280.	<b>Rationale:</b> Department offers enough upper-division courses. RECR 280 will have no prerequisites, which may aid in student recruitment to the major.	<b>Vote Required; passed</b>
<b>17-20</b>	<b>The Department of Mathematics requests the following changes:</b> 1. Changes in prerequisites for MATH 432. 2. Changes in frequency for MATH 470 and 490.	<b>Rationale:</b> The Math 432 changes brings the courses' prerequisites to be in line with the rest of our offerings. In particular, Math 238 has this requirement.  The Math 470 and 490 changes reflect enrollment and allow for our department to be more flexible in our offerings.	<b>Vote Required; passed</b>
<b>17-21</b>	<b>The Department of Sociology requests the following changes:</b> 3. <u>Courses to be added to the Sociology Curriculum:</u> c. Add Sociology 341, Race and Crime d. Add Sociology 433, Sociology of Education  4. Changes to the Prerequisites to Specific Sociology Courses	<b>Rationale:</b> Courses to be added: SOCI 341: Crime and its interaction with minority communities will remain a very important topic to scholars in sociology for the foreseeable future. As we go forward as a society, many of our students may be in positions in the future where they will be policy makers. Our society now and in the future will continue to tackle issues related to crime, its origins and its effects on society. SOCI 433: The sociology of education is a major area of study within the discipline. The American Sociological Association, the primary professional organization, has a general dedicated to	<b>Vote Required; passed</b>

	<p>d. Sociology 436, Sociology of Mass Communication, <i>drop the 9 credits of sociology prerequisite</i></p> <p>e. Sociology 450, Classical Sociological Theory, <i>drop the 21 credits of sociology prerequisite to 12</i></p> <p>f. Sociology 451, Contemporary Sociological Theory, <i>drop the 21 credits of sociology prerequisite to 12</i></p>	<p>publishing research in this subfield. Given the importance of education in our society today and that one of the three schools at Frostburg State University is the School of Education, the department feels that this particular course will continue to attract students. The course was offered in the spring of 2017 with an enrollment total of 17 students.</p>	
<b>17-22</b>	<p><b>The Department of Sociology requests the following change:</b> Suspension of the Sociology Program at Hagerstown Center Campus.</p>	<p><b>Rationale:</b> The primary reason for suspending, and considering discontinuing the sociology major at the Hagerstown Center is a result of low enrollments in the classes offered. The sociology department has maintained a presence at the Center for well over twenty years. For many of those years, Frostburg State University was the primary institution. Other Universities are now affiliated with the Center and offer academic programs. Their presence has had an impact on the number of students majoring in sociology. We believe the desire by students to major in sociology is still very strong but the increased competition in the Hagerstown market has reduced our numbers.</p>	<b>Vote Required; passed</b>
<b>17-23</b>	<p><b>The Department of English and Foreign Languages proposes the following changes:</b></p> <ol style="list-style-type: none"> <li>1. Eliminate ENGL 421 Jane Austen in Literature and Film</li> <li>2. Change Frequency and Prerequisites for ENGL</li> </ol>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• This course was last offered in S14, when it had very low enrollment (7 students). Student interest in Austen has waned since this course was originally proposed.</li> <li>• Enrollment in ENGL 438,</li> </ul>	<b>Vote Required; passed</b>



	<p>438 Applied Digital Writing</p> <p>3. Change Frequency of ENGL 450 Women and Literature</p>	<p>Applied Digital Writing, has been low; if the course were offered less often, we believe that it would fill. It is currently a requirement in the Professional Writing track. We also propose to change course prerequisites. In the past, students given permission to take the course without the 300-level writing prerequisite have performed well. Both proposed changes should help increase enrollment.</p> <ul style="list-style-type: none"> <li>• In order to ensure that we do not have under-enrolled classes, the ENGL department is limiting the number of upper-level literature classes offered each semester. Therefore, we will be offering ENGL 450 less frequently.</li> </ul>	
17-24	<p><b>The Department of English and Foreign Languages requests the following changes:</b></p> <ul style="list-style-type: none"> <li>• Change total number of credits from 48 to 36</li> <li>• Eliminate 6 courses</li> <li>• Substitute with 3 new courses</li> <li>• Include LING 301 Introduction to Linguistics in electives under Advanced Courses</li> <li>• Revise course description for SPAN 489 Capstone</li> </ul>	<p><b>Rationale:</b> Change in the total number of credit hours required for a Major in Spanish from 48 to 36</p> <ul style="list-style-type: none"> <li>• The number of credits required at most peer institutions varies from 30-42.</li> <li>• Many of our students choose to double major, with the Spanish major being taken up only to supplement career goals. If these students feel any pressure to graduate due to sheer number of credit hours, they unfortunately often withdraw from the Spanish major. This indicates that perhaps the number of credit hours expected is too high to make completing</li> </ul>	<p><b>Vote Required; passed</b></p>

		<p>Spanish as a secondary major an obtainable goal.</p> <ul style="list-style-type: none"> <li>• The program has been reduced to only 2 permanent (tenured/tenure track) instructors. With only this small number able to teach upper level courses, it has become impossible to prepare for and teach all of the upper level courses offered in the current FSU catalog.</li> </ul> <p>Addition and elimination of courses from the curriculum</p> <ul style="list-style-type: none"> <li>• The elimination and addition of courses to the current curriculum is meant to accomplish a compression of current courses, and the 3 new courses will contain much of the same material as the eliminated 6. This provides students and instructors with a more efficient use of time by meeting the same outcomes as the previous courses in fewer credit hours.</li> <li>• The new courses will also be structured to provide a more active approach to the teaching and study of language and culture. While there will still be readings, the daily activity in the classroom will focus more on learning and using the language itself versus a study of the literature alone. This corresponds to indicated interest from the student population.</li> </ul>	
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V. Adjournment at 4:57  
Respectfully submitted,  
Travis English, Chair, AAC

## **Faculty Concerns Committee**

Wednesday, May 10, 2017

The Faculty Concerns Committee (FCC) met May 10, 2017 and approved the minutes of the April 12, 2017 meeting.

Attendance: S. Brill (CLAS), J. Browne (CLAS), N. Buta (COE, Development & Sabbatical/PRL), J. Dunmyre (CLAS), K. Hall (CUSF), S. Henry (LIB), R. Larivee (Chairs), M. Michael (CLAS), D. Moorehead (Handbook), M. Murtagh (Chair of Faculty), B. Norris (CLAS).

Absent: A. Duncan (Promotion & Tenure/PS)

Excused: A. Shah (COB), M. Ramspott (CLAS)

Vacancies: one (CUSF)

### **Reports:**

#### **A. Chair's Report:**

B. Norris thanked the committee members for their service and welcomed new members.

#### **B. Academic Department Chairs Council.**

R. Larivee reported that the Chairs Council met with IPR and shared concerns. Concerns mirror concerns that have been shared in the past. B. Norris plans to share current list as well as previous chair task force reports with Dr. Throop.

R. Larivee also reported that M. Michael has been elected as the Chair of the Council. M. Michael noted that the new executive committee will include Robert Larivee, Lisa Simpson, Michael Monahan, and Michael Matthias.

#### **C. Council of University System Faculty (CUSF).**

K. Hall reported that CUSF heard a report on enrollment in the system noting that 16% percent of USM students are transfers.

K. Hall also reported that “ban the box” legislation failed. This legislation would have prevented organizations from asking about felony convictions. Also, opioid related training will sometime be mandated for employees and students.

K. Hall reported that USM will be reviewing the Technology Fluency policy and Faculty Workload proposals.

**D. Faculty Promotion and Tenure / Permanent Status Subcommittee.**

No report.

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

N. Buta reported that grant applications for fall 2017 were reviewed. Four faculty achievement award applications were received and reviewed. Additionally, some funding incentive grants were reviewed.

**F. Faculty Handbook Subcommittee.**

D. Moorehead reported that the Subcommittee will work with Jodi Pifer to implement Handbook changes.

**Please refer to supporting documents on the U: Drive.**

**Old Business:**

<b>Agenda Item</b>	<b>Summary</b>	<b>Proposal</b>	<b>Action</b>
<b>FCC 16-21</b>	Faculty Development and Sabbatical / PRL Subcommittee Discussion	Transfer Faculty Achievement Awards from Faculty Development & Sabbatical / PRL Subcommittee to the Faculty Promotion & Tenure / Permanent Status Subcommittee since the latter Subcommittee now has limited work in the Spring.	<b>Charge the two subcommittees to determine whether and how to transfer this responsibility.</b>

**New Business:**

<b>Agenda Item</b>	<b>Summary</b>	<b>Proposal</b>	<b>Action</b>
<b>FCC 16-22(H)</b>	New charters for Institutional Review Board (IRB) and Institutional Animal Care & Use Committee (IACUC)	The Faculty Handbook lists IACUC and IRB as a combined Mandated Committee. This is neither appropriate nor current practice. IACUC approved a new charter in 2015. IRB approved a new charter in 2016.	
<b>FCC 16-23</b>	Election of Officers	The newly elected officers are: Chair: Justin Dunmyre Vice Chair: John Lombardi Secretary: Sean Henry	

The next meeting of the FCC will be September 13, 2017 at 4 PM, location TBD.

Respectfully submitted,

Benjamin N. Norris, Chair

**Graduate Council**

Monday, May 8, 2017  
4:00 pm

The Graduate Council (GC) met on Monday, May 8, 2017 and approved minutes of April 10, 2017 meeting.

**Reports**

GC Chair's report – There are/were no curricular items for review for May. The issue of extending the contract dates for GAs that was passed by Graduate council was not on the Senate agenda and remains to be voted on. Chair of Faculty Murtaugh suggests this issue be preceded by an informal conversation with Administration to determine if there are any additional hurdles to passage.

Provost's Advisory Council Report – There have been no meetings of PAC this semester.

Office of Graduate Services Report – Enrollment continues to be a concern in most graduate programs. Hooding was discussed with another change in direction.

**Old Business:**

No old business.

**New Business:**

A new Chair of Graduate Council was elected: David Zheng. Natalia Buta will remain as Secretary.

Next Graduate Council Meeting is scheduled for Monday September 11 2017.

***Proposals for catalog changes are due on Monday, September 4, 2017 by 12:00 noon. Proposals received after the deadline will be automatically placed on the following academic year's monthly agenda.***

## **Institutional Priorities and Resources Committee**

Monday, May 8, 2017

IPR convened on May 8, 2017 at 4:00pm in Gira 155

**Attendance**

All Present

**General Comments**

Welcome to the new members: Phil Allen, Diane Blankenship, Randy Lowe, Ben Norris (Faculty Chair).

Thank You to outgoing members: John Lombardi, Ahmad Tootoonchi, Tianna Bogart, Jodi

Nichols, and Michael Murtaugh

Thank You to continuing members: Erica Kennedy, Greg Wood, Michael Monahan, Denise Murphy and Mike Flinn

**Proposal Reviews**

*None*

**Three-Year Reviews**

IPR has a three-year program review for all proposals that require resources.

There were two programs to review this year: Dual Elementary/Middle School Program and the Minor in Jazz Studies.

#### *Dual Elementary/Middle School Program*

The program has exceeded their enrollment projections. There are no costs to the program and all needs are being met. Plans to recruit CLAS students who may wish to fortify their options and at the local four high schools. There has been little advertisement for this unique program. It is advisable for the University to consider investing in advertising this program.

#### *Minor in Jazz Studies*

There was more discussion on this review because it is a minor. We are still working on how to calculate FTE and attempting to address the idea of “unique” FTE to the University. Projected number for the minor are met with an estimated 18 students in the minor. Six student have graduated and with a completed minor. Four successive semesters with 30 students enrolled in the Jazz History class suggest the enrollments in that class could support the minor. Four prospective students became students due to this program. Goal for the next three years is to take the Jazz Ensemble on tour to every county in the State.

#### **Self-Nominations for Chair, Vice Chair, Secretary**

*Chair-* Michael Flinn was elected chair by acclamation

*Vice Chair-* Greg Wood was elected vice chair.

*Secretary-* Erica Kennedy was elected Secretary  
Congratulations!

#### **Discussion**

- a. Chair’s Council Report was distributed and discussed. (see below) Please take a moment and review the document as there are serious concerns were raised with portions of the report.
- b. Review faculty priorities report from several years ago. The report, and accompanying priorities list, needs to be located distributed to the committee. The purpose of the report was show the faculty’s priorities for when/if there were a surplus of funds to allow the University to address faculty resource concerns. (Tentative Summer/Fall 2017)
- c. It was reported that Morgan State was **prominently** advertised (behind home plate) at Oriole Park and Camden Yards. In addition, other institutions are promoted at BWI and other prominent locations across the state. **What is our advertising plan?** It was discussed that in 1995 the Strategic Marketing Committee was formed. However, in the mid 2000’s the committee became nonexistent. No one knows the current
- d. Should IPR address a Faculty salary plan?

- e. A recommendation was for IPR to pursue transparency on how PINS are decided and publicized.
- f. How do we track unique FTE brought to the University by a new major or minor? A question for a future date.

### **Future Business**

Review faculty priorities report from several years ago. The report, and accompanying priorities list, needs to be located distributed to the committee. The purpose of the report was show the faculty's priorities for when/if there were a surplus of funds to allow the University to address faculty resource concerns. (Tentative Spring 2017)

Meeting adjourned at 5:30pm

On this sunny day,

Dr. Michael B. Flinn

IPR Chair – 2016/17

Computer Science & Information Technologies

Frostburg State University

Frostburg, MD 21532

### **Meeting with Chair's Council *April 26, 2017***

There is pretty consistent concern from chairs about overall resource allocation. This concern takes many forms:

\*It should be noted that the discussion was initially framed, by one of the chairs, as a means to help entice people to "aspire to be chair".

- 1) The stipend is not enough to make the position "enticing" particularly when teaching overloads and/or summer/January courses can net as much if not more money.
- 2) There is not enough time to do all the things expected from chairs while also remaining effectively engaged in teaching and professional development.
  - a. Professional development, in particular, seems to wind up taking a back seat
  - b. This directly leads to lower evaluation scores and less, if any, merit
- 3) There is a thought that more and more is expected from chairs, but no substantive changes have been made to resources (reassigned time, staff support, compensation, etc.). In addition, there seems to be a sense of urgency from the dean to have tasks completed quickly even though the completion of the task(s) goes without action for extended periods of time.
- 4) Allocation of resources, particularly release time, support staff (including associate chairs) seems inflexible. The reassigned time, for instance, is generally issued based on the number of faculty within a department rather than the overall "complexity" (number of students, number of programs, number of



classes, number of staff members, number of adjuncts, large scale department projects, and so on).

- 5) There remains no clear understanding of how department budgets are determined.
- 6) There is a sense by many chairs that they are not always supported by the higher level administrators. A broader feeling is that many chairs feel they have significant responsibility, but not enough authority.
- 7) There is a feeling that the University doesn't do enough to truly retain quality faculty (this includes engaging the department in the conversation as to whether or not to retain).
- 8) There is a feeling that the University doesn't do enough to recruit quality faculty, as well. Perhaps the University could do more to help with spousal employment?
- 9) Concern still exists regarding adjunct pay, GA pay, and GA allocation.
- 10) Concern still exists regarding "salary inequity". There is strong sentiment that the University must do more to address this issue. As an example new hires are sometimes brought in making more than a tenured faculty member (even when that faculty member is serving as Department Chair).
- 11) Overall, it is felt that much more could be done to make serving as chair more enticing and rewarding.

#### Specific Concerns Raised:

- 1) One department lost its associate chair with no real warning.
- 2) The dean of one college has made "retention" offers to faculty without consulting with the chair.
- 3) The dean of one college has made job offers to at least one candidate without consulting with the search committee.
- 4) The dean of one college has reallocated some classroom space to another department without sufficient warning.
- 5) The Provost has converted at least one contractual to a PIN position without consulting the department.

#### Questions:

- 1) Is the chair stipend increase permanent or a one-time increase?
- 2) Is there something that can be done to prevent the testing center from closing? This could negatively impact enrollment of programs including education, nursing, and others if students must travel out of the area to take required/recommended tests (PRAXIS, GRE, etc.).

## Council of University System Faculty



COUNCIL of UNIVERSITY  
SYSTEM FACULTY

This report covers CUSF's activity since April, the submission of the last report. After the May meeting, CUSF is essentially adjourned during the summer. The following are a sampling of the activities conducted by CUSF since the last report.

- **Survey of Senate Chairs on the State of Shared Governance** – Each year, the faculty conducts a survey of senate chairs on the state of shared governance within the system. The results are used by the Chancellor in his yearly evaluation of the presidents. In general, the state of shared governance on the campuses is healthy.
- **May 15<sup>th</sup> Meeting** – CUSF held its May meeting at UMBC. We thank President Freeman Hrabowski for his hospitality. As part of the Changing Professoriate Series, MJ Bishop, Kirwan Center of Academic Innovation presented on the changing professoriate series: *The Changing Classroom*. In addition, Don Spicer, Associate Vice Chancellor & CIO, Administration & Finance/Academic Affairs, briefed the Council on the draft USM Accessible Technology and Information Guidelines.
- **Elections** – Nominations were made at the April CUSF meeting. The same members were nominated for the same ExCom positions again this year. Since one nomination was made per category, the May election became a mere formality. A motion was made and passed at the May meeting to accept the nominations. The officers are listed below. Chair: Robert Kauffman, Vice Chair: Nagaraj, Secretary: Trish Westerman, At-Large: Chris Brittan-Powell and Beth Clifford.
- **Newsletter** – This year two newsletters were published, one at the end of fall semester and the other at the end of spring semester. Special thanks to Beth Clifford from Towson for compiling both newsletters this year.
- **Ombudsman Resolution** -- The following is an evolving situation. It involves the development of a joint resolution by the student, staff and faculty Councils. Currently, it is working its way through the System, the Chancellor's Council, etc. The current resolution has three components. Be it resolved that:
  - 1) Each USM institutions will make available to the students, staff and faculty ombudsman services.
  - 2) Where possible these services will be consistent with the recommended policies and practices of the International Ombudsman Association or a similar association.
  - 3) Each USM institution will develop an implementation plan. The plan will be reviewed by the Chancellor or his designated appointee. The Chancellor will review the ombudsman services provided as part of his

yearly evaluation of the Presidents as specified under Section III of BOR policy: VII - 5.00.

Respectfully Submitted: August 4, 2017

Robert B. Kauffman, Ph.D.

Chair, Council of University System Faculty

FSU's CUSF Representatives for the 2017-2018 Academic Year are:

- Sunshine Brosi (Biology)
- Kelly Rock (Nursing)
- Ronna Schrum (Nursing)

The CUSF meeting schedule for the 2017-2018 Academic Year is below. The October meeting will be at FSU on Monday, October 16, 2017.

<b>Schedule of Future CUSF Meetings</b>		
<b>Month</b>	<b>Schedule of CUSF Council Meetings for 2017-18 Academic Year</b>	<b>Location</b>
September	Wednesday, Sept 20, 2017	Shady Grove
October	Monday, Oct 16, 2017	FSU
November	Wednesday, Nov 15, 2017 (joint)	UMCP
December	Thursday, Dec 14, 2017	UB
January	Thursday, Jan 18, 2018	USM, Adelphi
February	Wednesday, Feb 21, 2018	BSU
March	Monday, March 26, 2018	UMB
April	Wednesday, April 18, 2018	UMBC
May	Friday, May 11, 2018	TU
June	Friday, June 8, 2018 (optional)	USM, Adelphi

## **Faculty Senate Minutes**

May 3, 2017

### **FACULTY SENATE MINUTES**

May 3, 2017; 4:00 P.M.

Atkinson Room, Lane Center

Present: S. Henry, E. Kennedy, J. Browne, T. Bogart, T. Russell, T. English, G. Snelson, F. Ammer, M. Monahan, A. Shah, T. Sigerstad, H. Li, S. Brill, G. Wood, S. Hay, M. Michael, J. Dunmyre, N. Tootoonchi, J. Shore, M. Flinn, M. Ramspott, B. Norris, J. Odone, M. Murtagh, L. Hartman

Excused:

Absent: J. Nichols, N. Buta G. Venezia, J. Lombardi

Meeting commenced at 4:05 PM.

- I. APPROVAL OF THE MINUTES:  
Faculty Senate Minutes of April 5, 2017 (Separate Blue Packet)  
**Minutes approved**
- II. ANNOUNCEMENTS:
  - A. Future Faculty Senate Meetings (Date, Time, Room)  
None for 2016-2017
  - B. Future Faculty Assembly Meetings (Date, Time, Room)  
Meeting #3 TBA
- III. REPORTS & INFORMATION:
  - A. Chair's Report (Pages 9-10)

This was Mike's 32nd and final meeting as Chair of Faculty.

- Mike turned the mic over to Vice-Chair
  - Jamison Odone presented Mike with a plaque/gavel in recognition of his 4 years as Chair of Faculty. Incoming Chair, Ben Norris was also presented with a crab hammer from Martins.
- Thank you to everybody for the accomplishments as a team over the last four year.
- Thank you to Lisa and Jamison for their work on the election. Sara-Beth was also recognized for her contributions to the process.
  - The addition of the blackboard course for candidates to write up their reasons for running or to provide information about themselves elicited positive feedback. This was done to get away from voting simply by name recognition and it worked really well. Thank you to Michael Flinn who was involved in setting up the forum and tags.
- Thank you to Dr. Tootoonchi for his work as the interim provost for the last 2 years. While he and Mike often disagreed and debated issues, both recognized the other's desire to be fair and to negotiate through thorny topics.
- Thank you Dr. Nowaczyk for going out of his way to get opinions and encouraging new ideas.
- 3<sup>rd</sup> year Chair of Faculty award for service to faculty

- Karen Keller, former chair of IPR and co-chair of the Strategic Planning Task Force. Karen did an amazing amount of work while in the process of putting through heavy duty policy changes over several years. She also served on the search committee for the new Provost.
- Denise Murphy. “Denise has been helpful in finding information for faculty. She also served on the Provost search committee. Denise earned the nickname, “Queen of the Budget”.
- Mike handed over a new gavel, made by Gerry Snelson, to our incoming chair of faculty, Ben Norris. He also presented Ben with a set of chimes, inspired by the ones used by Pat Sanaghan during the Strategic Planning Task Force meetings.
- Thank you again for all of the help with the easy and hard issues. Sometimes we have a different vision, but it is always because of ideas for the best path for the University. Thank you to everybody for the help over the past 4 years.
- Mike recognized the new and continuing Senators for the upcoming academic year.

- B. AAC Report (Pages 11-13)
- C. FCC Report (Pages 14-16)
- D. GC Report (Pages 16-17)
- E. IPR Report (Pages 17-19)
- F. CUSF Report (Page 19-20)
- G. Administrators Reports

#### President Nowaczyk

- Dr. Nowaczyk’s 1-year anniversary is next Tuesday (May 9, 2017). He expressed his gratitude for the support of the faculty over his first year at FSU.
- Governance:
  - Dr. Nowaczyk shared a draft of bylaws with the University Advisory Council. It is not clear who several committees on campus report to. Many of these start with “President’s Advisory”. Dr. Nowaczyk would like to move these under the University Advisory Council. Please deliberate on this and share your thoughts with Ben.
- Budget
  - This summer will be spent looking into how to fit the budgeting process into the strategic plan. This included finding opportunities to relocate funds. PACIE and UAC will come

together for planning purposes for the upcoming year. Dr. Nowaczyk will keep everyone informed through email.

- Strategic Planning
  - The Strategic Planning Task Force had a lengthy meeting last Friday (April 28, 2017). Dr. Nowaczyk is planning at least two town halls before the end of the semester for a chance to give feedback before we finalize the plan.
  - Pat Sanaghan said that this was one of the best groups that he has worked with. He was also impressed with the amount of community participation in the process.
- Dean of Education Search
  - There will be opportunities to meet with the three individuals who are being considered for interim Dean.
  - The person chosen as interim Dean will not be a candidate for the permanent position.
  - The search for the permanent Dean will begin when Dr. Throop is on-staff.
- Middle States
  - The Vice Provost for Institutional Assessment at Temple University has agreed to consult with FSU on Standard 7 recommendations this summer.
- Outreach
  - Dr. Nowaczyk has been spending 1-2 days each week off campus.
  - He is currently serving on two boards: the Allegany County Chamber of Commerce and The Greater Cumberland Committee.
  - He spend a half day at ATK meeting with the executives. Two of the vice-presidents are Frostburg graduates. The division head over this location and others is also a FSU graduate.
  - He is meeting with other college presidents in the area once a month to discuss various opportunities and projects. These schools include Garrett Community College, Allegany College of Maryland, Potomac State College, and Eastern West Virginia Technical College. Frostburg is the only 4-year school in the group. We are looking for opportunities to recruit their students.
  - There is a new bobcat exhibit at the Maryland zoo. It is sponsored by Frostburg State University. The zoo director is a FSU graduate. The two bobcats in the exhibit are 1-year-old male, Kilgore, and 6-year-old female, Josie.
  - Jamison Odone is involved in a project with the city of Cumberland. His students have proposed artwork for the

underpass in downtown Cumberland. The project is getting very good press and compliments from the city council members and the mayor. We will continue to look for projects for students.

- Much of the recent emphasis has been on Allegany County, but Dr. Nowaczyk will soon begin working with Garrett County as well.

#### Dr. Tootoonchi

- As part of the efforts for establishing a culture of assessment, a \$1,000 grant was created in the Office of the Provost to be offered to faculty who propose a project on the topic of Assessment. Faculty were directed to submit their proposals to the General Education Program Review Committee. However, there were not applicants. Dr. Tootoonchi and Mike Murtagh discussed a project by Justin Dunmyre and Shoshana Brassfield which is totally focused on teaching excellence. They applied for a University Foundation grant, but it was denied. Based on Dr. Murtagh's recommendation, Dr. Tootoonchi agreed to reallocate the assessment fund to Justin and Shoshana for their project.
- The Maryland, DC, Virginia section of the Mathematical Association of America held their 2017 conference at FSU, thanks to Marc Michael and his mathematics colleagues. It was last held here 27 years ago. Also, at this conference, Frostburg's student math jeopardy team competed with teams from several universities, and received the first place award.
- Since this was Dr. Tootoonchi's last participation in the Senate as the interim Provost, he thanked the faculty for their help, support, cooperation, flexibility, and understanding of the "pain and pleasure that goes with this position".

#### H. Questions for Administrators

No questions today.

#### IV. OLD BUSINESS:

**Supporting Documents for all AAC, GC, or FCC proposals can be found at [U:\AAC\Senate](#) or [U:\GC\Senate Items](#) or [U:\Faculty Concerns Committee\AY 13-14 - to Senate](#)**

#### **Vote Required:**

- **AAC 17-16**  
**Passes**

17-16 Passes	<p>The Department of Music requests the following changes to address curricular needs:</p> <ol style="list-style-type: none"> <li>I. Remove MUSA 101: Student Recital Attendance from the list of core requirements for the Music Major and the Music Minor</li> <li>II. Change Course Credits <ol style="list-style-type: none"> <li>a. MUSC 104, 105, 206, 207: Aural Musicianship I-IV <ol style="list-style-type: none"> <li>i. Change credits from 1 credits per semester to 2 credits per semester.</li> </ol> </li> </ol> </li> </ol>	<p><b>Rationale: MUSA 101: Student Recital Attendance</b></p> <p><b>I. <i>Rationale:</i></b> This program requirement is going to be imbedded in all Private Instruction courses in the Music Department, and we will no longer need a separate course to monitor it. Removal of this course for the core requirements reduces the core requirements in our department by 3.5-4.0 credits, based on the track of study.</p> <p><b>II.</b> These lecture classes currently meet 2 days per week and have a significantly large amount of work for students and instructors alike. Under the new workload guidelines, these courses cannot remain at 1 credit if they continue to meet 2 days per week.</p>	Vote Required; passed
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• **AAC 17-17**

**Passes**

17-17 Passes	<p>The Department of Geography requests the following changes:</p> <ul style="list-style-type: none"> <li>• <u>Addition</u> of a new course (<b>GEOG330: Global Climate Change</b>) into the course catalog and as a new requirement for the Climate Science Concentration.</li> <li>• <u>Renamed</u> the Advanced Human Geography category to <b>Human-Earth Relationships</b></li> <li>• <u>Revision of</u> (added, deleted, or corrected) the course list in the Human-Earth Relationships, Advanced Physical Geography, and Geographic Techniques categories</li> <li>• <u>Revision</u> of the Prerequisite/Recommended courses for GEOG405 and GEOG469</li> <li>• <u>Renamed</u> GEOG 469 from Principles of Atmospheric Dynamics to <b><i>Principles of Atmospheric Science</i></b>, an update of the course description, and the revision of the prerequisite/recommended courses. Proposing to make this course a hybrid of the old GEOG469 and GEOG429 courses.</li> <li>• <u>Deletion of</u> GEOG 429: Synoptic Climatology and removal from the requirements of the Climate Science Concentration and the course catalog</li> <li>• Reduction in hours required for the</li> </ul>	<p><b>Rationale:</b> Upon becoming more familiar with the current and changing demographic of students at FSU and post-graduation demands of Geography Majors, the changes to the Climate Science degree reflects a more modern approach to the Climate Science field. In addition, the change will better match current faculty experience and expertise. The changes include a shifting and addition of course options under the elective categories, a deletion of the atmospheric – surface water interaction requirement, melding together two required courses into one, and the addition of a new course: Global Climate</p>	Vote Required; passed
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	concentration by <u>Removal</u> of the atmospheric – surface water interaction course from the required Climate Science Courses (GEOG 335 Oceanography Or GEOG 430 Surface Water Hydrology).	Change.	
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## Revision to AAC16-35

### Passes

AAC 16-35 <b>Passes</b>	The Music Department requests a modification to AAC 16-35 such that THEA 105 be used instead of THEA 104.		<p><b>Original as submitted:</b></p> <ul style="list-style-type: none"> <li>• <b>Ensemble/Experiential Learning Requirement:</b> (2 hours) Students choose from: MUSC 321: Opera Workshop 1 cr. THEA 104: Theatre 1 cr. (Only musical productions will be counted for THEA 104.) Students may not fulfill their MUSC 321 and THEA 104 (musical) requirements during the same semester.</li> </ul> <p><b>Requested Change:</b></p> <ul style="list-style-type: none"> <li>• <b>Ensemble/Experiential Learning Requirement:</b> (2 hours) Students choose from: MUSC 321: Opera Workshop 1 cr. <b>THEA 105: Performance Practicum1 cr.</b> (Only musical productions will be counted for THEA 105.) Students may not fulfill their MUSC 321 and THEA 105 (musical) requirement during the same semester.</li> </ul>
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- **FCC 16-19 (H)**  
**Passes**

Agenda Item	Summary	Proposal	Action
<b>FCC 16-19(H)</b> <b>Passes</b>	Discussion – Student Evaluation Instrument response rate	<p>Faculty Assembly has charged FCC to discuss a number of strategies to improve the response rate.</p> <p>FCC proposed revising the instructions to faculty to encourage a number of activities to improve</p>	<b>Approved Unanimous</b>

		response rate.  Additional ideas were developed and will be reported to the Faculty in May. Implementation of these ideas will require additional work.	
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**FCC 16-19(H)**  
**Student Evaluation Instrument**  
**Instructions for Faculty**  
**Page 47**  
**Proposed changes begin line**

**Rationale**

FCC determined that the existing instructions for faculty are too restrictive and discourage faculty members from encouraging and facilitating student completion of SEI surveys. This proposal encourages faculty members to use various strategies to facilitate completion so long as those strategies do not involve rewarding or punishing students regarding completion.

**Original Handbook Copy**

Instructions for Faculty:

Any strategies used to increase the completion rate must be used by the entire institution (i.e., individual faculty members may not offer course incentives to increase completion rates). It is suggested that faculty encourage their students verbally or via email to complete the evaluation.

**Proposed Changes Clean Copy**

Instructions for Faculty:

Faculty members are encouraged to increase student response rate through one or more of the following methods:

1. setting aside class time when the instructor will not be present for students to complete the evaluation on their electronic devices;
2. communicating the value of the student evaluation of instruction (e.g., by providing examples of how student feedback is used to improve instruction);
3. periodically encouraging and reminding students to complete the surveys; and/or
4. providing information to students about completion rates for course sections.

Faculty members are invited to be creative in adopting other strategies to increase student response rate as long as these strategies do not involve either rewarding or

punishing students, such as offering extra credit, waiving or dropping assignments, giving prizes or parties, or withholding grades.

- **FCC 16-20**  
**Passes**

<b>Agenda Item</b>	<b>Summary</b>	<b>Proposal</b>	<b>Action</b>
<b>FCC 16-20</b> <b>Passes</b>	Emeritus nomination for Dr. Martha Dolly from the Department of English and Foreign Languages.	Dr. Dolly is retiring after 34 years of service at FSU teaching courses in both English and Foreign Languages She was an early adopter of online education and remains an innovator in her use of educational technology. She developed an English as a Second Language course and has written a textbook on rhetoric. She advises the United Campus Ministry group, and is active in the community supporting English language learners among immigrants to our region. She is well-regarded by her students and colleagues and has been described as “part of the department's heart and soul.”	<b>Approved</b> <b>Unanimous</b>

Department of  
English  
101 Braddock Road  
Frostburg, MD  
21532-1099  
T. 301.687.4221  
F. 301.687.3099

March 16, 2017

Dear Faculty Concerns Committee:

Dr. Martha Dolly is retiring after this semester, and our department voted unanimously to award her emeritus status.

She has been with us since 1983 and was converted to a tenure-track position in 1987. For thirty-four years, she has taught in our department, and according to one of our veteran faculty members, "I have never known of, nor even heard of, a student or a colleague who didn't like Martha Dolly!"

She has been instrumental in teaching students in multiple majors: English, foreign languages, and education. She has been a wonderful mentor to many students through the years. In the classroom, she is known for her patience and compassion, as well as for the broad range of her expertise. Moreover, Martha has been a pioneer in online learning. She was one of our department's first instructors to deliver course material fully online, and she will continue to render this service once she retires. Whenever she can, she incorporates the newest tools to be a more effective teacher in the online environment, such as recently integrating Voice Thread and Blackboard Collaborate.

Martha has been valuable to the department because she has adapted to our needs in teaching language courses when we have needed someone else to teach them. She created the ESL course as our student population became more diverse. She brings her Second Language Acquisition students to West Side Elementary School to observe the Chinese Immersion Program, which is a significant collaboration between our department and the community.

In terms of professional development, she regularly presents her research at conferences. In addition, she wrote a textbook for her field. She updated the textbook last year and is now using her very own *On Purpose: A Writer's Guide to Rhetorical Situation* in her online writing classes.

Martha has a long history of service to our department, has been an extremely gracious colleague to all of us all these years, and has been a great teacher to all her students. Among her noteworthy contributions, top of the list might be her service to the larger community. Martha is very active as faculty advisor to United Campus Ministry, a role she has played for 20 years. As our ESL expert, she has been a campus and community leader in helping to establish instruction sessions for international students and recent immigrants to Cumberland. In the earlier 1990s, as Bosnian and other families were being resettled in western Maryland, Martha arranged tutoring and conversation groups. This also led her to create a new course ENGL 418: Second Language Acquisition. Students in that course were able to assist in the tutoring.

More recently, in the past 7 years or so, Martha started Exploring ESL in Western Maryland, a group whose goal is to support recent immigrants (e.g., from China and Mexico) in the region. This group partnered volunteers from FSU, ACM, the public

schools, the health department, and the larger community. Dr. Martha Dolly has quietly served the needs of non- native English speakers on campus and in the community, as well as those preparing to teach them, for several decades.

One of her colleagues notes, “I would like to think that she has earned the emeritus status as being an unsung but vital part of the department's heart and soul. She volunteers when no one else steps up, and she is a strong but friendly presence in virtually everything the department does. And, it would be my hope that she continues guiding the department, even if a little less directly, as an emeritus faculty member.” His comment is one that the entire department feels, and we have no doubt that she deserves this honor. We thank her for her commitment to our department, the university, and the community.

Sincerely,

Dr. Amy Branam Armiento  
Chair, Department of English and Foreign Languages

- **GC 16-5**  
**Passes**

<b>Title</b>	<b>Executive Summary</b>	<b>Proposal</b>
<b>GC 16-5</b> <i>Proposal for CLAS PSYC</i> <b>Passes</b>	The MS Program in counseling Psychology changed the required internship credits from 12 to 14 credits and students are now required to take the National Counselor Examination. Both of these changes assist in the accreditation review that will occur in 2017-2018.	<b>Passed:</b> <b>1.</b> Catalog copy to require a minimum of 14 credits of internship across two semesters. <b>2.</b> Require students to take the National Counselor Examination.

- **IPR S17-02(H): See separate pink packet for further information**

<b>IPR - S17-02(H)</b>  <b>Passes with friendly amendment. See notes below.</b>	<b>IPR Requests the following:</b>  <i>Change to Faculty Scheduled Workload and Compensation Property Instruction</i>	<b>Rationale:</b>  The changes to the workload policy seek to clarify already accepted policies. For example, the three-letter course code (e.g. ILL, STU, PMI, etc.) to identify the type of course being delivered were confusing. The	<b>Vote Required</b>  <b>Passed</b>
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		new wording is accompanied by easy-to-follow tables. In addition, example calculations are presented through-out the document to further mitigate confusion. One change: Restoring Banking within an academic year	
<p><b>Discussion notes &amp; Friendly Amendment:</b></p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• This does not change the entire Faculty Workload &amp; Compensation policy, but addresses a couple of areas.</li> <li>• The description of how moneys were calculated is now made clearer. It is based on how the course is labeled.</li> <li>• Changes also include the agreement that allows deans to do a prorating on overloads for undergraduate courses. This includes wording plus an explanatory table.</li> <li>• Brings back the ability to bank within an academic year.</li> </ul> <p><b>Friendly Amendment:</b></p> <p>Lines 353-356, in the second paragraph of #3 overloads says:</p> <p style="padding-left: 40px;">“Banking” of workload units shall not be permitted (i.e. faculty members shall not teach a greater load in one semester of an academic year to offset less than 12 workload units for the other semester of that academic year).</p> <p><b>Friendly amendment to IPR S17-02(H) – add “except under the provisions of section 8E.” at the end of the above statement.</b></p>			

**Additional vote added to the agenda:**

- Benjamin Norris noted that as part of our Title IX agreement, we have updated our policy. However, with the current mechanism for updating our handbook, this will not be added to the handbook before it goes to print. As outgoing chair of FCC, Ben asked the body to consider voting on the current policy so that it may go to print this summer.
  - This is referring to the Title IX policy written by Emily Caputo.
  - Q: Who officially approves the policy? A: It is a university-level policy. It was approved by Tom Bowling as interim president. Senate does not have power over this policy, but we must approve that it be added to the handbook.
  - **The motion to add this new policy to the handbook was approved by senate.**

## No Vote Required

- AAC 17-18

17-18	<p><b>The Sustainability Studies Steering Committee requests the following changes:</b></p> <p><b>Current Description:</b>  SUST 155 Introduction to Sustainability Studies 3 cr. Introduction to sustainability as a field of study and a career. Consideration of environmental, economic, and social equity aspects of sustainable living. Group practicum project. 3 hrs lecture, two Saturday group projects required. Also offered as IDIS 155. Every semester.</p> <p><b>Proposed Description:</b>  SUST 155 Introduction to Sustainability Studies 3 cr. Introduction to sustainability as a field of study and a career. Consideration of environmental, economic, and social equity aspects of sustainable living. Two group practicum projects are required. Also offered as IDIS 155. Every semester.</p> <p><b>Current Description:</b>  IDIS 155 Introduction to Sustainability Studies 3 cr. Introduction to sustainability as a field of study and a career. Consideration of environmental, economic, and social equity aspects of sustainable living. Group practicum project. 3 hrs lecture, two Saturday group projects required. Also offered as SUST 155. Every semester.</p> <p><b>Proposed Description:</b>  IDIS 155 Introduction to Sustainability Studies 3 cr. Introduction to sustainability as a field of study and a career. Consideration of environmental, economic, and social equity aspects of sustainable living. Two group practicum projects are required. Also offered as SUST 155. Every semester.</p> <p><b>Current Description:</b>  SUST 455 Seminar in Sustainability Studies 3 cr. Exploration of environmental, economic, and social equity issues relating to sustainability. Individual seminar project. Group practicum project. 3 hrs lecture. 2 Saturday group projects required. Spring.</p> <p><b>Proposed Description:</b>  SUST 455 Seminar in Sustainability Studies 3 cr. Exploration of environmental, economic, and social equity issues relating to sustainability. Individual seminar project. Two group practicum projects</p>	<p><b>Rationale:</b> This is a request to revise the course description for SUST 155, IDIS 155 and SUST 455. The description change removes the word “Saturday” from the course descriptions. Group projects are required in the courses, but students have frequently requested alternative scheduling to avoid the Saturday activity. Instructors have generally provided such options. Including the reference to Saturday activities in the course description probably discourages some students from enrolling. Since by practice, the Saturday activities are not required, this is unfortunate and not productive.</p> <p>Sustainability instructors continue to require group projects or service activities, but have become flexible in when such activities take place. In many cases, appropriate activities and opportunities for community service occur during the week. Instructors generally take advantage of such options. The new wording increases</p>	No Vote Required
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	required. Spring.	instructor flexibility and eliminates a disincentive for enrolling in the courses.	
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- **AAC**

The Department of Educational Professions requests an amendment to a catalog change for the 2017-2019 catalog that was approved by Senate at the February 1, 2017 meeting. A statement regarding a requirement for Praxis II exams to be completed as a graduation/program exit requirement was deleted from the Elementary/Middle School Dual Certification listing (see item b). Only the time frame for the completion (before Phase III) was to be deleted from the statement, but unfortunately, the entire statement was removed. All other undergraduate education programs at Frostburg State University require the completion of these tests, as they are also required for certification in the State of Maryland. This statement has been part of previous catalogs and must remain, in order to fully prepare FSU graduates for teaching in the public schools.

Elementary/Middle School Dual Certification  
2015-2017 catalog language:

**Other Graduation/Program Exit Requirements (pg 73)**

Successful presentation of a portfolio that meets institutional standards.

Completion of the PRAXIS II content knowledge and pedagogy tests required by the Maryland State Department of Education (before Phase III).

Successful completion of required field experiences in early childhood (PreK-K), primary (1-3) and intermediate (4-6) grades

Elementary/Middle School Dual Certification  
2017-2019 amended catalog language:

**Other Graduation/Program Exit Requirements (pg 73)**

Successful presentation of a portfolio that meets institutional standards.

Completion of the PRAXIS II content knowledge and pedagogy tests required by the Maryland State Department of Education.

Successful completion of required field experiences in early childhood (PreK-K), primary (1-3) and intermediate (4-6) grades

V. NEW BUSINESS

VI. ADJOURNMENT

Meeting adjourned at 4:49 p.m.