



*One University. A World of Experiences.*

# FACULTY SENATE NEWSLETTER

September 2018

# A MESSAGE FROM THE CHAIR OF FACULTY

Welcome to the fall semester of 2018. This is the time of year for new faces. I love meeting our new students who have chosen to make FSU part of their academic journey. I was also delighted to meet so many of our new faculty colleagues last week who are excited to be here and be working to help our students succeed.



In my first report of the academic year, I want to update you on a few things.

**Listening to You:** My first priority last year was to listen and learn from you. It remains at the top of my list. Give me a call (x4157). Send me an email ([bnorris@frostburg.edu](mailto:bnorris@frostburg.edu)). Drop by my office (345 Compton). Invite me to your department meeting. I attended meetings of five departments last year and was invited to a sixth, but we couldn't work out a time. I want to continue doing what I can to get to know you and learn about what you need from me.

**Faculty Senate:** Faculty Senate meetings are at 4 PM on the first Wednesday of each month. The first meeting is Wednesday, September 5. The majority of these meetings will be in the Atkinson Room of the Lane Center. Faculty Senate meetings are open to the campus community. You will receive a monthly newsletter from the Vice Chair of the Faculty Senate, and full copies of the agenda and supporting documentation are available at <https://frostburg.sharepoint.com/sites/facultysenate>.

**Workload:** A new streamlined workload policy was passed in May by the Faculty Senate and approved by the administration. I want to thank Jason Draper from Assessment and Institutional Research for creating a spreadsheet that facilitates calculation of workload. I am already hearing about how the new policy and the spreadsheet are simplifying things across campus. Since it is new, I am also getting asked questions about how to apply it various situations. I am happy to help. Keep asking these questions. We have a Faculty Workload and Compensation Subcommittee charged with monitoring this policy and its application. The subcommittee has not selected a chair for this academic year, so in the meantime keep the feedback questions coming to me. I serve on the committee as an ex officio member and will make sure the committee hears what you need them to hear.

**Athletics:** Some of the biggest changes going on this year are related to athletics. FSU has notified the Capital Athletic Conference that this may be our last year participating. We have accepted an invitation to join the Mountain East Conference on the condition that our application to move to NCAA Division II is approved. This application is due February 1, 2019 and a transition team of faculty and staff are working on it. The first Faculty Assembly of this year will be dedicated to this topic. I want to give you the opportunity to hear about our progress and seek answers to questions you have. This assembly will be scheduled for the end of September. Stay tuned for date, time, and location.

**Advising:** FSU has been accepted into the inaugural cohort of institutions in the Excellence in Academic Advising Initiative from NACADA (National academic Advising Association) and the John N Gardner Institute for Excellence in Undergraduate Education. Jay Hegeman and I will be the liaisons for this project and we are assembling a steering committee to lead the process. Soon we will send out an invitation for students, faculty, and staff to participate in a self-study of advising at FSU that will lead to developing an action plan next semester. This plan will be implemented beginning fall of 2019 in support of FSU's strategic plan.

Also on the topic of Advising, the ad-hoc committee on faculty evaluation led by Justin Dunmyre proposed additions to the Faculty Role Model that will allow departments to more purposefully include advising activities as part of teaching for the annual faculty evaluation process. This proposal passed the Faculty Senate last spring, and any department that wishes to incorporate these new elements of the Faculty Role model into its evaluation criteria is welcome to do so. Please be aware of the November 1 deadline to submit revised criteria to your respective dean's office (see page D-6 of the Faculty Handbook).

**Regents Faculty Awards:** I sent out the call for nominations for the Regents Faculty Awards on Thursday, August 30. I am looking forward to having the same number and quality of nominations this year as we did last. Jason Speights from Physics and Engineering was honored last spring with an award for excellence in mentoring. If you are interested or if you know another faculty member who may be a good candidate, reach out to me. I am looking forward to having as many quality applicants as we did last year and to FSU winning one or more of these awards next spring.

**Representation and Advocacy:** As I did last year, I want to share with you the places and ways I represent and advocate for the FSU faculty. I meet biweekly with Dr. Throop our provost. I meet regularly with Dr. Nowaczyk. I serve on the University Advisory Council, which includes the President and Vice Presidents along with representation from faculty, staff, and student governance. My role also involves serving on the Assessment and Institutional Effectiveness Council, the FSU Foundation Board, the Institutional Priorities and Resources Committee, the Faculty Concerns Committee, the Faculty Workload and Compensation Subcommittee, and the General Education Program Review Committee. Feel free to share with me anything that you would like me to bring to these groups.

There are other faculty leaders you can turn to as well. Your other two representatives for the University Advisory Council are Mike Flinn and Carol Gaumer. Your Faculty Senate Steering Committee members are:

Benjamin Norris, Chair of the Faculty

Holly Currie, Vice Chair of the Faculty

Sally Stephenson, Secretary

Travis English, Chair of the Academic Affairs Committee

Justin Dunmyre, Chair of the Faculty Concerns Committee

Jamelyn Tobery-Nystrom, *Interim* Chair of the Graduate Council

Mike Flinn, Chair of the Institutional Priorities and Resources Committee

Mike Murtagh, Chair of the University Chairs Council

Contact any one of us if there is anything we can do to help make your faculty experience at FSU better.

Best,

Benjamin Norris

Associate Professor of Chemistry

Chair of the Faculty

345 Compton Science Center

301.687.4157

[bnnorris@frostburg.edu](mailto:bnnorris@frostburg.edu)

**Learner Input Strategic Ideation Individualization**

## FACULTY SENATE AGENDA

Wednesday, September 5, 2018

4:00 PM

LUC Atkinson Room

I. APPROVAL OF THE MINUTES

Faculty Senate Minutes of May 2, 2018 (Separate Blue Packet)

II. ANNOUNCEMENTS

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

Wednesday, October 3, 2018

Wednesday, November 7, 2018

Wednesday, December 5, 2018

Wednesday, February 6, 2019 (This meeting only will occur in 397 CCIT)

Wednesday, March 6, 2019

Wednesday, April 3, 2019

Wednesday, May 1, 2019

**B. Future Faculty Assembly Meetings**

Last week of September

Athletics Changes

February Faculty Assembly: TBA

April/May Faculty Assembly: TBA

III. REPORTS & INFORMATION

A. [Chair's Report](#)

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

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

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

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

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

G. President's Report (oral)

H. Provost's Report (oral)

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 NOT REQUIRED: AAC 18-09**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The College of Liberal Arts and Sciences requests the following:</b>                      The College of Liberal Arts and Sciences on behalf of the programs in Art, Biology, Chemistry, Earth Science, and Physics is proposing revised catalog language for the teaching statement that occurs at the end of each program description.</p>	<p>This revised language makes it clear how a student interest in teaching one of the afore mentioned disciplines at the secondary level (middle and high school) may earn a Bachelor of Science and a Master of Arts in Teaching – Secondary in five years. The opportunity to do this exists under the current policies. This revised language clearly delineates how this can be accomplished.</p>

**VOTE REQUIRED: AAC 18-18**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The African American Studies Program requests the following:</b>                      ENGL 271: Asian and African Literature and ENGL 379: Postcolonial Literature will be added to the list of electives in the African American Studies (AAST) minor.</p>	<p>The AAST Steering Committee has approved the addition of two classes to its electives list for the minor: ENGL 271: Asian and African Literature and ENGL 379: Postcolonial Literature. After reviewing the syllabi for each course, the committee determined that the content fulfills the requirements for adding classes to our electives list.</p>

**VOTE REQUIRED: AAC 18-19**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Kinesiology and Recreation requests the following:</b> Remove course from the AT Major Requirements:                       EXSS 435 Lifespan Health and Fitness</p>	<p>EXSS 435 is longer required to fulfill Athletic Training accreditation requirements. A new course has been added to the program in its place; however, the EXSS course was never removed from the AT major requirements. This was an oversight by the AT Program.</p>

**VOTE REQUIRED: AAC 18-20**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Biology requests the following:</b> Change in pre-requisite of BIOL 304, Deletion of optional pre-requisite BIOL 150 from many course descriptions, and changes in offering frequency of multiple classes. Additionally, we are proposing to remove 2 classes (8 credits) from our Biology – Molecular Biology Concentration program. Lastly, we are proposing a new course BIOL159 Honors: General Biology I.</p>	<p>This will reduce the requirements of students within this concentration, thus promoting short time to degrees and better retention of students within this concentration.</p>

**VOTE REQUIRED: AAC 18-21**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of English and Foreign Languages:</b> 1) Change to the electives for Literature Concentration 2) Change course frequency of ENGL 402 Editing and Production</p>	<p><b>Rationale: 1)</b> The electives requirements, as stated in current catalog copy, date back to a time (pre-2005) when the English major had no concentrations. Since this is a literature concentration, however, the focus should be on strengthening students’ knowledge and skills in literature; this proposal does so. The proposed change still allows students some flexibility in course choice. Students pursuing Teaching Certification or Master of Arts in Teaching can apply ENGL 276 Adolescent Literature and ENGL 430 The Composing Processes to the electives.</p> <p>2) Because ENGL 402 is no longer a requirement for COMM/MCOM, this has led to several years of low enrollments. As it is a publication course, having a full “staff” leads to better course outcomes.</p>

**VOTE REQUIRED: AAC 18-22**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Coordinator of the Social Sciences Major requests the following:</b></p> <p>1) Ms. Linda Steel, Program Coordinator,</p>	<p>The program was housed in the College of Education and has been moved to the College of Liberal Arts and Sciences (CLAS). The program description needs to be moved to the appropriate place in the CLAS section of the catalog.</p>

<p>College of Liberal Arts and Sciences, replaces Beth Scarloss as Coordinator.</p> <p>2) The addition of EDUC 325 Educational Technology to “5. Other required courses (6 hours)” as an alternative to COSC 100 Introduction to Computer Science.</p>	
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**VOTE REQUIRED: AAC 18-23 - ALSO PASSED IPR**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Kinesiology and Recreation requests the following:</b> 1) Add a concentration in Sport Promotion and Communication under the current Bachelor of Science in Recreation and Parks Management.</p> <p>2) Add four new courses under the Sport Promotion and Communication concentration:                      RECR 230 Introduction to Sport Management                      RECR 332 Sport Media and Communication                      RECR 430 Sport Promotion                      RECR 432 Computer Mediated Communication in Sports</p>	<p>1) During research concerning Academic Common Market (ACM) programs, the faculty discovered a large number of Maryland resident students attending out of state institutions for sport management related programs. Currently over 136 students are using the ACM to obtain a degree in recreation with a sports related concentration at two institutions in other states. The majority of students using the ACM are attending Shepherd University in West Virginia to obtain a degree in recreation with a concentration in sports marketing. Currently within the state of Maryland there is no program that provides a concentration in Sport Promotion and Communication.</p> <p>2) The four new courses are being added in order to develop the required curriculum for the Sport Promotion and Communication concentration.</p>

**VOTE REQUIRED: GC 17-18 – ALSO PASSED IPR**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Kinesiology and Recreation requests the following:</b></p>	<p>FSU is proposing a substantial modification of a currently existing Master of Science in Recreation and Parks Management in order to serve the needs</p>

<ol style="list-style-type: none"> <li>1. Change program title from Master of Science in Recreation and Parks Management to Master of Science in Recreation, Parks and Sport Management</li> <li>2. The curriculum of the current Recreation and Parks Management program will be re-arranged into a concentration in Recreation and Parks Management; and a new concentration in Sport Management will be added to address market demands as suggested by the change in the title of the program.</li> <li>3. Add five new courses to the program under the Sport Management Concentration: RECR 600 Foundations of Sport Management; RECR 601 Current Issues in Sport Management; RECR 603 Facilities Planning and Management; RECR 696 Practicum in Sport Management; RECR 710 Thesis is RPSM</li> <li>4. Change in course titles for the following courses that will be shared by the two concentrations: RECR 651 Fiscal Management in RPSM; RECR 681 Research Methods and Evaluation in RPSM; RECR 683 Thesis/Project Preparation and Grant Writing in RPSM; RECR 700 Research Project in RPSM</li> <li>5. Add disclaimer as requested by the College of Business</li> </ol>	<p>of the region and at the state level. First, we are proposing to change the program title from Master of Science in Recreation and Parks Management to Master of Science in Recreation, Parks and Sport Management. This change will come to reflect the two areas of focus of the program, recreation and parks management and sport management. The new added focus in sport management will come to respond to current demand for academic preparation in sport related professions and will make the program more relevant for current market demands. Second, we are proposing the addition of a concentration in Sport Management to address market demands as suggested by the change in the title of the program. The curriculum of the current Recreation and Parks Management program will be re-arranged into a concentration in Recreation and Parks Management. Thus, the Master of Science in Recreation, Parks and Sport Management program will include two concentrations (each with 15 credits hours) and the two concentrations will share 3 core courses (9 credits). The two recommended concentrations are: a) Recreation and Parks Management and b) Sport Management. The program will be fully online, with courses seven week in length. A complete MHEC proposal was developed for the proposed changes.</p>
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**VOTE REQUIRED: GC 17-19**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Educational Professions requests the following:</b></p> <ul style="list-style-type: none"> <li>• SPED 601 – Edit prerequisites</li> <li>• SPED 602 – Edit Course Sequence and prerequisites</li> <li>• SPED 603 – Edit Course Sequence and prerequisites</li> <li>• SPED 604 – Edit Prerequisites</li> </ul>	<p>The Special Education program made several changes this semester to the program (GC 17-11 from Feb. 2018). In doing so, a few errors on prerequisites and course sequence were made in the course descriptions. This submission is to correct these minor errors.</p>



<ul style="list-style-type: none"> <li>• SPED 691 – Edit course description. This was changed from a culminating course to an elective.</li> </ul>	
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**VOTE REQUIRED: GC 17-20**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Educational Professions requests the following:</b>                      Retract the following component of GC 17-5 (passed in Dec. 2017) keeping REED 617 in the graduate catalog</p> <ul style="list-style-type: none"> <li>• REED 617 will become REED 517 to allow it to be cross-listed as REED 417, thereby allowing the college to decrease the number of sections of this course required.</li> </ul>	<p>The Educational Professions Department requests that the following change to the MAT Secondary program approved in November 2017 be retracted. This change has had an unforeseen impact on the M.Ed. Literacy program which also uses this course. With the changes made by MSDE to reading course requirements, there is a need to differentiate between the reading courses needed for initial certification and those required for advanced programs. Therefore, the MAT program will need to develop a new REED 517 course which will be more appropriate for the MAT program as an initial certification program as opposed to the current REED 617 course which is designed for advanced level practitioners. This will allow both programs to meet the MSDE requirements for reading courses.</p>

V. NEW BUSINESS

Dr. Robert Lewis (Kinesiology & Recreation) has asked to address the Faculty Senate.

VI. ADJOURNMENT

## REPORTS TO THE FACULTY SENATE

### CHAIR'S REPORT

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Contact any one of us if there is anything we can do to help make your faculty experience at FSU better.

## ACADEMIC AFFAIRS COMMITTEE

Wednesday, May 9, 2018

**Attending:** Travis English, Chair; Joanna Shore, Secretary; Gerry Snelson; Daniel Filer; Nazanin Tootoonchi; Hongqi Li; Melody Kentrus, UUCR; Benjamin Forrest, SGA; Doris Santamaria-Makang, Provost's Office; Jodi Ternent, Office of the Registrar; Jackie Durst; Dee Dee Campbell, Interim Dean of CLAS/Chairs Council Representative

**Department Representatives:** Sydney Duncan, English; Amy Branam Armiento, African American Studies; David Puthoff, Biology; Natalia Buta, Kinesiology and Recreation

**Excused:** Lea Messman-Mandicott, Director of the Library (Ex Officio member)

- I. Call to order at 4:01
- II. Approval of the 4/11/2018 minutes
- III. Reports:
  - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: 1) Academic proposal inventory has been updated for USM and MHEC. Discrepancies have been found and are being amended. This inventory provides the names for all of the University's programs, and each school in the system is producing one. 2) Regulations for online programs have been changed; if you are putting an existing traditional program online, you no longer need approval beyond University governance. 3) The inventory of online programs is also being updated for MHEC.
  - b. Dean's Council-Dr. Dee Dee Campbell: No search for CLAS Chair yet; a committee is being formed.
  - c. Registrar's Office-Ms. Jodi Ternent: Encouragement to submit grades in 48 hours.
  - d. [UUCR](#)-Dr. Melody Kentrus: Approved changes to Liberal Studies capstone course that were approved in last AAC meeting pending UUCR review.
  - e. AAC Chair-Dr. Travis English: No report
- IV. New Business

<b>18-17</b>	<b>The African American Studies Program requests the following:</b>	<b>Rationale:</b> The AAST Steering Committee has approved the addition of two classes to its	<b>Vote Required; passed</b>
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	ENGL 271: Asian and African Literature and ENGL 379: Postcolonial Literature will be added to the list of electives in the African American Studies (AAST) minor.	electives list for the minor: ENGL 271: Asian and African Literature and ENGL 379: Postcolonial Literature. After reviewing the syllabi for each course, the committee determined that the content fulfills the requirements for adding classes to our electives list.	
18-18	<p><b>The Department of Kinesiology and Recreation requests the following:</b> Remove course from the AT Major Requirements:</p> <p>EXSS 435 Lifespan Health and Fitness</p>	<p><b>Rationale:</b> EXSS 435 is longer required to fulfill Athletic Training accreditation requirements. A new course has been added to the program in its place; however, the EXSS course was never removed from the AT major requirements. This was an oversight by the AT Program.</p>	<p><b>Vote Required; passed</b></p>
18-19	<p><b>The Department of Biology requests the following:</b> Change in pre-req of BIOL 304, Deletion of optional pre-req BIOL 150 from many course descriptions, and changes in offering frequency of multiple classes. Additionally, we are proposing to remove 2 classes (8 credits) from our Biology – Molecular Biology Concentration program. Lastly, we are proposing a new course BIOL159 Honors: General Biology I.</p>	<p><b>Rationale:</b> This will reduce the requirements of students within this concentration, thus promoting short time to degrees and better retention of students within this concentration.</p>	<p><b>Vote Required; passed</b></p>

18-20	<p><b>The Department of English and Foreign Languages:</b> 1) Change to the electives for Literature Concentration 2) Change course frequency of ENGL 402 Editing and Production</p>	<p><b>Rationale:</b> 1) The electives requirements, as stated in current catalog copy, date back to a time (pre-2005) when the English major had no concentrations. Since this is a literature concentration, however, the focus should be on strengthening students' knowledge and skills in literature; this proposal does so. The proposed change still allows students some flexibility in course choice. Students pursuing Teaching Certification or Master of Arts in Teaching can apply ENGL 276 Adolescent Literature and ENGL 430 The Composing Processes to the electives.</p> <p>2) Because ENGL 402 is no longer a requirement for COMM/MCOM, this has led to several years of low enrollments. As it is a publication course, having a full "staff" leads to better course outcomes.</p>	<p><b>Vote Required; passed</b></p>
18-21	<p><b>The Coordinator of the Social Sciences Major requests the following:</b></p> <p>1) Ms. Linda Steel, Program Coordinator, College of Liberal Arts and Sciences, replaces Beth Scarloss as Coordinator.</p> <p>2) The addition of EDUC 325 Educational Technology to "5. Other required courses (6 hours)" as an alternative to COSC 100 Introduction to Computer Science.</p>	<p><b>Rationale:</b> The program was housed in the College of Education and has been moved to the College of Liberal Arts and Sciences (CLAS). The program description needs to be moved to the appropriate place in the CLAS section of the catalog.</p>	<p><b>Vote Required; passed</b></p>

<b>18-22</b>	<p><b>The Department of Kinesiology and Recreation requests the following:</b> 1) Add a concentration in Sport Promotion and Communication under the current Bachelor of Science in Recreation and Parks Management.</p> <p>2) Add four new courses under the Sport Promotion and Communication concentration:  RECR 230 Introduction to Sport Management  RECR 332 Sport Media and Communication  RECR 430 Sport Promotion  RECR 432 Computer Mediated Communication in Sports</p>	<p><b>Rationale:</b> 1) During research concerning Academic Common Market (ACM) programs, the faculty discovered a large number of Maryland resident students attending out of state institutions for sport management related programs. Currently over 136 students are using the ACM to obtain a degree in recreation with a sports related concentration at two institutions in other states. The majority of students using the ACM are attending Shepherd University in West Virginia to obtain a degree in recreation with a concentration in sports marketing. Currently within the state of Maryland there is no program that provides a concentration in Sport Promotion and Communication.</p> <p>2) The four new courses are being added in order to develop the required curriculum for the Sport Promotion and Communication concentration.</p>	<p><b>Vote Required; passed</b></p>
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V. Adjournment at 4:45

Respectfully submitted,

Travis English, Chair of AAC

## FACULTY CONCERNS COMMITTEE

Wednesday, May 9, 2018

Attendance: J Dunmyre, J Lombardi, S Brassfield, R Larivee, S Brill, B Norris, J Flinn, T Sigerstad, T Bogart, J Browne

### I. Call to Order 4:03

### II. Approval of the Minutes of Wednesday, April 11, 2018.

Note that Tianna Bogart was excused

### III. Reports

#### a. Chair's Report.

Workload/Compensation Subcommittee did not meet.

Parental leave policy – discussion on Senate floor noted that the proposal suggested policy instead of stating policy; a summary of benefits passed and will be included in the handbook while the proposal needs more work.

#### b. University Chairs' Council.

Recording policy on agenda.

Met with Provost on workload.

Chairs are concerned about new workload policy.

Mike Murtagh elected as Chair of Chairs.

Chairs are concerned about 7-year program review. Lots of work, convoluted process, not enough time, no reassigned time for it (used to be).

Chairs met with Provost about hiring new deans (CLAS, COE) – ideas about criteria and who should serve on search committees.

#### c. Council of University System Faculty.

No CUSF representatives at FCC. No Report.

#### d. Promotion and Tenure / Permanent Status Subcommittee.

Reviewed Application for Faculty Achievement Awards

2 awards: University/Community Service and Academic Achievement

2 P&T workshops scheduled in May

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

No Report

#### f. Faculty Handbook Subcommittee.

No Report

### IV. Elections!

Nominees for chair: J Dunmyre

Elected by acclamation

### V. Agenda Items

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

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Some faculty have requested that we discuss this during the Fall semester. FCC Chair has decided to honor this request.

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

Faculty have provided feedback that this decision should take faculty input beyond the two committees involved.

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**Discussion Item: Tianna Bogart wishes to address FCC**

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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.

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**Discussion**

T. Bogart: Students shared that students want to attend class, but are limited in travel options. Round-trip bus cost \$100 typically and \$200 on holidays. Does FSU control the academic calendar? Can FSU subsidize?

J. Flinn: dorms close before some Tuesday classes.

S. Brassfield: I think we have more control over calendar.

B. Norris: USM used to want academic calendars to line up; no longer true

S. Brassfield: Similar problems at end of finals – students want to travel on weekend when options are available.

S. Brill: Likes the subsidy idea as it keeps flexibility and is student friendly; Don't favor taking week off because I do favor having formal fall break earlier. Total of one week off, but broken up. Thanksgiving is late, so taking a full week then is awkward.

J Lombardi: Wonders how many are in this situation. Worries that this is a slippery slope. Worries that there will always be students for whom classes are inconvenient. Knowing the number helps determine cost.

R Larivee: breaking up the break would be trouble for lab courses that need to do the same activity in the same calendar week; a full week is okay. Students will push this issue as they do in Spring break – low attendance on Thu/Fri before.

S. Brassfield: Spring Break is a good comparison – is Thanksgiving worse?

J Flinn: Could we get a charter bus, or preregister for group rates?

S Brill: We could tell students to not go home with friends, use the bus.

T Sigerstad: Students/Faculty might like fall break. COMAR requirements still hold us to requirement to contact hour requirement. We would have to shift earlier or later. Considered about subsidy as unfair to students from locations outside the BW-corridor.

B Norris: Take to University Advisory Council

J Dunmyre: Also talk to SGA

S Brassfield: Not just a convenience issue but an academic concerns. Surely this must affect DFW.

S Brill: Is there a student ride-sharing organization?

J Flinn: dorms close on Tuesday at 5 PM

J Lombardi: Is university closed after that? No.

S Brassfield: Maybe Wednesday is the better travel day; can they stay in dorm?

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J Dunmyre: They pay to stay the night

T Sigerstad: That needs to be part of the conversation

J Dunmyre: ideas to explore: 1) help arrange affordable travel, 2) keep dorm open until, and 3) have the whole week off

T Bogart: if we want students from downstate, then we need to support them

J Lombardi: next year dorms will be open until 7 PM

S Brassfield: classes run until 9 PM

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**FCC 18-12(H): Updating Faculty Handbook regarding Electronic Device Usage**  
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The University Chair's Council is concerned with students recording classroom activity. To that end they worked with our general counsel, Brad Nixon, to craft the following statement. This would be incorporated as a universal syllabus requirement, on page B-19 of the handbook.

Recording Classroom Activities

No student may record any classroom activity without express written consent from their instructor. If you have a disability such that you need to record or tape classroom activities, you should contact the Office of Disability Support Services to request an appropriate accommodation. Permission to record classroom activities is not a transfer of any copyrights. Recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed, or displayed in any public or commercial manner. Students must destroy recordings at the end of the term in which they are enrolled in the class.

Additionally, the list of items under (6) on page B-19 should be updated with:

Use of electronic devices in class.

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**Discussion of FCC 18-12(H): Updating Faculty Handbook regarding Electronic Device Usage**  
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R Larivee: Worked with General Counsel. Without this policy, we don't have a strong case when we hold students responsible.

T Sigerstad: Is this a problem?

R. Larivee: This happened in chemistry. One faculty member was video-recorded and put it on the web. Students do not know that this can be illegal in MD.

T Sigerstad: Should we just say it is against the law.

R Larivee: Want a flexible statement to support certain exceptions.

T Sigerstad: Faculty Handbook is not the best place for students to be aware.

R Larivee: Want it on the syllabus.

J Lombardi: Software exists to edit a video to make it sound like the person is saying whatever you want them to. Proposed amendment: Add before “Recordings may be used...” the phrase “If permission is granted.

B Norris: Add to proposal request that this be added to code of student conduct.

S Brill: What is a recording? Video? Audio? Photo?

R Larivee: Chairs did not think photography was an issue.

J Dunmyre: We can add “audio and video”

J Browne: Recording will chill discussions in discussion courses.

J Lombardi: Permission is to record instructor, but they record other students. This issue is an issue that exists now with disable students.

Lengthy and spirited discussion about wording that suggests that only disabled students are entitled to this option? Opposing concerns – may disadvantage disabled students if that sentence is removed.

S Brassfield: recording a lecture can be good academic practice.

General agreement.

Discussion about statements on syllabus. Noted that proposal does not require specific language, just a statement.

J Dunmyre Proposed Amendment: make first sentence more positive/welcoming

B. Norris: Motion to take all ideas about the DSS sentence to General Counsel and DSS:

1. Remove
  - a. Remove and require a generic DSS statement in syllabus
2. Move to end.
3. Reword to encourage students to go to DSS
4. Reword to say students may go to DSS
5. Students have the right to go to DSS
6. Instructors have the right to request confirmation of DSS accommodations.

S Brill seconded. **All in favor.**

**VI New Business?**

**VII. Adjournment. 5:46 PM**

**VIII. Next meeting: September 12, 2018 - CCIT 245 at 4pm**

**GRADUATE COUNCIL**

Monday, May 14, 2018

4:00 pm

The Graduate Council (GC) met on Monday, May 14, 2018, 4:00 – 5:00 PM.

Present: Matt Ramspott, Eyad Youssef, Natalia Buta, Nick DiMichele, Pam Williams, Shoshanna Brassfield, Jamelyn Tobery-Nystrom, Jennifer Bishoff, Vickie Mazer, Jodi Ternent, David Zheng, Doris Santamaria-Makang, Kristine McGee, Rich Raesly, Beth Smolko

Excused: Sunshine Brosi, Kara Platt, Ali Ashraf, Yan Bao

Absent: Trina Redmond-Matz, Glenn Thompson

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 April 9, 2018. Motion to approve: D. Zheng, seconded by N. Buta. **Minutes Approved** by unanimous vote.

**3. Reports****Chair's Report – D. Zheng**

- Pam Williams has returned to the committee
- Kris McGee is joining the committee to represent the Master of Education programs
- Rich Raesly is joining the committee as a Faculty Senate appointee
- Beth Smolko is joining the committee to represent the Physician Assistant program
- Yan Bao is stepping down, needs a replacement to represent the MBA program

**Graduate Services Report – V. Mazer**

- Grad Services is in the midst of catalog revision
- Enrollment is likely to be lower, but no hard data yet
  - Lower numbers of international students
  - Smaller cohorts in several programs, especially the EdD program (20 – 25 the last few years, dropping to 13 this year)
- Meet and Confer with GAs
  - Contract periods – will still be the last day of class
  - Faculty are asked to be cognizant about the use of required books. Encouraged to use the reserve desk at the library and/or consider Open Educational Resources
  - On the issue of contract period and pay rates – N. DiMichele put together a report based on research done on sister institutions. This report will go to Provost and to Graduate Council once it is finished.

- Concerns about pressure of time commitments for GAs. V. Mazer: There needs to be some collegial give & take to ensure students can complete their academic commitments. Departments should have discussions about this.
- Application Processing -- When reviewing for admission, faculty are encouraged to adhere to deadlines.
- More communication with applicants may be needed about the outcome of the process

#### **Report from D. Santamaria-Makang (Provost's Office)**

- Academic Program Inventory update
  - Need to find discrepancies and update them
  - V. Mazer has sent emails to Deans and Dept. Chairs about this
- Online Program approval process
  - This will be a shorter, streamlined process, mostly internal process
  - Nursing, MBA, Computer Science are examples of current online programs
  - J. Tobery-Nystrom: Q about SPED online program approval. D. Santamaria-Makang: This is an internal proposal only, once approved by Senate, no need for it to go to MHEC
- Open Educational Resources (OER) initiative
  - Grants are available in this area

#### **4. Old Business: N/A**

#### **5. New Business**

##### **RPM Proposal (Dr. Natalia Buta):**

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

The faculty in the Department of Kinesiology and Recreation are proposing the following changes to the current Master of Science in Recreation and Parks Management.

- Change program title from Master of Science in Recreation and Parks Management to Master of Science in Recreation, Parks and Sport Management
- The curriculum of the current Recreation and Parks Management program will be re-arranged into a concentration in Recreation and Parks Management; and a new concentration in Sport Management will be added to address market demands as suggested by the change in the title of the program.
- Add five new courses to the program under the Sport Management Concentration: RECR 600 Foundations of Sport Management; RECR 601 Current Issues in Sport Management; RECR 603 Facilities Planning and Management; RECR 696 Practicum in Sport Management; RECR 710 Thesis in RPSM
- Change in course titles for the following courses that will be shared by the two concentrations: RECR 651 Fiscal Management in RPSM; RECR 681 Research Methods and Evaluation in RPSM; RECR 683 Thesis/Project Preparation and Grant Writing in RPSM; RECR 700 Research Project in RPSM
- Add disclaimer as requested by the College of Business

## Discussion of RPM Proposal:

- V. Mazer: Q about RECR 700/710 – grading system not identified in the descriptions.
- N. Buta: P/N grading will be added for RECR 700, P/N/CS grading will be added for RECR 710
- V. Mazer: Q about the practicum. N. Buta: This will also be P/N
- V. Mazer: Q about when the proposed changes go into effect. N. Buta: Fall 2019

Motion to Approve the proposal, with Friendly Amendment RE the grading specifications: S. Brassfield.  
Seconded by P. Williams.

**Approved**, by unanimous vote.

**Special Education Catalog Change (Dr. Tobery-Nystrom & Dr. Mazer):**

Proposal is available at <U:\Graduate Council\Senate Items\2017-18\GC 17-19 SpecialEd>

The Special Education program made several changes this semester to the program. In doing so, a few errors on prerequisites and course sequence were made in the course descriptions. This submission is to correct these minor errors.

The edits required will impact the following courses:

SPED 601 – Edit prerequisites

SPED 602 – Edit Course Sequence and prerequisites

SPED 603 – Edit Course Sequence and prerequisites

SPED 604 – Edit Prerequisites

SPED 691 – Edit course description. This was changed from a culminating course to an elective.

## Discussion of SPED proposal:

- S. Brassfield: Suggestion of the need to inform Chair of Faculty, since there is no time to send the proposal back to the Senate and the edits need to be made right away to make it into the catalog. D. Santamaria-Makang and V. Mazer: Agreed.

Motion to Approve the proposal: M. Ramspott. Seconded by J. Bishoff.

**Approved**, by unanimous vote.

**MAT Secondary Change Rescindment (Dr. Jennifer Bishoff):**

Proposal is available at <U:\Graduate Council\Senate Items\2017-18\GC 17-20 MATSecondary>

The Educational Professions Department requests that the following change to the MAT Secondary program approved in November 2017 be retracted. This change has had an unforeseen impact on the M.Ed. Literacy program which also uses this course. With the changes made by MSDE to reading course requirements, there is a need to differentiate between the reading courses needed for initial certification and those required for advanced programs. Therefore, the MAT program will need to develop a new REED 517 course which will be more appropriate for the MAT program as an initial certification program as opposed to the current REED 617 course which is designed for advanced level practitioners. This will allow both programs to meet the MSDE requirements for reading courses.

1. The following change was requested and approved in November 2017. We would like to retract this change and keep the current REED 617 course number rather than change to a REED 517. MAT Secondary program will submit a new course request in the early Fall.

Retract the following approved change:

Change in Title and Credits

a. REED 617 will become REED 517 to allow it to be cross-listed as REED 417, thereby allowing the college to decrease the number of sections of this course required.

Discussion of the MAT (Rescindment) Proposal:

- J. Bishoff: New course will be proposed in the Fall – REED 517

Motion to Approve the Proposal: D. Zheng. Seconded by K. McGee.

**Approved**, by unanimous vote.

#### 6. Other New Business:

- Chair (D. Zheng) is stepping down. Thanks for serving. A new Chair is needed.
- Secretary (M. Ramspott) is rotating off the committee. Thanks for serving. A new Secretary is needed.
- S. Brassfield is rotating off the committee. Thanks for serving.
- N. DiMichele is rotating off the committee. Thanks for serving. The new student member will need to be selected. This person will also need to be available to serve on UAC.

**New Grad Council Secretary:** Rich Raesly self-nominated.

Motion to Approve: D. Zheng. Seconded by P. Williams.

**Approved**, unanimous vote.

**New Grad Council Chair:** After some discussion, J. Tobery-Nystrom self-nominated to be Interim Chair only for the September meeting, due to a recurring time conflict next semester. A new Grad Council chair will need to be selected at or before the September meeting. Those members not at the May meeting will be contacted to assess their possible interest in chairing the committee.



Motion to Approve: D. Zheng. Seconded by B. Smolko.

**Approved**, unanimous vote.

**7. Adjournment at 5:00 PM**

Respectfully submitted by

David Zheng

**INSTITUTIONAL PRIORITIES AND RESOURCES COMMITTEE**

Monday, May 8, 2017

In attendance: M. Monahan, G. Wood, D. Blankenship, R. Lowe, B. Norris, B. Rinard, M. Flinn, Denise M., S. Sheetz, H. Gable, N. Buta

**CHAIR'S COMMENTS**

A big welcome to the incoming member of IPR:  
Brent Weber

To the outgoing members thank you for your support. Greg Wood, thanks for being Vice Chair, I bet you'll miss the PACIE meetings. Rebekah Taylor, you had an interesting year as chair of the IPR Workload and Compensation subcommittee, but you did a wonderful job. We thank you both of you for the time you have spent addressing important issues. Your efforts are appreciated. (Please note that we don't know whom will replace Rebekah as they have not held their May meeting.)

Thank you for those that are sticking around for another year on IPR:  
Erica Kennedy, Michal Monahan, Phil Allen, Diane Blankenship, Randall Lowe, Denise Murphy, and me

To everyone, thank you for your continued support in making IPR a strong committee. We accomplished a lot this year: new workload policy, new summer pay scale, and wonderful discussions on how we can save the University money. I feel that our voice was heard by others on campus.

Finally, I would like to thank both Erica (17/18) and Mike (16/17) for serving as secretary over the past two years. Your dedication is appreciated.

It was a very busy, yet productive, year. I look forward to working with everyone in the future.

**OLD BUSINESS**

4:00 – Welcome and introductions

We will take 10-15 minutes to review two programs approved by IPR in AY 13-14. Please review the accompanying three-year program review forms filled out by a sponsor of each program.

4:05 – M.S. of Applied Computer Science new delivery mode, Dr. G. Brad Rinard

4:15 – M.S. of Nursing, Dr. Heather Gabel

4:25 - Hospitality Management Concentration in Business, Dr. Michael Monahan

[Discussion of possible transition to Division II for athletics](#)

Division 2—Where are funds coming from linked to scholarships? This is still up in the air.

Mike M.—Would we lose lacrosse if we switch divisions?

Ben—No, we would find an affiliate conference. It should be noted that we must complete the self-study first. We would still have to apply to switch divisions.

Greg w.—How much more does it cost for licensing if we change?

Mike M—That’s what the self-study involves. There are no answers now.

Greg W—Are there discussions to re-tool minors and programs to make them friendlier to division II?

Mike M.—If we go into this conference, a lot of schools would be closer to us. This could result in less travel time, fewer classes missed for students.

Ben N—We will have a report coming up to go over the details.

Randall L.—There are still concerns about funding.

Greg W—Is this a done deal? Or exploratory?

Mike F—We would have to be accepted into the conference.

Ben N- NCAA would have to approve of the move as well.

### THIRD YEAR REVIEW

[M.S. of Applied Computer Science new delivery mode, Dr. G. Brad Rinard](#)

It was reported that the number of student for the MS in ACS is low. D. Murphy supported this observation; however, the program is still sustainable. B. Rinard stated that there has been a lack of marketing effort and is denied marketing efforts.

#### Discussion

Brad—We have had a couple of concerns. In the past we had online sections parallel to face-to-face, we did this for every section until this semester when there were budget cuts.

If we were to advertise in Baltimore/DC area, we could double or triple enrollment in online program.

With projected enrollment, had anticipated advertising. A couple of years ago, had international students but then lost them.

Diane-Is this a viable program that needs to continue?

Brad—It is a viable program. Usually we have an enrollment of 8 in an online section.

Diane-Is this an issue in terms of numbers? Classes in our program require greater numbers.

Brad—Advertising would help.

Mike F—This is only the online portion. We have no dedicated people for this option.

Sherri—I contacted Selena Smith to get actual enrollment. There is pretty low enrollment.

Mike F—If not getting resources, we should be able to report back to the administration to let them know that resources are not being carried through. So, the process is working.

Denise M—This allows us to see if programs are getting what they need. In the past I didn't see the proposals. This has helped to be on IPR.

Diane—The bottom-line is that we haven't met enrollment targets, but we also haven't had proper advertisement.

Brad—We really need to advertise grad program.

Randall—These connections are vital.

Brad—Our program has gotten some notice—on geteducated.com, our program is rated number 4.

Mike F—You would like to see some funds being allocated toward marketing?

Brad—We would like to get it up to 20 per semester on all of the courses. If we advertise we might need more resources to run classes.

Mike M—This starts to be a catch 22 situation.

#### [M.S. of Nursing, Dr. Heather Gabel](#)

H. Gabel reported that while they are not meeting their number; however, D. Murphy numbers demonstrated that they are meeting their number. H. Gabel echoed the concerns of B. Rinard about marketing for the M.S. of Nursing program. A lack of marketing efforts for the graduate programs is a running theme for AY 17/18.

#### **Discussion**

Heather Gable—We don't have the students that were anticipated. Students have continued to decline. This is also a national trend. We had an initial planning grant. There was some money for advertising within the state. We had some interest from out of state. The nursing administration track is not exclusive to FSU, but the education track is different at FSU. Nurses have not been willing to leave bedside to go toward education. We did not get what we thought we were going to.

Mike F—There are several programs offering online degrees. When online, people do not get advertising for the online programs.

Heather G—We did some Facebook advertising, and Google analytics when we had funding. We no longer have funding and not enough advertising.

Greg—I was surprised that this isn't doing well, with all the emphasis on nursing programs on campus being enrollment generators.

Heather—We were permitted to hire a PIN, and that person retired and they are searching again.

Diane—What was best year?

Heather—Year two was the best year.

Diane--Is this a problem exclusive to us?

Heather—We are planning to create certificates. There seems to be an interest in this—a family and psychiatric certificate are of interest. We are also talking to Business to see how working with them could help us to boost our numbers. There are a ton of BSN students.

Diane—It seems like for online, it is the same message—advertising is an issue.

Ben N—This is not just online problem—the problem is marketing.

Greg—There appears to be a resource problem that marketing is just not what we do at FSU.

Heather—There is a local school with poster advertising Towson (and not Frostburg) on the wall.

Mike F—Overall, looking at the numbers, the program is still in line with original predictions in terms of money coming in.

#### [Hospitality Management Concentration in Business, Dr. Michael Monahan](#)

M. Monahan stated the concentration lacks the necessary student to be sustainable. They are reviewing the concentration to make it a more viable option. D. Murphy concurred with these observations.

#### **Discussion**

Mike M—We had an agreement with a university in Taiwan. Students from Taiwan get to come here. Students from FSU can go overseas and everything would be cheaper than being here. The costs are very low. We have been sending an adjunct with the students. We tend to have 2 or 3 students per semester. We are dropping the requirement of 4 classes in Taiwan. Students can now do internship in hospitality without going to Taiwan. If the program continues to have low enrollment, may not be viable long term.

Sherri- The program had 4 students one semester, 7 another semester. The biggest expense was travel—was coming out of the dean's office.

Mike M—So this program appears to not really helping us, not really hurting us.

Diane—Would it be helpful to make it a minor?

Mike M.—Possibly—it may be worth a try since it is not doing much as a concentration.

Mike F—I recommend that Diane and Mike M. and Natalia get together to discuss minor option.

Mike M—The change in the requirement of going to Taiwan may help, and working with parks and rec might be a good solution.

**Ben—This as a recurring message that there is not enough money for marketing and that this is linked to low enrollment of these programs.**

**NEW BUSINESS**

## Recreation and Parks Management (a two-part proposal)

Dr. Natalia Buta

Undergraduate Concentration in Sport Promotion and Communication

Graduate concentration in Sport Management

***Vote Required: motion passes 7 in favor, 0 against, 1 abstentions***

Natalia—Coming from a need of prospective and current students—athletics and recruiting—we want to do something that is sport management oriented. Right now it is an inter-disciplinary degree. Since we don't have the program they want, some students leave and go to West Virginia. The proposed program allows us to keep students here.

Diane -According to the academic common market, if there is nothing in a particular field offered within state, you can get in-state tuition in an out of state school.

Mike M--We have Maryland students getting in-state tuition out of state. If we get this program, then we will have students that are no longer able to get in-state tuition out of state.

Natalia—This proposal requires one full time person. We have support from the dean and provost for this.

Mike F—Where will this person come from?

Natalia—We had a faculty member that retired. This will be filling of a vacant position

Mike F—But you are asking for a new position?

Ben—So you are reallocating Dr. Grey's position?

Mike F—What happened to classes she was teaching?

Ben—That program was suspended earlier in the year.

Natalia—We have supporting letters from dean and provost.

Diane—This is shutting the academic common market for undergraduate and grad levels.

Randall—This will be useful to have additional grad offerings.

Mike M—From a student point of view, how does a student know if it's sports management, whether it is recreation or business?

Natalia—Sudhir asked to have disclaimer related to this to clarify that it is in recreation.

**SELF-NOMINATIONS FOR POSITIONS IN IPR**

Mike F.—Continues as chair

Mike M.—Next vice chair

Erica—Continues as secretary

Meeting adjourned—5:16 pm

**COUNCIL OF UNIVERSITY SYSTEM FACULTY**



COUNCIL *of* UNIVERSITY  
SYSTEM FACULTY

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

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

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

Month	Schedule of CUSF Council Meetings for 2018-2019 Academic Year	Location
September	Monday, Sept 17	Shady Grove
October	Wednesday, Oct 10	UMB
November	Friday, Nov 16 (joint)	UMCP
December	Tuesday, Dec 11	Coppin
January	Thursday, Jan 17	USM, Adelphi
February	Wednesday, Feb 13	UMUC
March	Wednesday, March 13	UMCES, Baltimore
April	Friday, April 12	Salisbury
May	Thursday, May 16	Towson
June	Tuesday, June 18 (optional)	UB

# FACULTY SENATE MINUTES

Wednesday, May 2, 2018

4:00 p.m.

397 GIRA CCIT

Senators Present: P. Allen, A. Bena, 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, G. Wood, D. Zheng

Absent: D. Blankenship, S. Brosi, R. Schrum

Excused: Nazanin Tootoonchi

Also Present: Provost Throop

Not Present: President Nowaczyk

The meeting was called to order at 4:04 p.m. by B. Norris.

## **I. Approval of the Minutes**

The minutes of the April 4, 2018 Senate meeting (separate blue packet) were approved without amendment.

## **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**

Wednesday, May 30, 2018 – 1:00 p.m. to 3:00 p.m., 156 GIRA CCIT

Topic: End of Year Reporting, Administrator Evaluations, Other Topics TBD

## **III. Reports & Information**

### **A. Chair's Report (pages 19-20)**



The Chair expressed his appreciation for the work of the Senate and his thanks to those newly-elected for being willing to serve. He also thanked the Vice-Chair and Secretary for their work and support throughout the year. He reminded the Senate of the upcoming retirement of Dr. John Bowman and thanked him for his support of the Senate throughout his career at FSU.

The Chair also provided an update on academic advising. An Academic Advising Task Force report will be issued next week. The Task Force is waiting for a decision from NACATA regarding FSU's application to the cohort following a phone meeting to answer questions last week.

- B. Academic Affairs Committee (AAC) Report (pages 20-28)
- C. Faculty Concerns Committee (FCC) Report (pages 28-32)
- D. Graduate Council (GC) Report (pages 33-36)
- E. Institutional Priorities & Resources Committee (IPR) Report (pages 36-41)
- F. Council of University System Faculty (CUSF) Report (pages 41-42)
- G. President's Report (oral)

The President was not able to attend Faculty Senate. Dr. Tom Bowling provided an update on his behalf.

**Strategic Planning:** Twelve action items came out of the initial strategic planning process. Currently, the vice-presidents are identifying initiatives, in addition to action items, that would result in an outcome or description of what accomplishments would look like for the campus in 2023. The process requires engagement and conversations from faculty, staff, and other campus community stakeholders. The vice-presidents are not writing these initiatives in isolation and should involve those with responsibilities for implementation of these initiatives. There are two examples of initiatives moving forward currently: 1) a transition piece for students that acknowledges declaration of a major, and 2) applying for Carnegie classification in community engagement.

**Incident with Chartwells' Employee:** The incident that occurred over the weekend involving an employee of Chartwells and the use of inappropriate language to describe a campus event is being investigated. The employee was placed on paid suspension pending the investigation. The employee was not aware of the racist connotation of the term she had used and was genuinely horrified that it had been perceived in that way by a student employee. The student employee who reported the incident wanted assurances that the Chartwells employee would not be suspended without pay or terminated, that no negative action would come to her. A meeting was held on Sunday that included President Nowaczyk, Dr. Bowling, and Bill Mandicott along with several Chartwells administrators and 11 student leaders. The meeting was productive and the student leaders provided many thoughtful insights and observations regarding the situation. At this time, there is not a lot of energy calling for negative action against the employee.

Question: Does the person who wrote the word know it was a pejorative word?

TB: No, she did not. She does now, particularly among the African-American population.

Question: How will she know what other words not to use?

TB: Any of us could inadvertently use a word that would be offensive to other cultures and it is important to keep that in mind. The most concrete action that has been taken is a commitment from Chartwells to assist in funding an NCBI train-the-trainer workshop on campus. They will send a team of employees, which will hopefully include student employees, so that some good will come out of this. We also hope that members of the group who met on Sunday night, especially student leaders, will take part in the train-the-trainer, so that we can facilitate more education in diversity and multicultural competence. We need to create a different climate. Also, the student employee had another choice, rather than taking the picture of the word and sending it to friends, she could have called attention to a supervisor and explained her perception of the term. There are many lessons to be learned from this incident, and not all of them are by the individual who wrote the message.

Dr. Throop: The issue as I understand it is not the conventional use of the word, so perhaps she should also refrain from using idiosyncratic or family terms that no one else but her family understood.

#### H. Provost's Report (oral)

Dr. Throop reported that Dr. Nowaczyk was not able to attend Faculty Senate due to a ribbon-cutting ceremony being held in Hagerstown for the new physician's assistant building. He is attending along with program director Beth Smolko, Scott Fritz, and DeeDee Campbell.

**Vacancies:** The President has asked Dr. Throop to chair the search committee for the new Vice-President of Enrollment Management position. They are currently working with a consultant from a firm that specializes in enrollment management searches. The consultant visited campus last week. Dr. John Bowman is retiring and the search for an Associate Provost closes today, so far there are 26 applicants. The Provost's Office is also searching for a permanent Associate Provost for Doris Santamaria-Makang's interim position. There are currently 20 applicants for that vacancy. There is a combined search committee for both positions. The timeline is very aggressive because they would like faculty input when candidates come to campus. Searches for permanent Deans for CLAS and COE will relaunch in late August or early September.

**Travels:** The Provost recently visited Blue Ridge Community and Technical College in Martinsburg, WV. They have some interesting ideas about potential overlap that might work well with our programs. They have already finalized a full articulation agreement for a degree in Cybersecurity. The Provost also visited Pennsylvania Highlands Community College. They are interested in continuing to talk with us as well. The Provost also visited the Challenger Learning Center at Wheeling Jesuit University in Wheeling, WV. This is a free-standing center that simulates space travel. It has been in existence for 25 years. It's currently aimed at middle schoolers, with some programs for team

building and an early childhood initiative. They also have a blow-up planetarium. This would be an interesting addition to our campus. We would not be in competition with them with the distance being so far. The Provost is looking into funding. The Provost also visited Interfolio, an online portfolio company with an impressive product that would be used for promotion and tenure/permanent status applications so that the process would be electronic rather than submitting binders. The Provost plans to meet with the chair of the Faculty Promotion and Tenure/Permanent Status Subcommittee to discuss piloting this product.

**Summer School Pay:** IPR submitted a proposal to the Provost to adjust the summer school salary scale to encourage faculty to teach and recruit for summer classes. The new pay scale would pay \$250 per student enrolled and would fill in the gap between teaching 10 students and 15 students. The new pay scale would top out at 20 students or \$5,000 on a three-credit course. There are adjustments for credit variations and graduate courses. IPR submitted the proposal in February, and the Provost was waiting on a financial analysis from Denise Murphy before moving forward. The Provost approved the proposal and announced it could start this summer.

*Discussion:* It was noted that this new model could create wide schisms of earning, disparities amongst the colleges and departments, and that the potential for profit in certain sectors could be extraordinary while others would be unfairly diminished. A number of faculty expressed concerns that the new salary scale could significantly reduce the pay for those faculty teaching smaller courses due to the type of course not the lack of recruitment. There was also concern that for some students, summer school is a simple matter of affordability, and that recruitment efforts don't matter if a student cannot afford to take a class. Several other models were discussed. The Provost offered to rescind her approval of the new scale if faculty were not in agreement about it, however it was pointed out that faculty will be unhappy with either outcome.

Another issue brought forth was the fact that salary offer letters for summer school courses have already been sent to teaching faculty. The timing of changing the salary scale is not conducive to implementation this summer. There was also some question as to whether this required a Senate vote. Because it is under the purview of the Provost, it does not require a vote and the Provost can make the change with or without faculty support.

After hearing the discussion, the Provost offered to make a compromise that would benefit all parties. **For this summer only**, faculty teaching classes with fewer than 10 students enrolled will follow the old pay scale. Faculty teaching classes with 10-12 students enrolled will be paid \$3,000. The new pay scale will go into effect for those faculty teaching courses in which 13 or more students are enrolled up to 20 students or \$5,000 total. Those faculty who have already received their letters can use the old pay scale. Those faculty choosing to adopt the new scale will receive new letters.

Faculty present, including the Chair of IPR Dr. Mike Flinn, were amenable to that change.

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

Dr. Michael Matthias provided an oral overview of the process to review and envision the General Education Program at FSU. The initiative was formally announced two weeks prior and can be referenced in Dr. Nowaczyk's original email announcement. The GEPRC held a half day retreat in January and has met several times through the semester to examine best practices in general education and to develop an infrastructure in which the process at FSU can unfold. There will be four stages. Currently the GEPRC is in stage one: information gathering. A faculty/staff/administrator survey was launched to gather perceptions and identify features in a new GEP going forward. During the summer, focus groups will be conducted with faculty, staff, administrators, regional employers, and community partners. Focus groups for teaching faculty will be held during the fall semester. There will be plenty of opportunities to provide feedback through the process. The GEPRC aim to have a draft vision and values statement at the end of the fall semester.

*Question:* What are the requirements from the state and how do we build on those?

*MM:* COMAR was revised in August and currently we meet those standards. We've looked at Middle States requirements and looked at other GEP's. The common complaints are that there are constraints in the thinking in the university system, but the President has encouraged us to be as creative as we can and has identified it as his job to advocate at the system level for us to make sure we can develop an interesting and creative program while also being mindful of state requirements.

#### 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) – Passed with 1 abstention**

There were three proposed amendments to the policy, all friendly, which Dr. Norris shared with the Senate. He also shared a variety of issues and feedback that were provided to him by faculty members prior to the meeting. Dr. Throop answered questions related to the policy, specifically addressing accountability, consistency, transparency, equity, targeted enrollments, pay scale, changes in contact hours, activities related to instruction without awarding academic credit, and teaching load for department chairs and program coordinators. After some discussion, a fourth friendly amendment was proposed to correct part of the second friendly amendment and clarify duties related to instruction that do not award academic credit to be more broad and use the language "involving a substantial time commitment" rather than "involving students". Dr. Throop noted that subcommittee will be put together in the fall dealing on workload and expectations of department chairs,

associate chairs, program coordinators, and program directors; it may fall under the workload subcommittee.

After a vote, the proposal passed with 1 abstention.

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Faculty Workload and Compensation Subcommittee requests the following:</b></p> <p>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"> <li>1) Simplifies and streamlines assignment calculation of workload over various course components.</li> <li>2) Provides simpler guidelines for the assignment of reassigned time for various administrative, service, and non-credit instruction-related activities.</li> <li>3) Updates the enrollment expectations for increased workload assignment.</li> <li>4) Updates the base compensation for an overload to \$2,250.</li> <li>5) Provides for banking of workload within an academic year.</li> <li>6) Charges the Faculty Workload and Compensation Subcommittee to annually review the new policy.</li> <li>7) Returns some flexibility to chairs and deans.</li> </ol>	<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 – Passed**

The proposal passed unanimously after a brief clarification regarding double majors and minors.

Summary Proposal	Rationale
<p><b>The Liberal Studies Program requests the following:</b></p> <p>1) Changes to the program description in the catalog. This includes the removal of the “C or better” policy.</p> <p>2) Course description changes to LBST 450, 494 and 495. Change in credit hour requirements for LBST 494 and 499.</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 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 – Passed**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department Music requests the following:</b></p> <p>a. Create an Option in Music Education for the Bachelor of Science in Music</p>	<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 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>

**Vote Required: AAC 18-10 – Passed**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Kinesiology and Recreation requests the following:</b></p>	<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</p>

<ol style="list-style-type: none"> <li>1) Change in ADSP Course Requirements from 30 credits to 24 or 33.</li> <li>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</li> <li>3) Add MGMT 315 New Business Ventures as an option to ADSP 360 Entrepreneurship in the core.</li> <li>4) Add ADSP280 or ASI201 (Garrett) or RECR280 as a requirement to the Adventure Sports Major.</li> <li>5) Approve a new course ADSP280 Leadership and Group Dynamics in Adventure Sports (3 cr).</li> <li>6) Change in course title, description and prerequisites for ADSP 382 Agency Assessment and Administration in Adventure Sports</li> <li>7) Add course titled ADSP480 Field Experience in Adventure Sports (1-6 cr) and add three credits as a requirement.</li> <li>8) Offer ADSP484 or ADSP492 and ADSP495.</li> <li>9) Approve a new course, ADSP 484 Adventure Sports Practicum (3 cr)</li> <li>10) Change in course title, descriptions, requirements of ADSP492 and ADSP495, Mentorship</li> <li>11) Change in course title, description, or prerequisites of ADSP 330 Outdoor Education (3 cr.) and ADSP 340 Expedition</li> </ol>	<p>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"> <li>• Reduce Adventure Sports Core courses from 30 credits to 24 credits</li> <li>• Approve a new course, ADSP 280 Leadership and Group Dynamics in Adventure Sports and add it as a core requirement.</li> <li>• 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.</li> <li>• Add MGMT 315 New Business Ventures as an option to ADSP 360 Entrepreneurship in the core.</li> <li>• 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.</li> <li>• Approve a new course, ADSP 484 Adventure Sports Practicum (3 credits) and offer it as an option with the Mentorship (Mentorship Project and Mentorship)</li> <li>• Reduce Recreation and Parks Management Course Requirements from six to three credit by deleting RECR488 Principles of Ecotourism as a requirement in the program.</li> <li>• Reduce Garrett skill courses from 15 credits to 13 credits and to bring the courses into agreement with the Garrett program.</li> <li>• Add the requirement and bullet point that students are required to attend a state, regional or national conference during their junior or senior year.</li> <li>• 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.</li> </ul>
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<p>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"> <li>a. A second major,</li> <li>b. A minor</li> <li>c. An associates degree,</li> <li>d. A bachelors degree from another institution,</li> <li>e. Two additional ASI skills tracks at Garrett College</li> </ul> <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>	
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**Vote Not Required: AAC 18-13**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Visual Arts requests the following:</b></p> <ul style="list-style-type: none"> <li>1) Course Description changes: ART 207 Graphic Design ART 235 Photography ART 435 Advanced Photography</li> </ul>	<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 need to be enrolled in the one-credit</p>

<p>2) Also requested is a change of Frequency for: ART 430 Greek and Roman Art</p>	<p>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 – Passed**

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Department of Physics and Engineering requests the following: Change in Catalog</b></p> <p>1) Description/Prerequisites/Frequency</p> <ul style="list-style-type: none"> <li>• ENME 350 Electronics and Instrumentation I 3 cr.</li> <li>• ENME 351 Electronics and Instrumentation II 3 cr.</li> <li>• ENEE417 Microelectronics Design Laboratory 2 cr.</li> </ul> <p>2) Change in Existing Programs’ Requirements</p> <ul style="list-style-type: none"> <li>• Change in catalog description for the Mechanical Engineering Collaborative Program</li> <li>• Change in requirements for the B.S. in Engineering at Arundel Mills</li> <li>• Change in requirements for the B.S. in Engineering at Cecil College</li> </ul>	<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</p>

	component. ENME 373, Advanced Computer-Aided Design, has been added to the program for Arundel Mills and Cecil College.
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**Vote Not Required: AAC 18-15**

<b>Summary Proposal</b>	<b>Rationale</b>
<b>The Department of English and Foreign Languages requests the following:</b> Add ENGL 438 to the list of courses to satisfy the University’s Tech Fluency requirement	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).

**Vote Not Required: AAC 18-16**

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

**Vote Required: AAC 18-17/GC 17-16 – Passed**

<b>Summary Proposal</b>	<b>Rationale</b>
<b>The Office of the Associate Provost and the Office of Graduate Services request the following:</b> 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>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"> <li>a. Allows for pathways to be recognized in the policy</li> <li>b. Clarifies the definition of bachelor/master programs and pathways</li> <li>c. Assures that only students approved for bachelor/master program and pathways can take more than 7 graduate credits.</li> </ol>

**Vote Required: FCC 18-10(H) – Passed with amendments**

The proposal passed on an initial vote prior to S. Brassfield making a motion to revisit the vote. The motion was seconded by T. English. There was no discussion on the motion to revisit the vote and the motion passed.

Upon further review of the proposed policy, S. Brassfield brought up a number of issues related to the policy including that the policy was written poorly, confusing, contradictory, and contained unclear language on eligibility. Brassfield also found that the policy promoted traditional gender roles and stereotypes, and did not provide equitable access to support services like family support plans and flexible schedules for new parents. It was suggested that the Office of Human Resources should be involved in drafting a policy that incorporates this USM policy. B. Norris clarified that this is a system-wide policy already in place that our institution must adhere to, the bigger issue is making faculty aware of the policy and the support programs in place in order to take advantage of them. In addition to making faculty aware of the policy, discussion took place about expanding the benefits and creating a more generous FSU-specific policy. It was noted that UMCES offers two years of paid parental leave with no conditions.

S. Brill made a motion to amend the proposal to incorporate it into the handbook regarding the minimum benefits ensured by the USM and referring to the full USM policy rather than including the language in the original proposal, and then remanding the issue back to FSS for further development in coordination with administration. The motion was seconded without additional discussion.

The amended proposal passed unanimously.

<b>Summary Proposal</b>	<b>Rationale</b>
<p><b>The Faculty Concerns Committee requests the following:</b></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) – Passed with 1 abstention**

A question arose regarding penalties for students in violation of academic dishonest and where the \$25.00 fee ends up. B. Norris clarified that the \$25.00 fee goes to Student Affairs and funds the student conduct process. Fines and sanctions are not able to be assessed if faculty do not refer students to Student Affairs for the conduct process in cases of academic dishonesty. Suspension is on the table for a second violation. It is in the best interests of the

faculty to report cases so that the violation is recorded on the permanent transcript should trouble arise in the future.

Summary Proposal	Rationale
<p><b>The Faculty Handbook Subcommittee requests the following:</b>            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"> <li>1) Instructional Design and Delivery (B-1)</li> <li>2) Academic Dishonesty PN 2.017 (B-2) Line 235</li> <li>3) Advising, Student Academic Responsibility PN 2.037 (B-3) Line 339</li> <li>4) The University Store (Bookstore) (B-5) Line 465</li> <li>5) Disability Support Services (B-7) Line 496</li> <li>6) Disruptive Student Behavior in the Classroom (B-8) Line 608</li> <li>7) Course Repetition and Grading (B-11) Line 736</li> <li>8) Grading System PN 2.013 (B-12) Line 786</li> <li>9) Posting Grades (B-13) Line 884</li> <li>10) The Center for International Education (B-13) Line 910</li> <li>11) Library Services (B-14) Line 1035</li> <li>12) Printing Services (B-15) Line 1209</li> <li>13) Programs for Academic Support and Studies (PASS) (B-16) Line 1255</li> </ol>	<p>The Chair of Faculty Senate charged the handbook committee to scan the handbook and make note of items that were out of dated and policies that were no longer aligned with current policies and practices. Fourteen items have been updated.</p> <ol style="list-style-type: none"> <li>1) Instructional Design and Delivery (B-1) Line 76</li> </ol> <p>Update content to match current service offerings and to include the Department of Technology Services.</p> <ol style="list-style-type: none"> <li>2) Academic Dishonesty PN 2.017 (B-2) Line 235</li> </ol> <p>Update to include the language in the student code of conduct and to describe how to report incidents of academic dishonesty.</p> <ol style="list-style-type: none"> <li>3) Advising, Student Academic Responsibility PN 2.037 (B-3) Line 339</li> </ol> <p>Addition of the CAAR office as a resource</p> <ol style="list-style-type: none"> <li>4) The University Store (Bookstore) (B-5) Line 465</li> </ol> <p>Updates to information about textbook requests.</p> <ol style="list-style-type: none"> <li>5) Disability Support Services (B-7) Line 496</li> </ol> <p>Update information about eligibility, services provided, and opportunities for appeals.</p> <ol style="list-style-type: none"> <li>6) Disruptive Student Behavior in the Classroom (B-8) Line 608</li> </ol> <p>Update to include information about the Student of Concern process as well as reporting.</p> <ol style="list-style-type: none"> <li>7) Course Repetition and Grading (B-11) Line 736</li> </ol> <p>Update to remove outdated language about GEP Core Skills.</p> <ol style="list-style-type: none"> <li>8) Grading System PN 2.013 (B-12) Line 786</li> </ol>

<p>14) Student Privacy Rights (B-16) Line 1310</p>	<p>Update to clarify language about definitions of Incomplete and Withdrawal grades.</p> <p>9) Posting Grades (B-13) Line 884</p> <p>Remove this passage in its entirety, as posting grades publicly is poor practice and likely a violation of FERPA despite best efforts.</p> <p>10) The Center for International Education (B-13) Line 910</p> <p>Update to reflect current practice and program offerings.</p> <p>11) Library Services (B-14) Line 1035</p> <p>Update to reflect current services and resources</p> <p>12) Printing Services (B-15) Line 1209</p> <p>Update url.</p> <p>13) Programs for Academic Support and Studies (PASS) (B-16) Line 1255</p> <p>Update office name and services offered.</p> <p>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 – Passed**

**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 – Passed**

Summary Proposal	Rationale
<p><b>Graduate Council proposes an amendment to its charter to include a representative from the new PA Program.</b></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 – Passed**

Summary Proposal	Rationale
<p><b>The Department of Nursing requests the following changes to the Administration and Education tracks of the MSN:</b></p> <ul style="list-style-type: none"> <li>1) Change to Existing Course Title: <ul style="list-style-type: none"> <li>○ Change the name of NURS 694 Administration Practicum II to NURS 694 Graduate Nursing Practicum.</li> </ul> </li> <li>2) Removal of Course from Program Requirements: <ul style="list-style-type: none"> <li>○ NURS 695 Education Practicum II</li> </ul> </li> </ul>	<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 Education and Administration students could revert to taking separate practicum courses.</p>



**Tabled: Vote Required: AAC 17-34C – Passed with amendment**

S. Duncan made a motion to remove this proposal from the table. J. Dunmyre seconded and a vote passed to remove it from the table and move forward with discussion.

After a brief discussion of the issues previously brought forth, J. Dunmyre moved to amend the proposal to include the language “if a student cannot successfully resolve this with their faculty, they should seek assistance from an advisor or department chair”.

The amended proposal passed unanimously.

Summary Proposal	Rationale
<p><b>The Academic Standards Subcommittee requests the following:</b>                      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

None.

VI. Adjournment

The meeting was adjourned at 6:11 p.m.

# 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>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</p>	<p><b>Required; passed</b></p>
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		<p>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>	
	<p><b>The Department of Music requests the following:</b> Create an Option in Music Education for the Bachelor of Science in Music</p>	<p><b>Rationale:</b> 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.</p>	<p><b>Required; passed</b></p>

		<p>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><b>The Department of Kinesiology and Recreation requests the following:</b> 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]</p>	<p><b>Rationale:</b> 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"> <li>• Reduce Adventure Sports Core courses from 30 credits to 24 credits</li> <li>• Approve a new course, ADSP 280 Leadership and Group Dynamics in Adventure Sports and add it as a core requirement.</li> <li>• 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.</li> <li>• Add MGMT 315 New Business Ventures as an option to ADSP 360 Entrepreneurship in the core.</li> </ul>	<p><b>Required; passed</b></p>

<p>4) Approve a new course ADSP280 Leadership and Group Dynamics in Adventure Sports (3 cr). [Item #4]</p> <p>5) Change in course title, description and prerequisites for ADSP 382 Agency Assessment and Administration in Adventure Sports (3 cr.) [Item #5]</p> <p>6) Add course titled ADSP480 Field Experience in Adventure Sports (1-6 cr) and add three credits as a requirement. [Item #6]</p> <p>7) Offer ADSP484 or ADSP492 and ADSP495. [Item #7]</p> <p>8) Approve a new course, ADSP 484 Adventure Sports Practicum (3 cr) [Item #8]</p> <p>9) Change in course title, descriptions, requirements of ADSP492 and ADSP495, Mentorship [Item #9]</p> <p>10) [No Item #10]</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.) [Item #11]</p> <p>12) Deletion as a requirement in the program RECR488 and seven Garrett content courses [Item #12]</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Approve a new course, ADSP 484 Adventure Sports Practicum (3 credits) and offer it as an option with the Mentorship (Mentorship Project and Mentorship)</li> <li>• Reduce Recreation and Parks Management Course Requirements from six to three credit by deleting RECR488 Principles of Ecotourism as a requirement in the program.</li> <li>• Reduce Garrett skill courses from 15 credits to 13 credits and to bring the courses into agreement with the Garrett program.</li> <li>• Add the requirement and bullet point that students are required to attend a state, regional or national conference during their junior or senior year.</li> <li>• 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.</li> </ul>	
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	<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><b>The Department of Visual Arts requests the following:</b>  Course Description changes:</p>	<p><b>Rationale:</b>  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</p>	<p><b>te Required</b></p>
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	<ul style="list-style-type: none"> <li>● ART 207 Graphic Design</li> <li>● ART 235 Photography</li> <li>● ART 435 Advanced Photography</li> </ul> <p>Also requested is a change of Frequency for:</p> <ul style="list-style-type: none"> <li>● ART 430 Greek and Roman Art</li> </ul>	<p>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>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.”</p>	
	<p><b>The Department Physics and Engineering requests the following:</b></p> <p>Change in Catalog Description/Prerequisites/Frequency</p> <ul style="list-style-type: none"> <li>● ENME 350 Electronics and Instrumentation I 3 cr.</li> <li>● ENME 351 Electronics and Instrumentation II 3 cr.</li> <li>● ENEE417 Microelectronics Design Laboratory 2 cr.</li> </ul> <p>Change in Existing Program’s Requirements</p> <ul style="list-style-type: none"> <li>● Change in catalog description for the Mechanical Engineering Collaborative Program</li> </ul>	<p><b>Rationale: ENME 350 --</b> 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><b>ENME 351 --</b> The AC circuit theory and analysis content covered in ENEE 204 is sufficient to substitute for that content in PHYS 263.</p> <p><b>ENEE 417 –</b> 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><b>Change in Existing Program Requirements:</b> The Mechanical Engineering students enrolled in the Collaborative Program now complete the FSU General Education Program – not UMCP’s general education program.</p>	<p><b>Required; passed</b></p>

	<ul style="list-style-type: none"> <li>● Change in requirements for the B.S. in Engineering at Arundel Mills</li> <li>● Change in requirements for the B.S. in Engineering at Cecil College</li> </ul>	<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>	
	<p><b>The Department of English and Foreign Languages requests the following:</b> Add ENGL 438 to the list of courses to satisfy the University’s Tech Fluency requirement</p>	<p><b>Rationale:</b> 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>	<p><b>Not Required</b></p>
	<p><b>The Department of Accounting requests the following:</b> A change to the course description for ACCT 401 Advanced Financial Accounting.</p>	<p><b>Rationale:</b> This change reflects a shift of certain topics to the new ACCT 350 International Accounting course.</p>	<p><b>Not Required</b></p>

	<p><b>The Office of the Associate Provost requests the following:</b> 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.)</p>	<p><b>Rationale:</b> This addendum accomplishes three things:</p> <ul style="list-style-type: none"> <li>a. Allows for pathways to be recognized in the policy</li> <li>b. Clarifies the definition of bachelor/master programs and pathways</li> <li>c. Assures that only students approved for bachelor/master program and pathways can take more than 7 graduate credits.</li> </ul>	<p><b>Required; passed</b></p>
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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.

**I. Old Business: None.**

**II. New Business:**

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

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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.

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

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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.

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

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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”.

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

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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.**

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

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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.

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

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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.**

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**Discussion Item: Tianna Bogart wishes to address FCC**

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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.

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

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

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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.

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**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:

- Allows for pathways to be recognized in the policy
- Clarifies the definition of bachelor/master programs and pathways
- 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:
  - Change the name of NURS 694 Administration Practicum II to NURS 694 Graduate Nursing Practicum.
- 4) Removal of Course from Program Requirements:
  - 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

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 19<sup>th</sup> 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 should 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](mailto:mflinn@frostburg.edu)  
x4835

## **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.