**University of Baltimore – University Faculty Senate**Meeting Minutes: 01 May 2013

Attendance:

**Senators:** Dan Gerlowski (MSB / UFS President); Stephanie Gibson (CUSF); Christine Spencer (CPA / UFS Vice President); John Callahan (CUSF rep); George Julnes (CPA); Julie Simon (CAS); Dick Bucher (Adjunct); JC Weiss (MSB); Stanley Kemp (CAS); Catherine Johnson (Library/ UFS Secretary); Dennis Pitta (MSB); Jose Anderson (Law); Bob Bogomolny (University President); Joe Wood (Provost)

The meeting was called to order at 12:03 p.m. by UFS president Dan Gerlowski.

1. April minutes were **approved**.
2. The agenda was **approved** with an amendment to include a report from the WorkLife committee on the Regents Awards. The President’s report was then moved to later in the agenda awaiting his attendance.
3. The University Provost reported the following:
   * Report on the USM meeting on retention and student success held at UB.
   * Resolution 1304 out of CUSF regarding faculty involvement in conversations about how merit will be distributed. The deans are aware and conversations will be on going.
4. The University President reported the following:
   * There will be a COLA increase so it may be possible that not everyone will get a merit increase as well.
   * Monthly update was sent out yesterday and included information about the transition to the learning commons this summer.
   * Faculty has been working with the deans for revising the Academic Goals and Priorities document and are hopeful that there will be a draft before faculty leave for the summer that can be implemented in the fall.
   * Recognize and congratulate the faculty on their work on:
     + Innovation, inquiry and discovery
     + Catalyst grants are moving forward
     + Budget committee and enrollment study group did a tremendous amount of work
     + Approx. 70 faculty members are engaged these activities and projects, which represents a strength in inquiry on campus.
5. Dean Laura Bryan provided an update to the senate about student success initiatives. She reported that she created an informal cross-campus “student success workgroup” to consider the following questions: what is student success? What are we doing and how well are we doing it? She also reported that she hopes to create a more formal Student Success Council to consider these and related questions. Dean Bryan also shared with the UFS planning underway in CAS to accommodate the initiatives moved into CAS that are closely related to student success. These initiatives include: Freshman advising, oversight and responsibility for developmental writing and developmental math, administration of placement testing for math and writing, the early alert system, and other initiatives. Dean Bryan indicated that her plans were tentative and were being formalized into a budget request to be made as part of the University budget process. Dean Bryan thanked the UFS for expressing its desire that student success be a budgetary priority as evidenced at its portion of the town hall presentation on April 10th. Dean Bryan and Provost Wood answered questions from faculty on the topic. In that discussion it became apparent that while functions were moved into CAS from other areas, budgetary resources have not yet followed in support.
6. Deb Stanley presented a new, proposed program to the senate: MS in Forensic Science – Forensic Accounting. The program involves a Chinese cohort from Nanjing University. Senator Callahan moved that we approve the program. The program was **unanimously approved**.
7. Dennis Pitta, chair of the University Work Life committee announced that they will be collecting nominations for the Regents Awards until May 15 and would like to hold an electronic vote after that date for UFS endorsement of the candidates. It was moved that we approve the motion to have an electronic vote on the matter. That motion was **approved unanimously**.
8. Sally Reed reported that the faculty salary study is currently underway. The faculty advisory group has gathered a list of peer institutions and that list has been shared with the consultants. The consultants are working with HR to clean up the Classification of Instructional Program (CIP) codes and have submitted a UB faculty census to the consultants. There will be another presentation to the senate on the matter at the first meeting of the next academic year to report on progress over the summer.
9. The UFS nominating committee presented a slate of candidates for election. The election results for AY2013-14 are as follows:
   * UFS President: Dan Gerlowski
   * UFS Vice-President: Catherine Johnson
   * UFS Secretary: Dennis Pitta
   * UB CUSF Representative: Julie Simon (with John Callahan continuing his term)
   * UB CUSF Alternate: Stephanie Gibson
10. A discussion of the proposal to expand the early alert program to all students was continued from last meeting. Concerns about the program include:
    * Faculty seemed to prefer: satisfactory/not satisfactory and not satisfactory due to non-attendance over letter grades
    * Split comments between required for all undergrads and lower level undergrads only.
    * Timing issue difficult for non-traditional course lengths, but even a 5 week course can tell if someone is not attending the first 2 sessions...
    * Possibility of sending report only for those who are not performing satisfactorily

It was moved that the executive committee clean up the proposal based on feedback from the senate and submit it for electronic vote. That motion was **approved**.

1. The proposal “MOOC for credit policy” was **approved** with one objection. The final policy document is attached. The eliminated text is ~~crossed out~~, the adopted text is *highlighted in yellow and red*.
2. Catherine Johnson, on behalf of the UFS executive committee, thanked senators Dick Bucher and Betsy Yarrison (who are concluding their service to the senate) for their hard work, time and effort on the Senate. She then shared committee charges that were edited with input from senators and committee chairs. Notable changes in the document include:
   * Every committee will elect their own chair
   * One member from each committee will attend each UFS meeting
   * Members of the Academic Policy Committee attended to recommend revisions to their committee charge

There was a motion to approve the document as amended throughout the discussion. That motion was **approved**. The final, amended document is attached to the minutes below.

The meeting was adjourned at 2:01pm.

**~~DRAFT 3/20/13~~**

**MOOC for Credit Policy governing Coursera and other providers of online courses:** Contextual discussion and proposed policy.

**PROPOSED POLICY:**

*Because UB may anticipate students applying to UB with MOOC course credits, it is in the university’s best interest to create a policy on accepting and on limiting the MOOC courses for which students may apply for UB credits. The suggested operating policy for UB is an expansion of the existing approved Prior Learning Assessment Policy- Undergraduate:*

***~~PREVIOUS LANGUAGE: “Students who successfully complete an ACE-approved MOOC or on-line course and present a transcript from the MOOC provider may apply for UB course credit upon successful completion of either a portfolio (composed of MOOC-related coursework) review by a faculty member in the subject area of the MOOC or by passing the final examination or a challenge examination in the MOOC’s field. The course grade will be determined by the passing score on the portfolio or the examination in keeping with UB course policies. A student may apply for up to three (3) MOOCs to bear course credit and up to nine (9) UB credits may be awarded for the MOOCs. MOOC courses may not be used to satisfy pre-requisites except with program approval. No courses in the major may be fulfilled using the MOOC –for-credit option except with program approval~~****~~.”~~*

*SUGGESTED CHANGE:*

*“Students who successfully complete a MOOC or on-line course approved by ACE prior to their enrollment at UB may present a transcript from the MOOC provider and apply for UB course credit. The applicant must obtain approval from the appropriate academic dean, or dean’s faculty designee in the MOOC’s field to prepare either (i) a portfolio of MOOC-related course work or (ii) arrange to take a final examination or a challenge examination in the MOOC’s field. The appropriate academic dean, or the dean’s faculty designee in the MOOC’s field, will ensure sufficient faculty review of the portfolio or challenge or final exam. The course grade will be determined by the passing score on the portfolio or the examination in keeping with UB course policies. The appropriate academic dean, or their designee, shall, with faculty committee assent, within the normal policies and processes of that school or college, determine whether the UB course credit obtained from successful matriculation of MOOC coursework is to be considered equivalent to any course required of a student (either directly or as a prerequisite) in a particular major or program at UB. A student may apply for up to three (3) MOOCs to be considered for UB course credit resulting in a maximum of nine (9) UB credits that will successfully matriculate to UB course credit. ”*

The following is a proposed amendment to the prior learning policy:

*“Should a student have other forms of approved prior learning credits, then no more than fifteen (15) total credit hours may be earned through any combination of prior learning courses.”*

Note: At present, ACE is the only national accrediting body that has certified selected MOOC courses for consideration for higher education credit.

*Background*

In the fall 2012, a team of UB faculty members, staff, and administrators began to envision the online course, “The King Years,” as a MOOC at the same time we were invited to participate in the ITHAKA course design/redesign project with USM. Our “The King Years” turned out not to be a MOOC in the national sense of the labeling for the online learning experience; rather, our course became a real-time and a synchronous offering, with plans laid for an asynchronous version by the end of the calendar year. Under the auspices of the ITHAKA course redesign project, UB faculty members will be developing selected courses that employ MOOC curriculum as a part of the course content. Neither of these projects is the same as accepting a MOOC as the only source of course content. Simultaneous to our efforts, the landscape of the MOOC and the advent of the MOOC for credit have changed the way the academy has come to see the opportunities MOOCs are believed to offer in student learning/degree completion, in retention, in institutional cost saving, and in revolutionizing pedagogical approaches in and out of the classrooms.

Within USM, UMUC is accepting MOOCs within their existing prior learning policies, assessing students’ through proctored evaluations, and charging the students for accepting the credits. At this point, we have not considered charges for the courses as a part of prior learning, except in the context of portfolios.

*Recent changes*

As of February 2013, the American Council on Education (www.ace.org) approved four Udacity courses and five Coursera courses for college credit recommendation. The courses are:

**Udacity**

* Developmental Math (pre-Algebra)
* College Algebra
* Elementary Statistics
* Introduction to Computer Science

**Coursera**

* Pre-calculus
* Introduction to Genetics and Evolution
* Bioelectricity: A Quantitative Approach
* Calculus: Single Variable
* Algebra (developmental math)

Coursera has created what they call their *Signature Track* and contracted with ProctorU (www.proctoru.com) to verify authenticity of students’ work in the course when they are seeking to earn college/university credit. The following describes the application process for earning credit:

*Students who meet all the requirements and successfully complete one of these five pre-approved courses may request a transcript with credit recommendations from ACE, which they can then present to the college or university of their choice for prerequisite or undergraduate credit consideration, to be granted at the discretion of the institution. (See Coursera Signature Track Guidebook at www.coursera.org/signature/#guidebook)*

This process is the identical policy regarding credit for prior learning used by ACE and supported by CAEL and has been likened by ACE to the policies that govern AP credit awards. A February 8 article in The Chronicle of Higher Education, “American Council on Education recommends 5 MOOCs for Credit” by Steve Kolowich states, “If a course passes muster, ACE advises its 1,800 member colleges that they can be comfortable conferring credit on students who have passed the course. Whether colleges take the council’s advice, however, is an open question. ‘Ultimately, the degree-granting institution decides what credits to accept, said Cathy A. Sandeen, the council’s vice president for education attainment and innovation.’” In addition, Coursera has developed a “transcript” which students will be able to send to the institution to which they may choose to transfer.

With the discussion of MOOC for credit comes a parallel discussion of whether or not federal student aid should be awarded for competency-based programs that are commonly accredited nationally, but not regionally. The Department of Education is expected to issue a clarification of language in the 2006 Higher Education Act “that allows colleges to award aid based on the ‘direct assessment’ of student learning rather than on seat time” (Kelly Field, “Colleges ask Government to Clarify Rules for Credit based on Competency,” The Chronicle of Higher Education, February 11, 2013). According to Field, “The six regional accreditors are working on a statement clarifying how they will evaluate the programs.”

ACE is only one of the educational national associations venturing into accrediting MOOCs. The Saylor Foundation (saylor.org) has had three of their 270 courses approved through the National College Credit Recommendation Service (NCCRS), a part of the New York Board of Regents:

* BUS 205: Business Law and Ethics
* BUS 210: Business Communication
* POLS 201: Introduction to Western Political Thought

At this point the accrediting agencies, including MSCHE, have not issued any statements on awarding credits or counting credit hours, nor have they given guidance on whether they will extend their current Standard 13: Related Educational Activities (found in Characteristics of Excellence) governing online instruction to include MOOCS.

University Faculty Senate Committees & Charges

Each year at its August meeting the University Faculty Senate (UFS) will discuss its broad goals for the coming year. These goals will generate specific committee charges for the year. After that meeting the UFS Executive Committee, along with the committee chairs and conveners, will meet to allocate that agenda to the various committees as action items. This will assure that matters of concern are addressed from the beginning of the year, that they are assigned to the correct committees for action, and it will help coordinate the activities of the committees themselves. It is possible that more than one committee will be working on different aspects of the same issue. The committee chairs and conveners are expected to remain in close contact with the UFS Executive Committee providing updates and issues related to their activities. The UFS may choose to issue charges to its committees at any time.

The chairs of the UFS committees are to be currently serving the University as faculty and are to be elected by the faculty voting members of each committee.   Elections are expected prior to the beginning of each academic year with the UFS notified of the election results as soon as is feasible.  
  
A member from every UFS committee must attend every UFS meeting. This person’s role is to communicate both the committee’s business to the senate and the senate’s business to the committee.  
  
Committees are responsible for assisting in the agenda setting for the monthly UFS meetings performed by the UFS Executive Committee.

### **General Education Council**

The General Education Council shall govern general education at the University of Baltimore within the context of a set of overarching principles and a curricular framework established by the University Faculty Senate. The Council shall be responsible to the Faculty Senate to ensure that general education at UB complements the university’s mission, serves UB students, reflects the diversity of the university, conforms to Maryland's statutory requirements, and complies with UB’s approved general education student learning outcomes. The Council will assure that the needs and interests of students from all colleges are appropriately considered in general education curriculum, policy, and programs. The Council will also take into consideration the budgetary implications of the general education curriculum with respect to its impact on the resources (faculty, staff, space, library, etc.) of the University as a whole.

The curricula framework approved by the University Faculty Senate includes recommending to the undergraduate schools and colleges and bringing to the UFS with approval of the undergraduate schools and colleges curriculum based and other organizational and structural components common to all general requirements for the baccalaureate degrees. The UFS shall consider such recommendations as part of its normal functioning.

The General Education Council shall review general education curriculum and general education course proposals from a university-wide perspective and maintain appropriate inter-college relationships with regard to general education matters. The Council shall advise the University Faculty Senate, the provost, and the deans on current and future general education programs at the University and provide continuous assessment of general education. The Council shall report twice annually or upon request of the University Faculty senate on the state of general education.

Its specific responsibilities shall include:

1. To establish a collegial process that encourages the widest possible faculty participation in the development and delivery of general education courses and curricula. To work collaboratively with the faculty senates of undergraduate schools and colleges, academic departments and divisions, administrators, and other campus units to maintain a general education program for the university that is academically distinctive and well suited to its mission and learning goals;
2. To review and approve proposals for curricular changes in general education. To approve courses and other experiences for inclusion in the general education program, to review existing general education courses for continued approval, and to assure ongoing review of the general education curriculum as a whole to determine any need for modification as changing times and needs demand;
3. To assure that the general education curriculum is established, coordinated, monitored, reviewed, and assessed on an ongoing basis, taking into consideration:
   1. The academic integrity of the curriculum with respect to general educational standards and best practices, the learning outcomes of the university, existing and new degree programs, COMAR/MHEC requirements, and the standards of accrediting agencies when appropriate
   2. The impact of the curriculum on the resources of the university (faculty, staff, space, library, and the like)
   3. The relation of the general education curriculum to the current strategic plan of the university and to the strategic plans of its schools and colleges
4. To establish and interpret general education policy, to respond to actions by academic or administrative units of the university that influence general education policy, and to propose policy changes for adoption by the university; to develop the goals and intended learning outcomes for general education and to review the general education goals periodically for conformity with MHEC/COMAR general education goals and standards;
5. To undertake periodic assessment of students' attainment of intended student outcomes in general education and to evaluate the program's effectiveness with respect to the university’s general education goals;
6. To develop expertise on general education programs and issues at a national level and to serve as a resource on general education to the campus community. To initiate and participate in faculty development to achieve the aims of general education and to recognize faculty and staff efforts in support of the aims of general education;
7. To advise and collaborate with administrative units of the university on issues such as admission and retention policies, advising policy, transfer policy, waiver policy, faculty workload and compensation policies, faculty development, course review processes, and assessment goals and all processes that affect general education;
8. To disseminate information about the general education program—its policies, procedures, and curriculum--throughout all the academic units of the university, and to make broadly accessible all procedures to be followed with respect to its development, implementation, documentation, and assessment. To maintain the general education archives for the university;
9. To advocate within the university on behalf of general education, and to ensure that general education has adequate support and visibility within and beyond the University;
10. To establish and maintain a significant, ongoing research program for the general education program to include both institutional research and research in the scholarship and teaching of general education;

The chair of the General Education Council is to be currently serving the University as a member of the faculty and is to be elected by the faculty voting members of the committee.   Elections are expected prior to the beginning of each academic year with the UFS notified of the election results as soon as is feasible.

**Membership**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number** | **Area of Representation** | **Method of Selection** | **Status** | **Term** |
| 2 | College of Arts & Sciences faculty | Elected by CAS Faculty Senate | voting | 2 years (staggered) |
| 1 | College of Public Affairs faculty | Elected by CPA Faculty Senate | voting | 2 years |
| 1 | School of Business faculty | Elected by MSB Faculty Senate | voting | 2 years |
| 1 | School of Law faculty | Elected by SOL Faculty Senate | voting | 2 years |
| 1 | Library faculty | Elected by Library Faculty Senate | voting | 2 years |
| 1 | Director of Writing | *Ex-officio* | voting |  |
| 1 | Student | Selected by Student Affairs | voting | 2 years |
| 1 | CAS Dean’s Office representative | Nominated by CAS Dean | non-voting | 2 years |
| 3 | Provost’s Office representatives:  May include Director of Honors Program, Associate Provost, Leadership of CELT | Nominated by Provost with purpose of supporting and advising GEC | non-voting |  |

### **Council on Research, Scholarship and Creative Activity**

The mission of the Council on Research, Scholarship and Creative Activity is to support and enhance UB’s institutional capacity to undertake research, scholarly and creative activity. The committee will do this by making recommendations, via the University Faculty Senate, to UB administration on all matters pertaining to research, scholarly and creative activity to support UB’s mission. These recommendations should foster a more productive research environment on campus.

The chair of the Council on Research, Scholarship and Creative Activity is to be currently serving the University as a member of the faculty and is to be elected by the faculty voting members of the committee.   Elections are expected prior to the beginning of each academic year with the UFS notified of the election results as soon as is feasible.

Functions:  
a. Review and recommend policies with respect to the operation of research, scholarship and creative activity at UB.   
b. Review and recommend policies with regard to administration of sponsored research at UB.  
c. Promote policies and programs that promote a quality research climate and environment.  
d. Serve as a forum for discussion of research issues or systematic problems in need of amelioration  
e. Provide voice to the campus administration on matters involving administrative or academic affairs affecting the quality of research.  
f. Carry out periodic reviews of UB Centers and Institutes to ensure the academic quality and value to the University.  
g. Receive reports from UB administration and research committees including issues of University compliance with Federal and State regulations.  
h. Serve as a forum to discuss administrative charges or mechanisms in areas associated with research, scholarship, and creative activity on campus.   
i. Provide a venue to address unforeseen issues that may have an impact on research, scholarship and creative activity on campus.   
j. Serve as a campus-wide arena to explore future issues, priorities, and directions in the area of research, scholarship and creative activity.   
k. Report to the University Faculty Senate semi-annually or as requested.

**Membership:**

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| --- | --- | --- | --- | --- |
| **Number** | **Area of Representation** | **Method of Selection** | **Status** | **Term** |
| 2 | College of Arts & Sciences faculty | Elected by CAS Faculty Senate | voting | 2 years (staggered) |
| 2 | College of Public Affairs faculty | Elected by CPA Faculty Senate | voting | 2 years (staggered) |
| 2 | School of Business faculty | Elected by MSB Faculty Senate | voting | 2 years (staggered) |
| 2 | School of Law faculty | Elected by SOL Faculty Senate | voting | 2 years (staggered) |
| 1 | Library faculty | Elected by Library Faculty Senate | voting | 2 years |
| 2 | Student (one graduate, one undergraduate) | Selected by Student Affairs | voting | 2 years (staggered) |
| 1 | Director, Schaefer Center | Ex-officio | voting |  |
| 1 | Director, Jacob France Institute | Ex-officio | voting |  |
| 1 | Provost (or designee) | Appointed | non-voting |  |
| 1 | Vice President for Administration and Finance (or designee) | Appointed | non-voting |  |
| 1 | Director of Sponsored Research (or designee) | Appointed | non-voting |  |
| 1 | Dean | Selected by Deans | non-voting |  |
| 1 | Chief Information Officer (or designee) | Appointed | non-voting |  |
| 1 | Director of the Library (or designee) | Appointed | non-voting |  |

### **Faculty Work Life Committee**

The Faculty Work Life Committee’s missis is to support and enhance UB’s processes for enhancing faculty work life. The committee will conduct that work by making recommendations, via the University Faculty Senate, to UB administration on how to allocate resources to support and enhance UB’s processes for enhancing faculty work life.

The chair of the Faculty Work Life Committee is to be currently serving the University as a member of the faculty and  is to be elected by the faculty voting members of the committee.   Elections are expected prior to the beginning of each academic year with the UFS notified of the election results as soon as is feasible. The members of the committee will serve staggered two year terms. One committee member will represent the University Faculty Senate on the University Work Life Committee.

Functions:  
a. Review and recommend policies with respect to faculty work life matters.  
b. Promote policies and programs that promote a quality research climate and teaching environment.  
c. Provide voice to the campus administration and governance structure on matters involving faculty work life.  
d. Serve as a forum to discuss administrative changes or mechanisms in areas associated with faculty work life issues.  
e. Provide a venue to address unforeseen issues that may have an impact on faculty work life at UB.  
f. Serve as a campus-wide arena to explore future issues, priorities, and directions in the areas of faculty work life.

g. Provide nominations for the Board of Regents and University President’s faculty awards to the University Faculty Senate.

**Membership:**

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| --- | --- | --- | --- | --- |
| **Number** | **Area of Representation** | **Method of Selection** | **Status** | **Term** |
| 1 | College of Arts & Sciences faculty | Elected by CAS Faculty Senate | voting | 2 years |
| 1 | College of Public Affairs faculty | Elected by CPA Faculty Senate | voting | 2 years |
| 1 | School of Business faculty | Elected by MSB Faculty Senate | voting | 2 years |
| 1 | School of Law faculty | Elected by SOL Faculty Senate | voting | 2 years |
| 1 | Library faculty | Elected by Library Faculty Senate | voting | 2 years |
| 1 | Provost’s Office Representative |  | Non-voting |  |

### **Academic Support Committee**

The Academic Support Committee shall act in an advisor capacity to the senate, administration, library directors and CELTT directors in matters related to academic services including the University libraries, and Center for Excellence in Learning, Teaching and Technology. Members from the Committee shall also serve as liaison for the Senate with appropriate administrative officers, committees, and councils of the university, and shall act in conjunction with the Academic Policy Committee, Council on Research, Scholarship and Creative Activity and Work-Life Committee as appropriate. The Academic Support Committee shall consist of one faculty representative from each school (College of Arts & Sciences, College of Public Affairs, School of Business, School of Law), and a member of the library faculty. A library director and a CELTT director will serve as non-voting members.

The chair of the Academic Support Committee is to be currently serving the University as a member of the faculty and  is to be elected by the faculty voting members of the committee.   Elections are expected prior to the beginning of each academic year with the UFS notified of the election results as soon as is feasible. The members of the committee will serve staggered two year terms.

**Membership:**

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| --- | --- | --- | --- | --- |
| **Number** | **Area of Representation** | **Method of Selection** | **Status** | **Term** |
| 1 | College of Arts & Sciences faculty | Elected by CAS Faculty Senate | voting | 2 years |
| 1 | College of Public Affairs faculty | Elected by CPA Faculty Senate | voting | 2 years |
| 1 | School of Business faculty | Elected by MSB Faculty Senate | voting | 2 years |
| 1 | School of Law faculty | Elected by SOL Faculty Senate | voting | 2 years |
| 1 | Library faculty | Elected by Library Faculty Senate | voting | 2 years |
| 1 | Director, Libraries | Selected by library directors | non-voting |  |
| 1 | Director, Center for Excellence in Learning, Teaching & Technology | Selected by CELTT directors | non-voting |  |

### **Academic Policy Committee**

The Academic Policy Committee is a standing committee of the University of Baltimore Faculty Senate. Under direction from, and in conversation with the senate, the committee shall review and advise on any university policy necessary and desirable for implementing the educational philosophy of the university and enhancing the academic success of its students.

The committee will take guidance from the provost through the University Faculty Senate.

Areas of interest to the committee may include: curriculum and program review, admissions, graduation requirements, grading policy, and academic standards; matters of administrative policy that have academic implications; any matters having academic program impact across boundaries within the universities; and any other matters affecting the academic quality and capabilities of the university.

When requested to do so by the UFS, the committee may also conduct periodic reviews of existing policy and/or recommend new policy. The committee may also recommend procedures for the implementation of academic policies.

The chair of the Academic Policy Committee is to be currently serving the University as a member of the faculty and is to be elected by the faculty voting members of the committee.   Elections are expected prior to the beginning of each academic year with the UFS notified of the election results as soon as is feasible. The members of the committee will serve staggered two year terms.

**Membership:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number** | **Area of Representation** | **Method of Selection** | **Status** | **Term** |
| 1 | College of Arts & Sciences faculty | Elected by CAS Faculty Senate | voting | 2 years |
| 1 | College of Public Affairs faculty | Elected by CPA Faculty Senate | voting | 2 years |
| 1 | School of Business faculty | Elected by MSB Faculty Senate | voting | 2 years |
| 1 | School of Law faculty | Elected by SOL Faculty Senate | voting | 2 years |
| 1 | Library Faculty | Elected by Library Faculty Senate | voting | 2 years |
| 1 | Provost’s Office Representative | Appointed by Provost | non-voting |  |
| 1 | Academic Advising Representative | Selected by advising staff | voting | 2 years |
| 1 | Registrar (or designee) |  | non-voting |  |
| 1 | Student representative | Selected by Student Senate | voting | 2 years |

### **Faculty Appeals Committee**

The Faculty Appeals Committee operates under the University of Baltimore Grievance Procedure and is bound by it. The Faculty Appeals Committee is a standing committee of the University of Baltimore Faculty Senate, responsible for hearing all grievances stemming from terms and conditions of employment. The Faculty Appeals Committee shall hear grievances not resolved in Steps 1, 2, or 3 of the University of Baltimore Grievance Procedure when the grievant requests the president to convene it for this purpose.

The grievant shall have the right to appeal the case to the university Faculty Appeals Committee within ten (10) calendar days by requesting the University president to convene the committee. The request to the president shall be in writing. Upon receipt of the request, the president shall convene the Faculty Appeals Committee and forward to the committee a copy of the request.

Within 21 calendar days from the closing of deliberations, the chair of the committee shall submit to the president a written report of the committee's findings and conclusions signed by a majority of the seven committee members. Consistent with USM Policy and University governing documents this report is advisory to the president. A copy of the report shall be sent to the appellant.

The Faculty Appeals Committee shall be a standing committee composed of fourfull-time tenured faculty members with the rank of associate or full professor and a representative of the library (Langsdale or Law Library) faculty with permanent status. The faculty of the academic units of the university shall each elect representatives to the committee. The fifth member of the committee shall come from the university’s library faculty. The assembled committee members shall elect a committee chair from the group.

The faculty of each academic unit shall also elect alternates, all of whom must be full-time tenured faculty members with the rank of associate or full professor. A regular member of the committee will be replaced by an alternate in the event the member should disqualify himself/herself because of some element of participation in the decision-making process relating to the case under consideration by the committee. Each member of the university Faculty Appeals Committee shall serve a two-year term, and terms shall be staggered.

If a representative is not appointed from a represented body, that bodies’ faculty senate president shall serve.

**Membership:**

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| --- | --- | --- | --- |
| **Faculty Appeals Committee** | **Method of Selection** | **Status** | **Term** |
| One (1) CAS faculty representatives plus alternate | Elected by CASFS | Voting | 2yrs |
| One (1) CPA faculty representatives plus alternate | Elected by CPAFS | Voting | 2yrs |
| One (1) MSB faculty representatives plus alternate | Elected by MSBFS | Voting | 2yrs |
| One (1) SOL faculty representatives plus alternate | Elected by SOLFS | Voting | 2yrs |
| One (1) library faculty representative plus alternate | Elected by LFS | Voting | 2yrs |

### **Honors Council**

The purpose of the Honors Council is to represent the views of the University Faculty Senate in advising about issues related to the Helen P. Denit Honors Program.  These issues may include, but are not limited to, reviewing and recommending:

1. Admissions standards for entry into Denit honors programs.
2. Honors curricula associated with the lower-division (“University”), the three undergraduate degree-granting colleges, and specific degree programs.
3. Allocation of funds from the University of Baltimore Foundation (UBF) account, especially as they relate to honors-related initiatives stemming from individual colleges or programs.
4. Recruiting and marketing strategies.

The Director of the Helen P. Denit Honors Program (or designee) will serve as chair of this committee.

#### Membership:

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| --- | --- | --- | --- | --- |
| **Number** | **Area of Representation** | **Method of Selection** | **Status** | **Term** |
| 1 | College of Arts & Sciences faculty | Elected by CAS Faculty Senate | voting | 2 years |
| 1 | College of Arts & Sciences faculty | Appointed by CAS Dean | voting | 2 years |
| 1 | School of Business faculty | Elected by MSB Faculty Senate | voting | 2 years |
| 1 | School of Business faculty | Appointed by MSB Dean | voting | 2 years |
| 1 | College of Public Affairs faculty | Elected by CPA Faculty Senate | voting | 2 years |
| 1 | College of Public Affairs faculty | Appointed by CPA Dean | voting | 2 years |
| 1 | Director of the Helen P. Denit Honors Program (or designee) |  | voting |  |