**University of Baltimore – University Faculty Senate**

Meeting Minutes: December 4, 2013

Attendance:

**Senators:** Dan Gerlowski (MSB / UFS President); Stephanie Gibson (CAS); Christine Spencer (CPA); George Julnes (CPA); Dennis Pitta (MSB); John Callahan (CPA), Julie Simon (CUSF); John Brenner (Adjunct); JC Weiss (MSB); Stanley Kemp (CAS); Catherine Johnson (Library/ UFS Vice President); Jose Anderson (Law); Bob Bogomolny (University President); Jack Bates (CAS); Joseph Wood (Provost); Cassandra Havard (Law)

The meeting was called to order at 12:02 p.m. by UFS president Dan Gerlowski.

1. Approval of Minutes
	1. **Minutes approved unanimously**
2. Approval of Agenda
	1. **Agenda approved unanimously** with change of item #13 to #6
3. UFS Operating Procedure
4. President’s Report
	1. Budget
		1. Cuts that are rumored will be in effect. Approx. 300K – no effect on operating budget
	2. As of January 1st there will be a 3% COLA applied to employees. Merit Pay in April
	3. Design competition for Langsdale is proceeding, presentations will be held soon
	4. Thank you for participating in Strategic Planning Process. Implementation has begun
	5. Mission statement is due in March/April
	6. Presidential search committee should have something available by mid – January
	7. President is positive about the success of goals during the transition year
5. Provost Report
	1. Mid Semester Progress Report
		1. Initial reporting showed strong response
		2. Most of F and FA grades in 300 and 400 level courses
		3. Important to engage with students early on in term
		4. Survey
			1. 10% response rate on student survey
			2. Of those that responded 60 received NS/F grades
			3. Majority of those that met with advisor and/or instructor thought it was helpful
			4. Clarity of S or NS. Majority of students want a letter grade
		5. Will continue in spring
			1. Letter grade will be an option
	2. Book orders
		1. 2 primary concerns: not having enough books & not having books available by the time course starts
		2. Order numbers are based on past history so they can sometimes be off
		3. Time issue is mostly a product of not getting the orders in on time
		4. Developing a feedback form for the bookstore
		5. Need better faculty involvement to get involved with bookstore
		6. Process will be reviewed each semester
	3. UB Carnegie community engaged institution up for recertification – in strategic plan
	4. Keynote this evening at 5:30
6. Jose Anderson introduced Cassandra Havard as new Law school senator
7. Open Source Text Books
	1. Lorenda Naylor: discussion of handout
		1. Open source text attendee on nov. 5th at umbc
		2. Focused on the challenges regarding adoption of open source textbooks
		and why they are advantageous; one of the many advantages being financial benefit to low income students
		3. One of the biggest challenges is how you replace the extra material for instructors
		4. Problem noted at CUSF is that many faculty feel required to adopt open source at UMUC
		5. Older editions
		6. Book rentals
		7. 20% rule for library e-reserves
		8. Free open-source textbook
		9. Dan: motion that an email be sent to faculty asking them to explore this option and that a committee will be formed.
		10. **Motion unanimously approved**
8. Entering Students—Miriam King
	1. Current student enrollment is 6526 (43 less than last year)
	2. Graduate and Business school retention is down slightly
	3. Our population is largely female in all schools except law
	4. Age is trending differently, a bit younger as undergrads come into play
	5. Ethnicity is beginning to balance out
	6. Number of credits that students are carrying as undergrads is increasing
	7. Bigger market share of incoming freshmen in Maryland, Hispanic and Asian students will probably increase in proportion
	8. Transfer schools are fairly stable although effort is being made to recruit from other schools
	9. Comments about UB brand - How can UB be strategic about who we enroll with regards to maintaining reputation? We need to know who is succeeding and who is not relative to information about the student
9. Campus Visits—Brian
	1. Number of things resulted from UB21 including Campus visits to go to similar universities to see how they deal with developmental education
	2. CCBC Essex- Developmental Writing
	3. Georgia State – work with underserved students
	4. Recommendations
		1. Strengthening data driven decision making
		2. Build a culture of inquiry and innovation regarding student success between faculty and staff by making data available
		3. Use analytics of student behavior and performance to generate policy
		4. Use analytics of student behavior and performance to make strategic decisions regarding intervention for financial aid
		5. Find out where the students are getting stuck or swirling
		6. Use full-time instructors as much as possible
		7. Get developmental students into credit bearing courses as quickly as possible
10. Student Success--Laura
	1. Developmental math & writing are now housed in CAS as opposed to the 4 units prior
	2. New Writing director—Fiona Glade
	3. New mathematician
	4. Looking at replacing accu-placer, moving developmental course work and pre-college course work into credit courses
	5. Phase in an electronic portfolio assessment for writing
	6. Math is looking to do the same things but more of a challenge
	7. By law students must have taken their math and writing in the first 24 credits
	8. Peer instruction a new component of courses
11. APC
	1. UNIV
		1. Motion presented to endorse definition of UNIV courses as presented by APC (*see attachment A*)
		2. **Motion approved with one opposed**
	2. Prior Learning
		1. Motion to approve rewording of document “Guidelines for Reviewing Prior Learning Applications: Undergraduate Studies”
		2. Motion to approve rewording of document With regards to determination of fees and stipends for evaluation (*see attachment B*)
		3. **Motion unanimously approved with slight revision**
12. Sophomore Seminar
	1. Motion to approve rewording of document on Sophomore Seminar based on feedback and suggestions (*see attachment C*)
	2. **Motion to accept proposal unanimously approved**

**The meeting was adjourned at approximately 1:53 pm.**

**Attachment A (APC recommendation for UNIV course definition):**

The UFS Academic Policy Committee recommends that:

The UNIV course code shall be used to designate general education courses without a specific disciplinary basis, such as Freshman Seminar (presently IDIS 101), Sophomore Seminar (proposed xxx250), and other such general education courses as the Faculty may designate. Such courses may have a secondary designation when offered for a specific cohort of students, but only as 100 or 200 level courses. The UNIV course code shall be managed by the University Faculty Senate’s General Education Committee with administrative support from the Provost Office.

Rationale: The Academic Policy Committee accepted definition “B” from the UFS Executive Committee, with some minor revisions to address the concern that the UNIV course code would not be managed by any specific College or School. The consensus of the Committee is that the UNIV code should be reserved for University-wide courses that transcend any specific academic discipline or major. Based on that reasoning, the Committee also would recommend that the course code be used only for general education type courses that are numbered at the 100 or 200 level. Therefore, if IDIS 301, IDIS 302 and IDIS 304 course codes are changed it should be to some course designation other than UNIV. This does not prevent the possibility of 300- or 400-level courses satisfying university-wide graduation requirements or university-wide shared electives. Rather, the APC suggests that such courses should be designated with the HEGIS code closest to the disciplinary content of the materials (EX: ARTS304), to the faculty who teach the materials (EX: MGMT302), or alternatively to share a number across disciplines (EX: CMAT331, MGMT331, etc.). This practice sends a clearer message to both students and to others reviewing their transcripts about the value and focus of said upper-division courses.

**Attachment B:**

**Reworded section of document** “Guidelines for Reviewing Prior Learning Applications: Undergraduate Studies”:

**FEES FOR PORTFOLIO REVIEW OR CHALLENGE EXAM**.

Deleted: *Students must pay $TBD per credit hour for evaluation of a portfolio or challenge exam, due in advance to the Bursar and present a receipt for payment with the application for review*

New wording:

The determination of fees is a University administrative responsibility and as such should be determined in a standardized manner, taking into consideration the time and effort that the student and Faculty have invested in preparation for the portfolio review or challenge exam.

**Attachment C (GEC report on rewording of Sophomore Seminar document):**

To the University of Baltimore Faculty Senate:

The General Education Council has revised our initial proposal outlining details of a new sophomore seminar in consultation with numerous individuals and departments on campus. There were a number of small changes based on individual suggestions but the most important revisions include:

1. Revised language about the application of pre/corequisites based on the number of credits a student has upon entering the university
2. Revised language in the learning goals and required elements to reflect greater specificity in the practice of writing and information literacy to build upon previous course work

We have also included a separate statement about technology fluency to address concerns by a number of faculty that this was thought of as unimportant or was being deleted from a course of study at the University.

We look forward to your feedback and comment. Please let me know if you have any questions.

Respectfully submitted,

Stephen “Mike” Kiel
Chair, General Education Council