

Fairmont State University Faculty Senate

Meeting Minutes

December 10, 2019

Members in Attendance: Matt Hokom (President), Donna Long (Vice President), Jason Noland (Secretary), Tom Cuchta (Webmaster), Todd Clark (Exec Committee At-Large), Jim Davis (Exec Committee At-Large), Harry Baxter (Exec Committee, ACF), Elizabeth Savage (Language & Literature), Denice Kirchoff (Nursing), Jennifer Satterfield (Nursing), Dan Eichenbaum (Performing Arts), Molly Barra (Library), Nina Slota (Behavioral Science), Janet Floyd (Business), Tim Oxley (Academic Affairs), Steven Roof (Academic Affairs), Mark Flood (Natural Science), Musat Crihalmeanu (Science-Technology), Diana Noone (Social Sciences), Tyler Keller (SGA), Paul Reneau (HHP).

Guests: Carol Tannous (SoEHHP), Jon Dodds, Amanda Metcalf (SoEHHP), Jan Kiger (SoEHHP), Raymond Alvarez (SoB&A), Jacki Sherman (Library), Mike Ransom (Behavioral Sciences), Janie Leary (Behavioral Sciences), Rick Harvey (Provost), Susan Ross (Academic Affairs), Deb Hemler (Natural Sciences), Zac Fancher (Student).

Meeting called to order at 3:00pm in ED303

I. Minutes

--Reading and Approval of Minutes of November 12, 2019 meeting

- Grammatical and formatting edits forwarded to the Secretary prior to the meeting. Delegate Pethtel's name should be corrected
- 19-20-02 motion should be approved for second reading
- Under 19-20-01: I was not at the meeting but wanted to provide clarification. Under "Susan Ross" it says the definition [of Writing Intensive Courses] is under the microscope...I felt uncomfortable with that and how it was communicated. We did all agree as a committee [Curriculum] to pass the [Accounting Program] proposal. I think the intent of that is that we have a group together [Writing Intensive Committee] we are looking at the criteria to establish a Writing Intensive Course. That criteria has not been confirmed yet, it is just generic. Now that we are in the process, we have a Curriculum Committee proposal coming through that has a WIC requirement. If we look at CC minutes the course was equivalent to a WIC course, ACCT 4410 was being replaced by a new course. The reason why it was accepted was because it was a research course that was already a WIC equivalent. The second part [of the comment] "writing every day in every course..." I don't recall saying anything like that. That was me [Donna]. I don't agree that writing every day will make someone better, it is about feedback, etc. There are a lot of components to it. We will be having another proposal coming through with Community Health soon with this same situation.
- Should say "minutes" instead of Agenda
- **Motion to approve with edits. Seconded. Passed.**

--Reading and Approval of Minutes of December 3, 2019 meeting

- Grammatical and formatting edits forwarded to the Secretary prior to the meeting,
- Question: Due to the nature of the meeting and that we had counsel giving feedback, do we need to make sure we have her saying “yes” that’s what she said on the record?
 - I don’t think that matters for us to approve.
 - Colton Griffin from IT was also in attendance.
- **Motion to approve with edits. Seconded. Passed.**

II. Announcements/Information/Discussion

--Reminder to notify Senate President of substitute representatives

- I did just want to make another reminder, if someone can’t make a meeting it is their duty to try and find a substitute. They may or not be able to, but they should try and you need to notify me who the substitute is so I know who can vote, make motions, etc. I think people usually do a pretty good job, but there have been a few times.

--Senate Parliamentarian

- It has occurred to me that one of my greatest weaknesses is inexperience with Parliamentary Procedure. The Constitution does allow us to assign a Parliamentarian. I have asked Gina Fantasia who is not a senator if she would be willing to do this. She has agreed to accept, but I rather...
- **Motion to accept (Paul Reneau). Seconded. Passed.**

--President Martin

- Not Present

--Provost Harvey

- Given the length of your agenda and the point we are in the semester, I am going to defer my report. Wish everyone Merry Christmas, hope to see everyone at Commencement Saturday; we should have about 170 students participating.

--BOG representative, Prof. Sapp

- Not present

--ACF representative, Prof. Baxter

- Did the Legislative forum last Wednesday. We had 9 legislators present: Senator Prezioso and Delegates Caputo, Longstreth, Angelucci, Pethtel, Daniel Walker, Terry Waxman, Amy Summers, and Ben Queen.
 - Audience had 15 people. Just a few faculty members, that was an opportunity that a lot more people should have attended. I know things are busy, but things are always busy. So, there was some discussion about this 4.6% mid-year cut, and it could be a full 4.6%, or it could be less, or nothing. Then, there is also the possibility of an additional 4.6% cut starting July 1. So, each of these 4.6% cuts would take about \$900k away from FSU. Which, we have had cutting, cutting,

cutting. We got a little more than \$3M last time around, now we are back to cutting. The Philadelphia Federal reserve indicated that the next 6 months in WV is going to be rough economically, so I consider that very, very bad news.

- The legislative session begins Weds Jan 8, always the second Weds of January, unless there is a new Governor, then it is the second Wednesday in Feb.
- FSU Day is Tuesday Feb 25, 2020. Higher Ed day will be the next day, Feb 26.
- Dec 5, the PEIA board approved the plan with no increased out of pocket costs or benefit reductions. At least that was a positive thing.

--Student Government

- Been updating through the year, excited for next semester. Wish everyone Happy Holidays. See you in January.

III. Unfinished Business

I left off revisions for NSI, which have been approved for first reading, but not second. Reading from Roberts Rules “the chair cannot deviate from the prescribed order of business, but if someone moved to suspend the rules”

Motion to suspend the rules (Todd Clark). Seconded. Passed. That is now on the table for discussion.

- **Motion to approve for second reading (Donna). Seconded. Passed.**

-- Curriculum Proposal 19-20-01, second reading (major business)

- **Motion to bring proposals 19-20-01, 19-20-04, and 19-20-05 for first reading together (Eichenbaum) Seconded (Paul). Passed.**

- **Motion to Approve 01 04 05 (Eichenbaum), Seconded (Jim). Passed.**

-- Curriculum Proposal 19-20-03, tabled at Nov meeting (major business)

-- Curriculum Proposal 19-20-04, second reading (major business)

- Passed Above

-- Curriculum Proposal 19-20-05, second reading (major business)

- Passed above

-- Faculty Representative for Committee on Residency Appeals (minor business)

- I had a few tentative volunteers until they were told they might need to meet during Summer or Winter. Is there anyone who wants to volunteer? I would be happy to volunteer (Tim Oxley) but I don't know that I fit the definition.
- I am willing to serve (Donna)
- **Motion to Accept her volunteerism (Paul) Seconded (Tom). Passed.**

-- Campus Climate committee charge (minor business)

- Another thing that has been lingering, we finally got one together, but we have to discuss what exactly they have to do. Exec committee talked and decided it would be advisable to ask the committee to come up with benchmarks and models from other institutions and bring a model of what they should do us. Does that sound reasonable?
- Is there anyone here on the committee?
- Mike, what do you think?
- Mike: Ummm okay? I have been waiting for a charge all semester, and now I have to make my own charge?
- Yes, You need to make suggestions and come up with a tentative charge to bring to Senate who may edit that charge. We are, in fact, giving you that charge.
- Can I get the list of members? Response: As much as I have.
- My teaching schedule has me teaching at 3pm so I won't be able to make meetings, but I can send someone on my committee to come.
- With break, I won't be able to convene before the January meeting, so it might be February.
- It needs to be done, but you don't need to be sweating over it.
- If you could, just to remind me, send me an email about what you want?
- I think our discussion in giving this to the committee is that there has to be plenty of good models, so we aren't reinventing the wheel
- Just to be clear, it is not Title IX related?
- Response: No
- It was a concern before, but is not connected to Title IX
- Any other concerns?

Before you go too far, do we want to bring 19-20-03 off the table (Paul)?

- Is that a motion?
- I was not at the meeting, so I am not sure why it was tabled.
- So, my Roberts Rules question is, we have to take it off the table to ask for an update?
- **Motion to take it off the table (Paul) Seconded. Passed.**
- I would dearly love if Susan or Rick would give us any sort of update on where we are in terms of developing a policy. Should it go back on the table? Any updates you can share?
- I haven't been involved (Susan)
- Can I give you an update? (Carol) I'm pleased to tell you this morning I was contacted by the Pres office and I went to see her, along with Amanda, since the SOAR is currently housed in SoE. We did have a long conversation that addressed all the questions the committee had. Krista was called to answer financial questions. Dr. Martin asked to speak to the questions. So, we had significant movement that. After 10 years of being a champion [for this] I feel comfortable with it now.

- Amanda: Yeah, we met with Dr. Martin and the CFO, I am just going to go down through the questions I know of and answer those:
 - Where will SOAR be housed? SoE because that is where Carol has agreed to be the coordinator, and she is housed in the school
 - Who will provide oversight? Carol and me
 - Who may teach the course? Anyone who has a Masters, and that could be faculty or staff, but, I should probably let Carol state this. We aren't looking for just anyone. The right type of people who have a real, true knack for passing along the information.
 - How many sections for 1 instructor? One definitely and if there is a need for more, we will reach out because we are looking at having 40 sections in fall, and [sections] will be adjusted for spring
 - How much is the stipend? Same as any 1 credit overload. That being said, if a faculty member is teaching less than 12 credit hours, that will not be paid.
 - Staff: that would mean that that person would have to be able to have the release from that supervisor and depending on how that's worked out, you may need to stay afterward because that is part of the work day
 - Both of us felt very comfortable after leaving that meeting that this would be approved and move forward.

Question: You said “how many sections at least 1, if there is a need for more we will reach out,” are we capping that at 2?, 3?, at 5? Response: it depends on the person's load. If you have 3 credits open and you want to teach 3, you should be able to do that.

Comment: I think diversification is important and we need as many people involved as possible so we keep up to date with the students and what their needs are.

Response: (Amanda) I don't think 4 and 5 is on the table. I would say no more than 3

Susan: I think one of the things we need to look at is if there are HLC criteria, particularly with faculty overload continuously that might not be good for accreditors.

Comment: (Carol) Another thing is that all the research indicates FYS are based on two components: tools and relationships. If you are teaching multiple sections, sometime these will become rote to you.

Comment: Another thing to tag on, in regard to it being housed in a unit, it has a lot to do with assessment. We will follow the IESO directives on assessments.

Question: What about classroom space? Response: There is plenty of space, it depends on what time you will teach it. Right now we have 30 sections and we didn't have any trouble finding any space. In a perfect world we would have 2 classrooms dedicated and that would cover it. But, now we don't have any problem. There is lots of space at 2-3 in the afternoon.

Comment: So, you are relying on people to volunteer, what is your timeline? When do you issue a call? Response: When we first started, I did presentations on it. I will probably do it in the spring; I just need to know when we put the schedule out.

Question: If there is not enough sections for volunteers, what is the process for selection?

Response: We haven't determined that yet. We have always had more volunteers than needed.

Comment: So, you are increasing the numbers of sections by 10?

Response: Yes, we had 10 faculty that were really interested, but those people stepped off because of lack of pay. We had to iron out things which is why it was a special topics class for 2 semesters. I don't think we will have any problems covering them.

Question: For those with teaching loads of less than 12, there is not an overload counted. What about those faculty who don't teach 12 but have lab responsibilities? Response: We have not discussed that yet.

Comment: I am delighted we are making this a much more official process. The reading I have done has said not just volunteer, but, having an application. I also wonder if you have consulted Dr. Baker to discuss the Honors model and discuss some of the academic activities that create that community. Also, when your workload is already at saturation point. When do you anticipate knowing an application process or criteria? Response: Early in the spring; I have been going to the FYS [conferences] since the 80s, I have gathered enough material on how to recruit faculty, but we need to get it through here before we iron out those details, we will do that quickly, early in the spring so we can ID those folks.

Comment: In addition to the issues like lab hours and course releases. I would be interested to know if I would be paid. Response:(Amanda) I would imagine that that would count like it does now".

Comment: I would like a definitive answer.

Comment: You mentioned that there are lots of other Institutions that have this program in place. Is there a reason we are not going forward with creating a policy?

Clarifying Question: For what?

Response: Who teaches, what the pay is.

Response: I think it was just in its infant stage; "here are the questions, here are the answers for today's meeting" so we could move forward.

Comment: I think having answers to the questions [is good]; I am glad you are finally getting an audience and answers, but my concerns remain that for the last two years we have been getting assurances that people would be paid, but we have not. I am not comfortable moving forward until a policy is in place.

Comment: I agree with everything that has been said, I think some of this may already be in policy. For example, when you have lab there are so many hours accounted, and overload pay policy. I am not saying we don't need assurances, I am just saying there are some policies in place, and we just need to make sure those apply to this class.

Comment: Most places I have looked at have a policy for this class.

Motion to approve 19-20-03 (Tim) Seconded (Jim?). Ayes have it.

IV. New Business

-- New core curriculum, Prof. Matthews (major business)

- Jim: The Core Curriculum draft that was sent last year was returned to General Studies because of the question we were just discussing. At that time, the SOAR had not been

accepted into curriculum, so we were loathe to approve a course that everyone would have to take that had not been approved. We are returning to you the Core Curriculum, it is substantially unchanged. Two courses have been added, but no categories or numbers. Our committee is concerned at the amount of time that would be required to implement a GE change on campus because everything needs to be in place (programs, advising, recruitment) before we start registering for Fall 2020. We wanted to get this back to you as quickly as we could. I provided a menu A and B. B is intended in case the SOAR had not found a home, approval, because we are very concerned against holding this Core again for a single one-credit course. So, I return to you a draft of the Core Curriculum.

- Comment: One of the new courses that has been added, I did request a proposal for REC 1141, because of your concerns. **I recommended this be removed under the Citizenship attribute. Seconded (Todd).**
- If I may speak. When you see a course on Recreation and Citizenship our first thought was “you have got to be kidding me”. We reviewed it, it took several months. Jan Kiger talked a lot about how the course deals a lot with practical citizenship questions. The primary objection was from folks who believed there was a list of topics that were not included (how the US government works) but the outcome as it reads for all of the Core Curriculum [components] does not specify topics, it is a much more broad general question. The reason we voted in favor was because the outcome is [reads from documentation].
- Question: What was the vote of the committee? Was it unanimous? Response: There were two objections.
- Question: Was this course previously under Teamwork. Response: Yes.
- Comment: (Jan) A lot of the things that are being said about this course is really where it comes from “recreation” and they think it can’t answer citizenship. It is a proven fact in education that being involved and actually doing is more effective for learning. In my class we go through the process, we look at government, and what members of the community can do.
- Comment: I am not doubting it is a wonderful course. We give our students a citizenship exam-- the one you take to become a US citizen. Our kids know the names of the Kardashians. How many senators from every state, from WV, how many electoral college votes, terms of office, branches of government? If you look at it, right now we are in the middle of impeaching. If you look at the Table of Contents of our book, public policy is what you are focusing on, which is chapter 15 of our book. It does not talk about the president or congress. Our students cannot pass a basic citizenship test. I think we as a group have to make a decision, I am fine with it either way. We have over 500 majors, I understand I was with the original General Studies. I understand the desire to get GS because of major and minor attraction. It does not impact our program. Are we going to go through this process in the Core Curriculum [committee], that will be a process of checking boxes to get to our discipline as quickly as possible, or do we go through this to make well rounded individuals with a basic foundation of knowledge of

government? Talking about green space with local and national boards does not compare, if you are talking about how broad they are. Look at Science [reads from documentation]. We talk about climate warming in NSIS. Should I submit a proposal, check the box for Science? English “students will be able to use writing to communicate effectively”; should we check a box every time they have to write a paper? I think we are lowering the bar and doing a disservice to our students.

- Comment: (Jan) I appreciate your course. The attribute is Citizenship, which is a thread throughout this course. I have been through this battle in General Studies, and they approved it. I am not sure why it is here in Senate.
- Comment: Because the Senate does need to approve it.
- Comment: (Jan) I am not doing it for ulterior motives, I am doing it because I looked at it and said this meets the requirement, they understand government and how things work. We look at projects that are being proposed and how they effect change. Let’s go to meetings, let’s talk to the government people. They understand the process of being a citizen.
- Comment: (Amanda) I think we are looking at these categories as broad. When I look at Fitness and Wellness, being in the HHP area, I think about working out. One of the first courses is criminal justice. “A study of abnormal persons....” [reading from the catalog]. I could argue that that is not under that category, but in a broad term I could see where that could be. I would like to request people think of these as a broad description.
- Question: Provost, do you have any comments? No.
- Comment: I totally get it, I do. But we have to remember that not all students are US citizens, so it’s not critical that all of our students understand our government.
- Comment: We talked about this a lot in GS, in many meetings and I have been in favor because it provides an access point to students who may not be stimulated by content in other classes, so it may be an opportunity [for those] who may pass the content but it may not mean anything to being an active participant in their community. We have music appreciation; they learn about music instead of a performance class where you may not learn the appreciation. I get that many students can’t pass it [citizenship test], but the questions on the citizenship exam is K-12 content. They may not come in knowing it, but they should have known it when they got here. If our goal is producing a well-rounded individual, the argument about someone being involved in, caring for, maintaining, advocating for the spaces we share, I think it’s a fair argument, but more importantly it hits the outcomes and we are supposed to be looking at it according to the outcomes.
- Comment: I agree they should have learned it in high school, they should have learned Math and a lot of things in high school. Are there any other institutions that have this in GS [that] you looked at?
- Response: (Jan) There is research that does put citizenship and outdoors together.
- Comment: If that is the will of the group, I support it, but my head can’t wrap around skipping the entire foundation to get there.

- Comment: (as senator not representative) I think we have a committee process in place, with professionals, [and] the committee has vetted this. If we start questioning these decisions we will start on a slippery slope irrelevant of how you feel about it, about the process. The committee has made a recommendation; I don't know we want to get into questioning committee decisions.
- Comment: I am going to speak to several of the comments: in terms of courses that stimulate students more than others: that's your professor's job. It's the students' responsibility to take a course seriously. I am not going to serve cake so they are happy to be there. They are there to learn and work. Some students don't like History; too bad, that is part of what higher education is, to give them that broad education. In terms of students who are not citizens, they are studying in this country, they should probably know something about how our system works. Outcomes are broad, probably to a fault, I don't know how to fix that. I don't disagree about going back and nit-picking courses, but it's also the Senate's responsibility [to oversee the process].
- Comment: Yes, we do have that power.
- Comment: CC does send proposals, and we discuss them. I don't see the difference.
- Question: Are you suggesting the GS committee should have sent proposals for us to vet?
- Response: MUSM 1100 and Tech 1101 are now...
- Question: Have we seen the old ones? I don't remember seeing them?
- Comment: I'm saying that's never been part of the GS process, but it could be made part of the process. It is available for anyone who asks [proposals].
- Comment: I wanted to say, I may not have been at my most eloquent earlier. I don't want to suggest that it's not important students learn content or that we are entertainers. I think this is a way students can approach a serious matter in a way that may relate more to them and produce a better citizen because it connects to them.
- Comment: (Jan) I want to comment on the sense I am getting that the rigor of my class is not rigorous, I want to speak against that.
- Comment: That is a nice transition for me. I feel like if Jan always taught this class and never runs away, I am completely comfortable and convinced. The issue is if Jan leaves, if a new faculty comes in and says, "We are going camping" and leaves out the rest. My question is if these concerns are covered on the assessment end?
- Comment: (Jan) Not yet
- Follow-up Question: Can we be more alert to the mechanism already in place so if Jan isn't teaching the course, the content continues?
- Comment: I would hope the administration would take notice of that.
- Comment: This has been a discussion in GS for as long as I have been on it, which is a long time. We have an assessment program in place. We have a means by which we have reviewed the attributes. There is no mechanism in place if a course does not provide that assessment data to remove the course for that reason. I have never seen a course removed because of assessment. We have just not done that. I don't know if that is a mechanism that needs discussed, but right now if you don't assess it, nothing happens.

- Comment: (Matt) Okay, just to straighten my head. Jim has come to us asking us to make a decision about the Core. There are several things up in the air right now. There are two versions. We have not made a decision as of now on the FYS; there is also this issue of the REC course which I think fits into a larger vision of who we are as a University [as well as] the procedural question that was raised. We do have the ability, it is in front of the Senate for a reason: yea, nay, modify. But to what extent do we want to open that can of worms? The pressing matter is that Jim needs some action today.
 - Question: Question in regarding a proposal Curriculum Committee looked at yesterday that is on its way through GS: What is the process that we pass this? What is the process for adding a course once this is in place?
 - Comment: Two answers: between now and fall 2020 you cannot add a course. We aren't able. Starting fall next year, whoever replaces me will put out a call for applications; there is a form on the repository. As far as I know we will continue the process we have been using which is that GS calls for new course proposals, vets them, and rejects or adds them.
 - Comment: (Matt) One quick thing, is there a motion on the floor? Yes. And it was seconded.
 - Comment: I had a different question: As far as our students (BSN), they are not first year students, they are already nurses. How will they account for that first year requirement?
 - Response: If you go with menu A, everyone has to go through one of those courses.
 - Follow-up Question: Even if they have already been through college?
 - Question: Does a transfer student have to take SOAR?
 - Response: I think that was answered in the affirmative last time.
 - Comment: We cannot assume students who are a sophomore or junior or senior have the knowledge.
 - Comment: If students transfer that do have a similar course, we leave it up to them. Generally, they are just like other students.
 - Comment: Nontraditional students in general are often a sticking point with a seminar like that. Carol and I have discussed having sections for specific students whose challenge is different.
 - Comment: You can create a FYE course proposal specific for Nursing.
- **Return to motion [read]. Show of hands 5 in favor, 10 oppose, 2 abstain. Motion Fails. [RECR stays in the Citizenship Category]**

Question: Under Tech, Math 1550 is a course we allow students to take, but we also offer Psych and Soc 2240; are they now going to be required to take Math 1550?

Response: No, if they take it they don't fill that requirement, but there are other ways to meet it. The last two columns they choose one of them from those three tracks. The reason those are in there is the committee believes all students should have them, but we couldn't get the 30 hours by requiring all of them.

Comment: So your students would fulfill Math by 1407 or 1507

Comment: Yes, but, they have to have 1550?

Comment: (Jim) We put the Nutrition class in there so the nurses can fulfill the requirement

Comment: Yes, but we require stats also.

Comment: That would be a major requirement.

Comment: (Matt) I am happy to entertain a motion or entertain discussion

Question: I have a question, and I am on the GS committee; if we find that a course like the RECR does not meet [the outcome], do we have a process in place to remove it?

Response: No.

Comment: When I was trying [to understand how RECR fulfills the Citizenship outcome], I looked at it from a parents standpoint. If my son/daughter was going to college getting educated in citizenship, I would have expected them to take an American Government class. I did ultimately vote for it. From a perception viewpoint we do need to be cognizant of that and to be prepared to be flexible and make changes if we need to change the perception.

Comment: (Rick) I was going to say take the spotlight off the RECR course. If any of these courses is found through assessment not to satisfy the attribute, there needs to be a process to get it off the list. I am confident Merri will be able to flag those courses for you. We need to define the process.

Comment: That is a separate issue from that which is on the table.

Comment: The second half of the year the committee is focusing on the assessment portion

Question: Do you feel Jim's committee will write the policy to remove?

Comment: (Rick) I would argue it is GS purview.

Comment: (Jim) It is my hope to have a recommended policy. Not just to remove it, but to have a process to inform faculty on what needs changed and a timeline. It is our goal to have a policy [and] process by the end of the year.

Question: You said we are hoping for it. Can we task the committee with putting together a policy by the end of the year?

Question: How can we charge them, if we haven't accepted the roster of classes? Let's get this off their plate first.

Comment/Question: (Student) I wanted to share an experience in regard to one of my siblings. I have heard a lot of students in residence halls talk about the importance of FYS not only because of campus community but writing, etc. One of the concerns I have is whether or not we require SOAR to be GS requirement. My brother made the comment to me I am going to drop the SOAR because it is not a requirement; he did not come back in the spring. My concern is that SOAR has a component dealing with retention. I would ask if SOAR 1100 is a component of the FYE initiative or retention strategy?

Response: Yes.

Comment: I want to be clear, I would love for us to have a FYS, but I have been here 20 years, and I have seen them come and go. I am asking that we do it right. Let's not assume people will do it for what we are offering or will volunteer. I am excited to have the opportunity to teach it

once it is in place so it succeeds. I am not against it at all. I am excited to teach it if we can get it in a place where it will succeed.

Comment: I would also say SOAR won't solve retention; it is a small piece of the puzzle but an essential component.

Motion (Steve) I move to table this proposal because we have a curriculum proposal on the table for this course. The next senate meeting we may or may not pass it.

Comment: What Jim is bringing is two proposals: one with and without. One will be chosen after.

Comment: And this is just for first reading

Question: If this is first reading and SOAR is first, can we not vote on both for first reading then move forward next meeting?

Response: Yes.

Motion to accept the two potential models on first reading with the assumption that we will approve one on second reading (Paul). Seconded (Dan).

Comment: (Rick) I would like to clarify that they are not identical, except for SOAR; the entire First Year Seminar is removed, including BSBA and HONR.

Comment: When we had a discussion about that in a previous meeting, Honors is required if you are honors and BSBA will also be required. SOAR is the sore spot.

Comment: (Carol) I will say the SOAR has been beaten to death in 12 years. We need to put a little faith, and I was right with you, last week I was taking myself out of it. But this morning, I have renewed hope when the CFO was talking about how we could pay for it, and the President was moving forward. If it does not pass today, it's dead, or one of you has to take it up and move forward. I understand the policy thing and we need to continue it, but it's not so gray anymore that it begs question. We need to decide if we are a FYE institution. We have a bunch of components but it hasn't been done well for 15 years. We know the SOAR FYS works. We have 13 years' worth of Wilderness Explorers with 90% retention. We need to decide today.

Comment: We can't decide today, we have approved on first reading.

Question: Does it need to be part of the common core? Is it taken out of the discussion?

Response: It [SOAR] was approved for first reading; there is a motion on the floor to accept A and B on first reading. So, next meeting if we approve SOAR then A, if not, then B.

Comment: The motion does not currently reflect that. The motion is we will decide later.

Return to motion: Passed

V. Open Forum

- Cross country skiing tomorrow!
- As a FYE librarian I am starting to develop a Falcon closet. The Nest provides toiletries and food. But, we have students ill prepared for winter clothing. I have taken it upon myself to develop this closet. Right now it is housed in the library, but will probably expand to professional wear. We are accepting donations from faculty and staff to avoid someone saying "I donated that to the Falcon closet." If you see a student in need of footwear, boots, scarves, hats send them to Molly. Items I deem not suitable for college

students will be donated to homeless shelters/Goodwill. Please start bringing in donations. Drop donations off at the circulation desk, or my office is on the second floor.

- Nina: I would like to recognize Steve Roof and others for another fabulous job with the robotics competition.

Meeting adjourned at 4:26

Next Meeting*: January 14, 2020, 3:00 - 5:00 p.m. 303 ED

*If you have items for the agenda please send your request to the Faculty Senate President by Tuesday morning January 7, 2020 for consideration by the Executive Committee.