

**Minutes
Faculty Senate Meeting
April 10, 2018**

I. Meeting was called to order by Chair Gourley at 3:46

Senators present: Almeida, Aniello, Bethle, Blackwell, Campbell, Camper, Cintron-Gonzalez, Daniel, DeVincenzo, Doucet, Engelhardt, Fries, George, Gittings, Gunther, Jeffcoat, Johnston, Kiely, McDonnell, Mixon, O’Kelley, Packett, Sims, Smith, Yanson

Senators absent: Burke (excused), Reynolds (excused), Carpenter, Turner, Varazo

Also present: Kennedy, Setzler, Smolen-Morton

II. Minutes from the March 6, 2018 meeting were approved as posted

III. Elections

a. Vice-Chair – Mark Blackwell

b. Secretary – Karen Fries

IV. Reports from standing committees (*Reports are included following the attachments*)

V. Report from the Executive Committee

Katherine Barnette will be the University’s Ombudsman effective July 1. Connor Graham has been elected as the new SGA president. Kennedy Glasgow is the newly crowned Ms. FMU. Please be reminded that the University will begin the summer schedule of Monday – Thursday, on Monday May 7. The offices of Admissions, Human Resources, and the President will be open on Fridays until 2:30 pm throughout the summer. The administration is continuing discussions with FSD 1 and the Poynor Magnet School. The district now only wishes to focus on the Health Sciences. The state budget is still going through various legislative committees and levels prior to arriving on the Governor’s desk for his vetoes. Reminder: the faculty awards dinner is next Thursday, April 19 with the reception starting at 6 pm and the dinner beginning at 6:30. Chair Gourley will be emailing all newly elected committees to elect their chair for the next academic year (those who elected), as their duties begin July 1, 2018.

VI. Report from the Graduate Council (*See the attachment for complete proposals; there is no appendix for this meeting. There was nothing submitted from AAC for this meeting*).

1. Proposal from the School of Education, (see attached) – All motions passed as written.

Item A. Delete EDUC 769

Item B. Modify requirements for practicum courses

Item C. Modify corequisites for EDUC 638

Item D. Modify corequisites and requirements for EDUC 639

2. Proposal from the School of Health Sciences, Nursing Department, (see attached) – *All motions passed as written.*

Item A. Modify requirements for DNP degree

Item B. Modify language for DNP 802

Item C. Modify language for DNP 804

Item D. Modify language for DNP 805

Item E. Modify language for DNP 807

Item F. Modify language for DNP 808

Item G. Modify language for DNP 845

Item H. Modify language for APRNS program of study

Item I. Modify language for BSN to DNP/APRN Program

VII. Old Business

VIII. New Business

IX. Announcements

Various upcoming events were discussed.

X. Meeting was adjourned by Chair Gourley at 3:59

Attachment to the Faculty Senate Agenda – April 10, 2018

VI. Report from the Graduate Council

1. Proposals from the School of Education

A. **DELETE**, on page 187 of print catalog / page 197 current online catalog, EDUC 769 Action Research in Special Education

Rationale: The course content and learning objectives for this course are more appropriate in combination with existing methods courses (EDUC 745 and EDUC 763) taken earlier in teacher candidates' programs of study than as a stand-alone course taken just prior to program completion. The application project from the course will be integrated with practicum co-requisites for methods courses (EDUC 746 and EDUC 764). Course content and learning objectives related to foundational understanding of educational research for this course are adequately addressed through an existing Education Foundation course (EDUC 648), which is already a requirement in the M.Ed.-LD program of study, and will become a requirement in the M.A.T.-LD program of study. This curricular change will provide more of a progression in opportunities for practical application with support throughout the program versus at the end, in order to a) allow better monitoring of teacher candidates' performance and learning growth over time; b) encourage a clear connection between assessment and instruction in teacher candidates' practice; and c) align more clearly with Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards in efforts to improve teacher preparation for the demands of the field.

B. **MODIFY**, on page 184 of print catalog / page 194 on current online catalog, under EDUCATION COURSES (EDUC)

FROM

Both EDUC 746 and EDUC 764 require field experience hours in a SC public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines. Please note that EDUC 746 requires a K-6th grade setting and EDUC 764 requires a 7th-12th grade setting.

TO

Practicum Courses (EDUC 639, EDUC 746 and EDUC 764) require field experience hours in a SC public school setting, **as specified in corresponding course descriptions**. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines. Please note that **EDUC 746 and 764 require M.Ed. – LD and M.A.T.-LD program participants be placed in a classroom that provides instruction to students with**

specific learning disabilities, but allows participants to choose either a K-6th grade level or 7-12th grade level setting, with each grade level setting used only once for a practicum course (746 or 764). EDUC 639 requires completion of hours in a PK-12 classroom that provides instruction to at-risk learners and/or students with specific learning disabilities in reading.

Rationale: This change more accurately reflects all practicum courses to include EDUC 639 and clarifies both placement requirements and where more specific information is provided.

C. **MODIFY**, on page 185 of print catalog / page 195 on current online catalog, under EDUCATION COURSES (EDUC)

FROM

638 Assessment of Reading (3) (Corequisite EDUC 639). This course is designed to introduce the learner to reading assessment in terms of theories, specific measures and procedures, data interpretation and intervention implications.

TO

638 Assessment of Reading (3) (Corequisite for M.Ed.-LD/M.A.T.-LD only - EDUC 639). This course is designed to introduce the learner to reading assessment in terms of theories, specific measures and procedures, data interpretation and intervention implications.

Rationale: This change clarifies that the corequisite is program specific, therefore not a requirement for non-degree seeking students and/or degree seeking students in other programs.

D. **MODIFY**, on page 185 of print catalog / page 193-194 on current online catalog, under EDUCATION COURSES (EDUC)

FROM

639 Practicum: Assessment of Reading (1) (Corequisite EDUC 638). This course is designed to allow learners the practical experience of assessing PK-12 students in reading. Course participants will have the opportunity to demonstrate proficiency in interpreting data and developing interventions. This course requires the completion of a minimum of 15 hours in a South Carolina public school setting. MAT-LD program participants must be placed in a classroom that provides instruction to PK-12 students with learning disabilities. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage (www.fmarion.edu/education/soenews/) for specific SLED background check deadlines.

TO

639 Practicum: Assessment of Reading (1) (Corequisite for M.Ed.-LD/M.A.T.-LD only - EDUC 638). This course **provides** practical experience **with** assessing PK-12 students in reading.

Course participants will have the opportunity to demonstrate proficiency in interpreting data and developing interventions. This course requires the completion of a minimum of 15 hours in a South Carolina public school setting. M.Ed. – LD and M.A.T-LD program participants must complete these hours in a PK-12 classroom that provides instruction to at-risk learners and/or students with specific learning disabilities in reading. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage (www.fmarion.edu/education/soenews/) for specific SLED background check deadlines.

Rationale: This change clarifies that the corequisite is program specific, therefore not a requirement for non-degree seeking students and/or degree seeking students in other programs. The language was also changed to be more consistent with other practicum course descriptions.

2. Proposals from the School of Health Sciences, Nursing Department

A. **MODIFY** on page 203 of online catalog as of 02/23/18

FROM

REQUIREMENTS FOR DOCTORATE OF NURSING (DNP) PRACTICE DEGREE

To receive a Doctorate of Nursing Practice (DNP) degree from FMU, a student must fulfill the following requirements:

- Complete all graduate credit hours within their plan of study, which includes at least 500 practicum hours post-master’s and at least 1,000 clinical hours post-baccalaureate.

TO

REQUIREMENTS FOR DOCTORATE OF NURSING (DNP) PRACTICE DEGREE

To receive a Doctorate of Nursing Practice (DNP) degree from FMU, a student must fulfill the following requirements:

- Complete all graduate credit hours within their plan of study, which includes at least 500 clinical/project hours post-master’s and at least 1,000 clinical/project hours post-baccalaureate.

B. **MODIFY** on page 203 of online catalog as of 02/23/18

FROM

DNP 802 Doctoral Health Policy and Leadership (3:2-3) (45 clinical hours) This course focuses on public policy in healthcare and the role of the doctorally-prepared nurse as a leader in policy development. Graduate students develop strategies to assume leadership roles and effect patient care outcomes.

TO

DNP 802 Doctoral Health Policy and Leadership (3:2-3) (45 clinical/project hours) This course focuses on public policy in healthcare and the role of the doctorally-prepared nurse as a leader in

policy development. Graduate students develop strategies to assume leadership roles and effect patient care outcomes.

C. **MODIFY** on page 203 of online catalog as of 02/23/18

FROM

DNP 804 Ethics and Quality Improvement (3:1-6) (90 **clinical** hours) This course focuses on quality patient outcomes and quality improvement. The course will emphasize ethical healthcare practices that are value-based. This course includes 90 clinical hours to explore a healthcare project that would benefit from a well-designed quality improvement protocol.

TO

DNP 804 Ethics and Quality Improvement (3:1-6) (90 clinical/project hours) This course focuses on quality patient outcomes and quality improvement. The course will emphasize ethical healthcare practices that are value-based. This course includes 90 clinical/project hours to explore a healthcare project that would benefit from a well-designed quality improvement protocol.

D. **MODIFY** on page 203 and 204 of online catalog as of 02/23/18

FROM

DNP 805 Project Development (3:0-9) [~~135 hours (95 clinical hours & 40 project hours)~~] This course assists the graduate student to focus attention on a specific quality improvement project that can be fully investigated and developed into a capstone project. This course includes clinical and project hours to prepare the graduate student to fully understand the delivery of quality patient care in the advanced practice role.

TO

DNP 805 Project Development (3:0-9) (135 clinical/project hours) This course assists the graduate student to focus attention on a specific quality improvement project that can be fully investigated and developed into a capstone project. This course includes clinical/project hours to prepare the graduate student to fully understand the delivery of quality patient care in the advanced practice role.

E. **MODIFY** on page 204 of online catalog as of 02/23/18

FROM

DNP 807 Capstone 1 (3:0-9) (135 **clinical** hours) This course focuses of the planning of an evidence-based practice, quality improvement project. This course assists the graduate student to develop a project that will make a significant improvement in patient care. In addition, the graduate students will begin to formalize a professional portfolio.

TO

DNP 807 Capstone 1 (3:0-9) (135 clinical/project hours) This course focuses of the planning of an evidence-based practice, quality improvement project. This course assists the graduate student to develop a project that will make a significant improvement in patient care. In addition, the graduate students will begin to formalize a professional portfolio.

F. **MODIFY** on page 204 of online catalog as of 02/23/18

FROM

DNP 808 Capstone 2 (3:0-9) (135 **clinical** hours) (Prerequisite DNP 807) This course focuses on the implementation and the evaluation of an evidence-based practice, quality improvement project. The culmination of this course will contain disseminated project results. In addition, the graduate student will complete a professional portfolio.

TO

DNP 808 Capstone 2 (3:0-9) (135 clinical/project hours) (Prerequisite DNP 807) This course focuses on the implementation and the evaluation of an evidence-based practice, quality improvement project. The culmination of this course will contain disseminated project results. In addition, the graduate student will complete a professional portfolio.

G. **MODIFY** on page 204 of online catalog as of 02/23/18

FROM

DNP 845 Independent Study (3:0-9) (135 **clinical** hours) This elective course is an independent study which can be used to complete graduate projects, increase practice hours, or specialize in a clinical specialty. Graduate students will work closely with a faculty facilitator to develop learning objectives and evaluate progress. This course can be taken twice.

TO

DNP 845 Independent Study (3:0-9) (135 clinical/project hours) This elective course is an independent study which can be used to complete graduate projects, increase practice hours, or specialize in a clinical specialty. Graduate students will work closely with a faculty facilitator to develop learning objectives and evaluate progress. This course can be taken twice.

H. **MODIFY** on page 204 of online catalog as of 02/23/18

FROM

FULL-TIME OPTION FOR APRNS

Term One			
Course		Semester Hours	Total Semester Hours
DNP 800 Doctoral Knowledge Development		3	
DNP 801 Doctoral Research and Epidemiological			

Evidence-based Practice	3	
DNP 802 Doctoral Health Policy and Leadership (45 clinical hours)	3	
TOTAL SEMESTER HOURS		9
Term Two		
DNP 803 The Role of Technology and Interprofessional Collaboration	3	
DNP 804 Ethics and Quality Improvement (90 clinical hours)	3	
DNP 805 Project Development [135 hours (95 clinical hours & 40 project hours)]	3	
TOTAL SEMESTER HOURS		9
Term Three		
DNP 806 Scholarly Writing and Grant Development	3	3
DNP 807 Capstone 1 (135 clinical hours)	3	3
DNP 808 Capstone 2 (135 clinical hours)	3	3
TOTAL PROGRAM SEMESTER HOURS		27

- The curriculum includes 500 documented, supervised clinical hours and 40 project hours

TO

FULL-TIME OPTION FOR APRNS

Term One		
Course	Semester Hours	Total Semester Hours
DNP 800 Doctoral Knowledge Development	3	
DNP 801 Doctoral Research and Epidemiological Evidence-based Practice	3	
DNP 802 Doctoral Health Policy and Leadership (45 clinical/project hours)	3	
TOTAL SEMESTER HOURS		9
Term Two		
DNP 803 The Role of Technology and Interprofessional Collaboration	3	
DNP 804 Ethics and Quality Improvement (90 clinical/project hours)	3	
DNP 805 Project Development (135 clinical/project hours)	3	
TOTAL SEMESTER HOURS		9
Term Three		
DNP 806 Scholarly Writing and Grant Development	3	3
DNP 807 Capstone 1 (135 clinical/project hours)	3	3

DNP 808 Capstone 2 (135 clinical/project hours)	3	3
TOTAL PROGRAM SEMESTER HOURS		27

- The curriculum includes 540 clinical/project hours.

I. **MODIFY** on page 205 of online catalog as of 02/23/18

FROM:

FULL-TIME OPTION FOR BSN TO DNP/APRN PROGRAM

Course	Semester Hours	Total Semester Hours
Term 1 Year 1		
DNP 800 Doctoral Knowledge Development	3	
DNP 802 Doctoral Health Policy and Leadership (45 clinical hours)	3	
APRN 602 Advanced Pharmacology	3	
TOTAL SEMESTER HOURS		9
Term 2 Year 1		
APRN 502 Biostatistics	3	
APRN 601 Advanced Pathophysiology	3	
DNP 803 The Role of Technology and Interprofessional Collaboration	3	
TOTAL SEMESTER HOURS		9
Term 3 Year 1		
APRN 603 Advanced Physical Assessment and Health Promotion (45 laboratory hours)	4	4
DNP 801 Doctoral Research and Epidemiological Evidence-based Practice	3	3
Term 1 Year 2		
APRN 507 Patient Education and Advocacy	3	
APRN 701 Primary Care of Adults (135 clinical hours)	5	
TOTAL SEMESTER HOURS		8
Term 2 Year 2		
APRN 702 Primary Care of Infants, Children and Adolescents (90 clinical hours)	4	
APRN 703 Primary Care of Women (45 clinical hours)	2	
DNP 804 Ethics and Quality Improvement (90 clinical hours)	3	
TOTAL SEMESTER HOURS		9

Term 3 Year 2		
DNP 806 Scholarly Writing and Grant Development	3	3
APRN 704 Primary Care of Geriatric Patients (45 clinical hours)	2	2
APRN 707 Clinical Decision-making and Ethics	3	3
Term 1 Year 3		
APRN 705 Internship I (135 clinical hours)	4	
APRN 706 Internship II (135 clinical hours)	4	
TOTAL SEMESTER HOURS		8
Term 2 Year 3		
DNP 805 Project Development {135 hours (95 clinical hours & 40 project hours)}	3	
DNP 807 Capstone 1 (135 clinical hours)	3	
TOTAL SEMESTER HOURS		6
Term 3 Year 3		
DNP 808 Capstone 2 (135 clinical hours)	3	3
TOTAL PROGRAM SEMESTER HOURS		67

- The curriculum includes over 1,000 documented, supervised clinical hours.
- (Part-time plans of student for BS (N) to DNP students are made on an individual basis with the expectation that the program of study will be completed within six (6) years).

TO

FULL-TIME OPTION FOR BSN TO DNP/APRN PROGRAM

Course	Semester Hours	Total Semester Hours
Term 1 Year 1		
DNP 800 Doctoral Knowledge Development	3	
DNP 802 Doctoral Health Policy and Leadership (45 clinical/project hours)	3	
APRN 602 Advanced Pharmacology	3	
TOTAL SEMESTER HOURS		9
Term 2 Year 1		
APRN 502 Biostatistics	3	
APRN 601 Advanced Pathophysiology	3	
DNP 803 The Role of Technology and Interprofessional Collaboration	3	
TOTAL SEMESTER HOURS		9
Term 3 Year 1		
APRN 603 Advanced Physical Assessment and		

Health Promotion (45 laboratory hours)	4	4
DNP 801 Doctoral Research and Epidemiological Evidence-based Practice	3	3
Term 1 Year 2		
APRN 507 Patient Education and Advocacy	3	
APRN 701 Primary Care of Adults (135 clinical hours)	5	
TOTAL SEMESTER HOURS		8
Term 2 Year 2		
APRN 702 Primary Care of Infants, Children and Adolescents (90 clinical hours)	4	
APRN 703 Primary Care of Women (45 clinical hours)	2	
DNP 804 Ethics and Quality Improvement (90 clinical/project hours)	3	
TOTAL SEMESTER HOURS		9
Term 3 Year 2		
DNP 806 Scholarly Writing and Grant Development	3	3
APRN 704 Primary Care of Geriatric Patients (45 clinical hours)	2	2
APRN 707 Clinical Decision-making and Ethics	3	3
Term 1 Year 3		
APRN 705 Internship I (135 clinical hours)	4	
APRN 706 Internship II (135 clinical hours)	4	
TOTAL SEMESTER HOURS		8
Term 2 Year 3		
DNP 805 Project Development (135 clinical/project hours)	3	
DNP 807 Capstone 1 (135 clinical/project hours)	3	
TOTAL SEMESTER HOURS		6
Term 3 Year 3		
DNP 808 Capstone 2 (135 clinical/project hours)	3	3
TOTAL PROGRAM SEMESTER HOURS		67

- The curriculum includes over 1,000 documented, supervised clinical/project hours.
- (Part-time plans of student for BS (N) to DNP students are made on an individual basis with the expectation that the program of study will be completed within six (6) years).

RATIONALE A - I: Practicum hours are being renamed to clinical/project hours in the DNP program to provide students with more flexibility and guidance in completing their hours required for degree attainment.

IV. Reports from 2017-2018 standing committees

Academic Affairs – Erin Eaton, Chair

The Academic Affairs Committee processed 21 proposals, including over 100 sub-proposals, and developed an ad hoc general education committee within the Academic Affairs Committee.

Academic Freedom and Tenure Grievance – Callum B. Johnston, Chair

Nothing to report

Accreditation – Chris Kennedy, Chair

**Report from the FMU Accreditation Committee
For
Standing Committee Reports for Faculty Senate meeting, April 10, 2018**

Frequency:

The Francis Marion University Accreditation Committee assembled two times this past academic year, once in October and once in April.

Agenda:

At each of their meetings the Accreditation Committee received reports from Dr. Rusty Ward, Professor of Sociology and FMU team leader for our SACSCOC process providing an update on the Accreditation Cycle and our progress toward completion of the 10 year Accreditation Cycle.

At our October meeting, Dr. Cecil H. McManus, Director of Institutional Effectiveness provided the Committee an update on Institutional Effectiveness and I.E. support for the above process.

Also at that October meeting Dr. Charlene Wages, VP for Administration and FMU's SACSCOC liaison provided an update on our SACSCOC process.

At each of our meetings, the Ready to Experience Applied Learning (REAL) Program RUBRIC was discussed with Committee input to Dr. Jennifer G. Kelley, Prof. of Chemistry and FMU REAL Program coordinator.

At those meetings REAL GRANT proposals were discussed and approved. Funding amounts were: \$159,881 Fall 2017 for 44 faculty proposals and \$106,674 Spring 2018 to be awarded for 30 faculty proposals. TOTAL = \$266,555

Ongoing work by the Committee consists of Data collection on our Various Programs' Accreditation Status to include: The name of the out-side accreditation body, Where each program stands in their accreditation cycle, and the Next date of assessment. This data will be communicated to the Chair of the Committee.

Admissions, Advising, and Retention – T. Alissa Warters, Chair

**Report to the Faculty Senate
Admission, Advising, and Retention Committee (Chair, Alissa Warters)
April 10, 2018**

Since the last report to the Senate, the AARC has met four times to consider agenda items from the Office of Admissions and the Registrar's Office.

May 15, 2017:

Registrar's Office

The Registrar presented the committee with 16 appeals from students who were dismissed for academic reasons in the previous semester. Six of the students were readmitted. Ten of the appeals were denied.

Office of Admissions

The Office of Admissions presented the committee with 15 appeals from denied applicants for the Fall 2017 term. Ten were deferred with a request for additional information. One was denied and four were approved.

June 14, 2017:

Office of Admissions

The Office of Admissions presented the committee with 10 applications from denied applicants for the Fall 2017 term. Six were accepted; two were recommended for the Bridge Program with FDTC; one was denied; and one was deferred with a request for additional information.

October 19, 2017:

The committee unanimously voted to make permanent the temporary admissions requirement FMU has been utilizing for several years. The committee voted to allow admissions to students who have a combined (Evidence Based Reading and Writing and Math) SAT score of 860 or higher or a 16 Composite score on the ACT to be admitted if the grade point average is 3.0 or better on the SC Uniform Grading Scale. The change was approved by the Provost on October 19, 2017.

January 5, 2018:

Registrar's Office

The Registrar presented the committee with 17 appeals from students who were dismissed for academic reasons in the previous semester. Thirteen of the students were readmitted. Four of the appeals were denied.

Faculty Grievance – Cynthia Price, Chair
Nothing to report

Faculty Life – Will Daniel, Chair
2017-2018 Faculty Life Committee Report
Prepared by: Will Daniel, 9 April 2018

This year, the Faculty Life committee met twice, once in October and once in March.

The fall meeting was used to discuss and recommend speakers for the annual Moran Address (invitations were declined and the address was ultimately not scheduled), as well as to make recommendations to the Faculty Senate for two policy changes to the Faculty Handbook and Constitution (the creation of a newly elected committee to manage the PEAK program and amendments to the faculty policy on family medical leave).

The spring meeting was used to discuss and recommend awardees for the annual faculty awards for excellence in teaching, research, and service. As before, the Committee reviewed approximately 30 applications for the awards and made their unanimous recommendations to the Provost.

Gender Studies – Pamela Rooks, Chair
Report from Gender Studies, 2017 – 18

- One new course approved for cross-listing as Gender Studies: Dr. Sarah Kershner’s Interprofessional Healthcare Course (IPHC) 303: Understanding Sexual Health in Healthcare Settings.
- Two special topics courses cross-listed for Spring 2018: HNRS 261H: Dangerous Women, taught by Dr. Suzanne Barnett; and POL 340 US Political Focus: Law, Politics, and Gender, taught by Dr. Natalie Johnson.
- Because Glen Gourley is now Faculty Chair, Provost King approved the appointment of Keith Best to the Gender Studies Committee.
- Gender Studies, in cooperation with the English Department Film Series, the African and African-American Studies Program, and Ada Lovelace Day (STEM women), sponsored two screenings of *Hidden Figures*, and provided refreshments between screenings. Record attendance.
- Gender Studies covered the expenses of six female faculty (a record number) who attended the South Carolina Women in Higher Education Annual Conference in Hilton Head, Feb. 2018.
- G-Week (Gender Awareness Week) was March 11 – 15, 2018; events included Men and Media; the Clothesline Project; GS 200 SKYPEing with Dr. Mica Hilson and some of his students at the American University of Armenia; *The Foreplays* (refreshments); Rebecca Whitten’s *To Feel Together: A One-Woman Show on Consent*, followed by a panel discussion (refreshments).
- Gender Studies provided refreshments following the GSA Pride Week panel and book discussion of *Southern Perspectives on the Queer Movement: Committed to Home* on April 4.

Grade Appeals – Lori Turner, Chair

Since the March 2017 report, the Grade Appeals Committee considered and decided on 8 grade appeals: 3 from the Spring 2017 semester, 2 from Summer sessions, and 3 from the Fall 2017 semester.

Graduate Council – Karen Fries, Chair

The Graduate Council processed 11 proposals, including over 100 sub-proposals. The GC also refined graduate school policies, including eligibility, readmission after dismissal, and the two “F” policy.

Honors – Jon Tuttle, Chair/Director

In AY 17-18, the Honors Committee has processed twelve Honors thesis proposals (accepting 11 of them) and ten proposals for Honors Special Topics (ultimately accepting all of them, after some discussion). They also advised on policy changes including changing the 200-level symposium grading scale from P/F to A-F. They also hosted (at the home of Drs. Turner and Drs.) two end-of-semester Honors parties.

Information Technology – Jessica Burke, Chair

The 2017-2018 beginning budget for IT grants was \$77,598.62. In the fall semester, 8 grants were recommended and approved for funding for a total of \$55,282.40. A call for proposals is expected to go out to the faculty during the fall 2018 semester.

Institutional Effectiveness – Tracy Meetze-Holcombe, Chair

The IE committee has worked with the Director of IE and departments throughout the year to review IE reports. The IE committee chair assisted in SACS preparation in this regard as well as interviewed with the committee, sharing committee minutes from the academic year.

Mediation – Elizabeth Zahnd, Chair

The committee elected Dr. Zahnd as chair. The committee has conducted no other official business this academic year, as there have been no cases requiring mediation thus far.

Professional Development – Scott Kaufman, Chair

Below, please find the annual report of the Professional Development Committee. All dollar amounts are drawn from the Committee’s budget statement dated 7 April 2018.

Original Budget for 2017-2018 fiscal year: \$425,754.60.

As of 31 March 2018, the committee has recommended approval for 216 research and travel proposals totaling \$285,845.82. (This includes pre-approvals for 2017-18 from the previous fiscal year.) The committee has also pre-approved funding for 15 proposals for AY 2018-19.

The committee also reviews and makes recommendations to the Provost regarding summer research stipends, sabbatical leave, and reassigned time. This year, the committee recommended 18 individuals for summer research stipends and seven individuals for sabbatical leave.

Sabbatical/Reassigned time – Louis Venters, Chair

The subcommittee received 7 applications for sabbaticals for the 2018-2019 academic year and recommended to the Provost that all 7 be awarded.