A. ANNOUNCEMENTS

1. Principal Administrative Officers

John McCarthy, Interim Provost and Senior Vice Chancellor for Academic Affairs: Technically, I’m Acting Chancellor. Whenever the Chancellor leaves the state, one of the Vice Chancellors has to become Acting Chancellor, and since India’s pretty far out of the state of Massachusetts, I’m in charge. The Chancellor is in India and you can follow him on Facebook and Twitter as he meets various dignitaries, signs memoranda of understanding with Indian universities, and does other things. He’s also there to take part in a conference on inclusion and diversity that partly involves the work of one of our colleagues in the College of Education, Sangeeta Kamat.

I want to update you on the diversity hiring initiative that we’ve been pushing through my office to provide support for hiring particularly people from underrepresented groups. Of the offers that have been made so far under that program, we have received five responses of “Yes.” All of those who responded “Yes” are members of historically underrepresented minority groups, and we received four “No” responses, so we’re slightly ahead. Furthermore, we’ve authorized another seven of them for which I don’t yet have an answer, but I know that offers are out there or are about to go out since I just authorized two in the last hour.

The Deans and I are jointly sponsoring ten women faculty, representing seven of our Colleges, to attend the HERS Institute. The HERS Institute is a leading program for preparing women in higher education for leadership positions. Often they are women faculty or department chairs but they also have people in other areas such as administration and finance and student affairs who participate in these institutes. They hear from experts – all of them women – in various aspects of higher education; our own Budget Director, Lynn McKenna, is a frequent contributor to the daylong training on how budgets work. I don’t think that we’ve ever sent this many women to HERS, certainly in my memory, and we’re looking forward to these leaders coming back with much to contribute. You may have also seen that Gabriela Weaver, the Director of the Institute for Teaching Excellence and Faculty Development, received a prestigious Clare Boothe Luce Scholarship to attend HERS and in her case that’s at no cost to the University.

Two colleagues, Michelle Budig and Claire Hamilton, are Chancellor’s Leadership Fellows working out of my office. Michelle Budig is working with me and her project is focused on helping associate professors move along in their careers; she’s gone on a tour of the Deans and talked to them about what they see as some of the issues with people who are somewhat long in rank as associate professors and ways in which we might support them and help to move them to the rank of professor. Claire Hamilton is working with Vice Provost Carol Barr on the new General Education initiative. They also shadow us in various ways and participate, for example, in what we’re doing right now, the annual budget process, or what I call sausage making; they get a good view of what it’s like to make sausage in Whitmore. I was unable to be at the last Senate meeting, but, if I had been there, I would have said something about the new Online Education Group. John Wells will be speaking at the March Senate meeting, so I won’t say any more now. Thank you.

Andrew Mangels, Vice Chancellor for Administration and Finance: I just want everybody to understand that, as many of you have read, the Pioneer Valley Transit Authority (PVTA) is once again considering service reductions, fare increases, and other ways to bridge the budget gap that they have with the current fiscal year. Many of you will remember that we went through a similar experience last summer. Conveniently, the PVTA is having a meeting on our campus on March 1 from 12:00 to 2:00 in the Campus Center Room 163 and that will be a good opportunity for them to express what’s going on on their side in terms of proposed cuts of routes and for all of us to respond to that and make sure that they are aware of the implications of those cuts. I urge you all to attend those sessions.
2. **The Secretary of the Faculty Senate**

*MJ Peterson, Secretary of the Faculty Senate:* You had one piece of preview of the March meeting: we will have a presentation by John Wells who is leading what will become the Online Education Group and we're leaving a fair amount of time for discussion because there are a number of implications of the new ways in which online education is being used that are worth our attention. The other feature of the meeting: as you know, this is the last semester of my current term as Secretary of the Senate and the Special Nominating Committee which is charged with identifying potential candidates for Secretary has been at work and they are required under the Bylaws to report at the March meeting, so they will be doing that and that process will be rolling forward. I have not yet announced the full membership of the Ad Hoc Committee on Language Proficiency (AHCLP). Rather than read out the names here and have you desperately trying to scribble, I will put the composition as I know it into the after-meeting notes which I will share with you later tonight. We’re just about there. We have a few more organizing things to do. We then need to do a poll to determine when the committee members can meet, but the Ad Hoc Committee will get to work this month as we hoped.

At this point, I will shift over to the announcements from the Rules Committee. Dave Gross is out of town and is not getting back until about midnight, so he apologizes for not being here and asked me to report for the Rules Committee, which, since the last Senate meeting, has had three meetings. At one meeting, we prepared the agenda for today; you can see the results of that. We also discussed the later Spring semester meeting schedules. We also had a discussion about what kinds of things were we interested in discussing with UMass system President Marty Meehan when he came out on his visit. We then had a separate meeting with President Meehan on the day that he was here on campus and had an interesting discussion with him in which he laid out his perspectives on the challenges facing the system. He clearly endorses the idea of this campus moving into the top twenty public universities. He discussed various other concerns about campus including situations at the Boston and Dartmouth campuses which are somewhat challenging financially as you all know. And he did reiterate the emphasis that the Board of Trustees is putting on increasing our activity in online education, so you can see how a number of things are converging together on that front, which is why I want to let us have a discussion. Then, later that week, we had our customary Rules Committee meeting with the administration; we got a little more background on the reorganization of functions as among Human Resources, the Office of Equal Opportunity and Diversity, and Disability Services, and in that background, we did learn that a lot of the change was motivated by looking around at how these things are organized on other campuses and seeing that our organization was a little different and also in some ways ineffective because messages had to go back and forth between different parts of campus, so it was an effort really to streamline functions, concentrate them where the logistical and computational backup is, and also make clearer the reporting lines in terms of compliance for Equal Opportunity and Diversity. We were persuaded that there were good reasons for these changes; they make sense. We then had an interesting discussion with Chancellor Subbaswamy about how things had gone during President Meehan’s visit. President Meehan had clearly made the same points to the senior administrators that he had made to us about situations in the system, support for the “top twenty” vision, and support for online education. That concludes the report of the Rules Committee.

5. **The Representative of the Massachusetts Society of Professors**

*Eve Weinbaum, President of the Massachusetts Society of Professors:* Thank you. I have two things to bring to your attention. First, we've received a lot of questions about what's going on with our contracts and where your raises are. We have no news on that front. We've been bargaining now for about seventeen months. We've been without a contract for 230 days and we're hoping to have some sessions coming up. We're working with the other unions across the UMass system because we're really talking to the UMass President's Office about coming up with some salary proposals, so I hope to have more news for you next month.

The other thing is the U.S. Supreme Court case Janus v. AFSCME, which is brought by an individual with funding from some of the largest right-wing organizations in the country such as the Koch brothers, the
Walton Family Foundation, and others who are pushing this case in an effort to defund public sector unions. The oral arguments are on February 26 at the Supreme Court and, on that day, there will be a "day of action" that unions across the country and across Massachusetts will participate in. On campus, there will be a big event at noon on February 26 involving all the unions; it's one of five "day of action" events across the state. We will have some elected officials joining us as well as people from a wide range of unions coming to talk about why we think that unions and collective bargaining are so important, especially for public services, and why we should resist this right-wing effort to really destroy public sector unions and working people's ability to represent themselves, so I hope that you will come on the 26th at noon. Thank you.

B. QUESTION PERIOD

**MJ Peterson, Secretary of the Faculty Senate:** My apologies to Chief Information Security Officer Matthew Dalton; I told him that I would let everybody know that examples of the latest sneaky phishing attacks on your email are up on the back table and you should take a look as you are leaving.

**Senator Steven Brewer:** I'd like to ask people to take a look around and recognize that there is almost nobody here. I think that's a problem for the governance on our campus. I think that somebody should come up with strategies to help people recognize that strong faculty governance is important for the health of the University. That's on the faculty side, but I'm also surprised that I'm not hearing some of the things that might be going on in the administration such as follow-ups to the changes in the way we do funding at the University, for example. There were huge discussions about responsibility-centered management (RCM) and all of the things that were going on, and I haven't heard anything since then. I understand that the New England Association of Schools and Colleges (NEASC) accreditation is coming up; I remember that much of the strategic planning that went into that before came through the Faculty Senate before it was used as the basis of the NEASC report and I haven't heard anything about it this year. I'm just curious; it's a shared issue and something that I think we need to address.

**Secretary Peterson:** I agree and am trying to figure out what some of the barriers might be.

**Senator Nancy Cohen:** To say something about the NEASC reaccreditation, there have been many working groups putting together some preliminary information and we will be ready very soon, hopefully by the end of February, so in the next week or two we will be able to share those preliminary reports, get some feedback, fill it in, then present an overall draft strategic plan which I am hoping to present to the Faculty Senate and in many different forums as well. It is moving and you will hear about it very soon.

**Senator Marinos Vouvakis:** My question is for the Acting Chancellor or somebody else from the administration who might know about this. Last Sunday, the *Daily Hampshire Gazette* had on its front page an article with the headline "UMass region to get jolt of capital funds." It stated that there would be $500 million allocated toward infrastructure improvements at the University of Massachusetts Amherst and smaller projects in the region. The article went on to suggest that those bonds have been approved by the state House and Senate and that the Governor will most likely approve. I was wondering if you had any more information than what I found online; that would be very useful.

**John McCarthy, Acting Chancellor:** No. Let me make a few observations and suggestions to the points that have been raised. First of all, percentage-wise, the administration turnout is not bad, but for the faculty, percentage-wise, this turnout is not good. Secondly, sometimes questions like this are best asked in advance. Just email me the question that you want to ask in the Senate meeting so that someone can be there to give the answer. I probably should know it but I don't; I know who to ask and I could have gotten it for you. I don't think that the purpose of the questions is to put people on the spot; these are authentic requests for information. There is occasionally a role for the "gotcha question," but let's just hope that we don't encounter that occasion. Another point that I think could be of value is that there isn't really a good way of talking about how we're thinking about the budget or things like that. The Senate's mode for interaction with the administration is this period called "Announcements" which, by its very nature, suggests that you're supposed to say, so-and-so was promoted to blah-blah-blah and so-and-so is leaving the University, things that are more effectively conveyed through Inside UMass, over the internet. The other mode of interaction
is the massive presentation on the stage with a slideshow that may drag on and may not be that helpful in many cases. I'm wondering if the Rules Committee could come up with something more like the colloquy that is occasionally utilized in the U.S. Congress; that might be a good way of sharing some information more informally than the big presentation, information that isn't necessarily an announcement but perhaps an explanation, some questions, and so on. That's just a thought.

**Senator Richard Bogartz:** Thank you. I don't want to suggest that Senator Brewer was wrong. In fact, my experience with Senator Brewer is that he is never wrong; it may not be true, but that's just my experience. With respect to the attendance, especially the faculty attendance, I think we ought to wait a couple of more meetings before we reach some conclusions. Data are available as to attendance numbers which the Faculty Senate Office could make available to us. But, when you look at the agenda for today, what we have is a discussion of the academic calendar for the fall and spring semesters, which may not be of very much interest to hardly anybody, and we have a couple of consent agendas. So, I don't find it shocking yet that we have a very small attendance today. Let's see what happens.

**C. COMMITTEE OF THE WHOLE (30 Minutes)**

**ACADEMIC CALENDAR OF FALL AND SPRING SEMESTERS**

**Patrick Sullivan, University Registrar:** Thank you. I’m here to talk about Calendar Committee business. I met in January with the Rules Committee and we had an interesting discussion about a few topics that relate to the calendar; they suggested that the committee of the whole would be a good place to get some feedback on these ideas. My first question was, “OK, what’s a committee of the whole?” They were very polite and explained to me the way this works; I was more than happy to come and to speak to you. To wrap this up a little bit, the interest of this is to get some feedback for the Calendar Committee which will meet in March to determine the academic calendar for the 2020-2021 academic year.

There are a couple of ideas that are unique – they may not be unique, but they are unique to our campus – and the first relates to our withdraw/drop deadline. To explain a little bit what I’m talking about, there’s a period between the time when we have an add/drop period at the beginning of the semester and the mid-semester date during which students can withdraw from a course and receive a grade of W if they are undergraduate students or DR if they are graduate students, so that’s why I refer to it as a W/DR period. Now, I think that in the discussion with the Rules Committee the sense was that maybe our deadline is a little too early, and so, I present some data here which, I think, supports that. Basically, if you look at this, we have a withdrawal deadline of six and a half weeks and most of our peers have later deadlines starting with eight weeks down to eleven weeks, so I think that we’re on the low end of the scale in relation to our peers. I think there are a couple potential negative impacts of having a withdrawal period end as early as we do. The first is that students may not have enough information from that particular class that they have in order to make an informed decision about whether to withdraw from the class at that time or not. So, something that I’m thinking about is the traditional mid-term/final situation where at the midpoint of the semester they may just be taking their midterm and therefore, in regard to a large portion of their grade, they may not have a good idea of where they stand in the class. That can go both ways; either a student can make a poor decision to stay in a class when they really should have withdrawn from, or, and I think that this is more egregious, they may withdraw from a class that they would do fine in thinking, for whatever reason, that they are not doing well. So, I think the point here is that, if we gave them more time, say, and this is just a discussion point, to the eighth week of the semester, then they might have better information to help make that decision.

Then, we have some other topics that generally come up around the calendar. You’ll remember that in fall of 2016 we started the weeklong Thanksgiving break and we said that we’d try it for a few years and see where we want to go with this; that time has come as we’ve had a couple years and now we’re planning for 2020 so that will be three years of that full-weeklong break and I know that that is an item that we’d like some feedback on. The number of class sessions per semester: how many classes on a particular day meet for how many class periods? Right now, every Monday class meets thirteen times, and every Tuesday class meets thirteen times, and so on for all five weekdays. I believe that is a little shorter than it was in the past and that may be an issue; I don’t know.
I also have an interesting proposal for Election Day that is worthy of discussion. Basically, we got this proposal on November 19, 2016; we had just moved to the weeklong Thanksgiving break, so we put them off and said that we’d look at this in a couple of years. The proposal, which came from a couple of faculty members, recommends that we take the Tuesday of Election Day off from classes, as well as the Monday possibly, at least for presidential election years, which 2020, of course, is. Some points about this proposal: the faculty involved basically believe that elections should be important teaching moments. Students would have time to engage in voting-related activities such as canvassing for candidates or issues, increasing voter turnout with door-to-door reminders, driving voters to polls, and, of course, voting themselves. The general consensus is that volunteer work is most effective on Election Day and the three days preceding. Election Day is a state holiday in eight states and Puerto Rico. The change would send a clear statement that the University places a high priority on civic engagement. So, that’s a proposal that is on the table that we’ll be considering for that calendar and any discussion points on that would be great.

Of course, the three of these are not mutually independent. If you pick one, that impacts the ability to pick another; there are only so many days in a semester, especially in the fall, and these all affect the fall semester more than the spring. That brings me to the constraints. In general, the fall is more constrained than the spring because there are just fewer days between September 1 and December 23 then there are between Martin Luther King, Jr. Day and the week before Memorial Day. We always need five days for exams – that’s both for room capacity and for conflicts that students may have with exams – and a minimum of one reading day. Now, there are other constraints relating to the Five Colleges but I think that, if we generally keep within those constraints, we’ll eliminate those issues. So, that’s it for me. I appreciate your feedback and we look forward to putting a calendar together later this semester.

Senator Marinos Vouvakis: Why is starting after Labor Day a constraint?

Registrar Sullivan: There are two conflicts. One concerns the Five Colleges. I think there is a rule that we have to be within three days of the starting times of the other four colleges. September 1st is the contractual start of the semester for faculty, I believe, so I'm going through documents to figure out what the constraints are, but those are the ones that I know of that relate to that date. Of course, Labor Day moves as you go across years, so that impacts the amount of days between Labor Day and December 23rd.

Senator Vouvakis: You know, the Five Colleges are interesting. We are the big gorilla there. So, we can say, "We want to start early; why don't you start early too?" I don't think the contractual aspect is of any significance. Other places have contracts starting in September but their semesters start in mid-August. My perspective is that the goal of our institution is the education of our students and education mainly happens in the classroom. The longer we have our students in the classroom, the better prepared they will be, so if it takes a change to contracts or if we must say to the Five Colleges that we have to start earlier so that our students are learning, then so be it. That's my perspective.

Senator Maria Tymoczko: I appreciated the list of topics that you wanted feedback on and I just want to weigh in on the Thanksgiving issue. It was sort of a shock when we gave up those three days, but I have to say that, in my experience, the students have finished the fall semester with greater strength because of having the three days definitively off and I've noticed that the final papers are better, as well. So, strangely enough, I think that readjusting the calendar and letting us have those days off will actually turn out better quality in the end of that semester.

Senator Monica Schmitter: To weigh in on both of the comments that were made, I disagree completely about the Five Colleges aspect. I feel like that's a really important part of who we are and that we are already resented by the other colleges for being the gorilla, so I think it's important that we stay within some kind of cooperative realm with the other colleges. As to having the Thanksgiving week off, I also think that there's something to be said for students having time off, that not all learning goes on in the classroom, that having a break can actually be a good thing. Where I went to college, we had a week off. The problem with Thanksgiving is that it's a little late in the semester, so then students come back and there is just a tiny bit of time before the end of the semester. So, personally, I would like to see a week off more in the middle of the
semester. The good thing about having time off around Thanksgiving is that the students are always taking
time off before Thanksgiving anyway; I think that the Colleges actually take off that Wednesday, Thursday,
and Friday, so maybe that's another option that we can think about.

Senator Donna Zucker: Nursing is a little bit of an unusual animal, so I'm going to speak on behalf of it for
a moment. I really want to speak about the period of non-responsibility preceding the September start. We
place 365 individual clinical placements across the region and it is very difficult to complete that work by
May 22nd in the prior semester, so I'd like to make a statement that I wish there was more time at the
immediate start for some planning time at the College because we hit the pavement running as soon as we're
back. Again, we need that time for all of these placements. If there are any ideas, I'd love to hear about
them. Thank you.

Senator Linda Smircich: I'd like to put another item on the consideration list: the add/drop period. The fact
that students can come in at class number five, when we have a thirteen week semester, strikes me as being
a little too lenient. I'd like to give them at most three days, and if you're not there, then that's too bad. So,
can we add that to the list of calendar considerations? Thank you.

Frank Hugus, Presiding Officer of the Faculty Senate: The chair would rule that anything that we're
talking about concerning the calendar is stuff for consideration by both the Senate and the administration.

Senator Curt Conner: By having the whole Thanksgiving week off, we had to schedule the whole exam
period during the holidays of our Jewish colleagues, covering them perfectly this time, day for day, and I
don't think that we should do that. There are not only the holidays that Christians observe but other holidays
that might need to be considered, too. So, having the whole Thanksgiving week off moves us so that we're
very close to Christmastime but also Hanukkah time; that's a conflict that should also be considered, not
only the various colleges' needs. Particularly, it's hard for those of us who are teaching laboratories, which
we have to do, and, now, we're at the point where I have to run two sessions of laboratories, so, in essence,
I'm in class five days a week.

Senator Steven Brewer: I've had a couple of run-ins with the calendar over time. For me, the one that was
really terrible was when students came back from Thanksgiving and the class after that was their last class
of the semester, which was a nightmare to have the students be gone and then come back for one last class
and then they were done, but that only happened once, and so, that, for me, was the only real problem:
timing the end of the semester too close to Thanksgiving when Thanksgiving occurs late. I was a little
skeptical about having the whole week of Thanksgiving off. I've often taught on the Wednesdays before
Thanksgiving and, on that Wednesday afternoon before Thanksgiving, nobody comes to class; maybe five
people would show, so it was kind of hopeless to try to do anything on that day. Then, I thought maybe that
people would leave before Friday afternoons, which is when I'm teaching now, and they don't; they come
the Friday before the Thanksgiving week off, so I'm much more satisfied with that outcome of the situation.
In terms of the length of the semester, it seemed like the semester had gotten shorter, but it seems like we've
reached a better, happy medium where we've got about fourteen class meetings – my class only meets once
a week – and at one point it had gotten down to thirteen weeks, and it seems that we're cutting stuff out at
that point. It used to be a fifteen-week semester at one time, but a fourteen-week semester seems like a
reasonable compromise.

Senator Vouvakis: It is thirteen weeks.

Senator Brewer: My class has been fourteen.

Senator Vouvakis: What did you do?

Senator Brewer: I teach once a week on Fridays. I don't know.
Senator Frank Sleegers: I think I can agree that quality has to become better. I think I'm running out of time. We're teaching a lot of design studios, some of them actually split over two semesters, and I feel that the quality is a little challenged. Now, with the week-long Thanksgiving break, my experience is now that, on the Friday, I schedule all my classes at 9:00 a.m. although they are scheduled normally at 1:30 p.m. but I schedule them at 9:00 because I want people to come, so the former Wednesday has become the Friday now. I agree with what another speaker said, that we have to spend time with people in the classroom and that that is how we get the quality, so I think that we have to achieve that. Fourteen weeks? Of course, it's great to have a day off, like a snow day. Yes, I like the snow day, but in terms of my designs that the students were supposed to do, I had one less critique session and the quality was showing, so I think that we should just be disciplined enough and say that in fourteen weeks we are going to do that job. That's my point of view.

Carol Barr, Senior Vice Provost and Dean of Undergraduate Education: I'd like to speak to the withdrawal deadline. One of the reasons why we're looking at delaying the withdrawal deadline until later on in the semester is that, on the advising side, we find students that do not have feedback – graded, assessed feedback – from their faculty until after the withdrawal date in the semester, which means, once they receive this feedback and assessment, they cannot get out of the class, they are stuck in the class, and, I'm sorry, but six and a half or seven weeks into the semester, for graded assessment and feedback, doesn't leave them a whole lot of time to get assistance. I really want to encourage faculty, regardless of when the withdrawal date is, to try to provide graded, assessed feedback to the students earlier in the semester, not only so that they know their place in the semester and can either withdraw from the class or seek out assistance through the Learning Resource Center, tutorial assistance, supplemental instruction. We have these support services in place and the students don't always know without that graded assessment and feedback from the faculty, so, regardless of when that withdrawal date is, I'd like to encourage faculty to provide earlier feedback for our students.

Senator Rod Warnick: I'd like to mention that a lot of our students work during the summer, particularly in the hospitality area, and we're more competitive when we get out in mid-May and work through Labor Day. A lot of our students who need money to finance their education depend on those hours to work. Our students are more competitive if they can finish in mid-May and also if they can work through Labor Day, so that's an important thing to consider about the schedule of the calendar. One other thing that I would mention: my experience has been that the Monday and Tuesday before Thanksgiving are not too bad for attendance. Certainly, the Wednesday is bad, but Monday and Tuesday have not been bad when we've had those days scheduled for classes. Thank you.

MJ Peterson, Secretary of the Faculty Senate: I want to speak to various things that I've hear as other faculty have talked to me about scheduling, and I've heard some people say that, yes, if you have a course where there is a research paper loaded in at the end, that maybe the full week off is helpful. I've heard from other instructors with different course designs that having the whole week off for Thanksgiving kills the momentum. It sounds like, if Thanksgiving is very late, and there's only one class day after Thanksgiving, it's very difficult to get the momentum back. This year, Thanksgiving was a bit on the earlier side, but I did have colleagues who felt like the momentum of the class just collapsed with the full week off in a way that it had not when the break was shorter. I have not heard any opposition to moving the withdrawal date later into the semester; everybody seems to think that, yes, having some additional time will help the students and the instructors. I've heard a number of people wonder why add/drop has to go on as long as it does; that seems to be a relic of a time when we did registration on paper, and you have to have been at the University for a fair amount of time to remember that, but maybe there's some Five College inter-linkage in there that we don't know about. My sense of the length of the semester is that people have varying reactions depending on the nature of their course, how they organize things, the balance of things done in class versus things done outside of class to get ready for class, and that's a universe that has been changing as we've been moving to team-based learning, combined online, in-class course delivery, so that's a whole other area where there may need to be some new thinking. My immediate reaction to having Election Day off, is that, while I'm very sympathetic, having to try to figure out another mask day to make up for a Tuesday is something that I really don't want to contemplate – but that is a personal reaction.
D. NEW COURSES

CONSENT AGENDA

[A consent agenda may be presented by the Presiding Officer at the beginning of a meeting. Items may be removed from the consent agenda on the request of any one member. Items not removed may be adopted by general consent without debate. Removed items may be taken up either immediately after the consent agenda or placed later on the agenda].

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MOTION: That the Faculty Senate approve the courses ANIMLSCI 236, ANIMLSCI 301, ANIMLSCI 373, ANTHRO 386, FINANCE 411, FINANCE 412, LEGAL 360, LEGAL 364, LEGAL 394 CI, MICROBIO 444, MIDEAST 361, SPANISH 350, SPANISH 440, SPANISH 460, UWW 301, BCT 511, and PHYSICS 551, as recommended by the Academic Matters and Graduate Councils.

The motion was adopted.

E. NEW BUSINESS

CONSENT AGENDA

[A consent agenda may be presented by the Presiding Officer at the beginning of a meeting. Items may be removed from the consent agenda on the request of any one member. Items not removed may be adopted by general consent without debate. Removed items may be taken up either immediately after the consent agenda or placed later on the agenda].

Senator Steven Brewer requested that Items 3 and 4 be removed from the consent agenda.


MOTION: That the Faculty Senate approve 1) Creation of an Equine Science Concentration in the Animal Sciences Major; 2) Creation of an Online Certificate in Human Resource Management; 3) Revision to the Minor in German; 4) Revision to the Minor in Scandinavian Studies; 5) Revision to the Degree Program Master of Education (MEd) in Higher Education; and 6) Creation of a New Concentration in Finance: Insurance, as presented in Sen. Doc. Nos. 18-027, 18-028, 18-029, 18-030, 18-031, and 18-032, respectively.

The motion, excluding Items 3 and 4, was adopted.

Senator Steven Brewer: It looks to me like the substance of both proposals is to take a course that used to be a prerequisite, where students would then have to take a certain number of courses beyond the fourth semester of German or Scandinavian language, and, now, instead, that course will simply be one of the required courses, and there's one less course that they're actually taking, so, is this not just ratcheting the whole thing down one level? I'm just trying to understand. Is that really what's going on? Is that what we want to have happen?

Senator Frank Hugus: I was not directly involved in this process. I'm in German and Scandinavian Studies. But, the rationale, which I think is included in both documents, is that this is something that the other programs in Languages, Literatures, and Cultures have done, so, as I understand it, we in German and Scandinavian Studies are doing it in conformity. That's the only reason that I have heard, and, unless there is someone here from the Department, that's all that I can tell you.

MOTION: That the Faculty Senate approve the items removed from the consent agenda 3) Revision to the Minor in German and 4) Revision to the Minor in Scandinavian Studies, as presented in Sen. Doc. Nos. 18-029, 18-030 respectively.

The motion was adopted.

F. OLD BUSINESS

1. Special Report of the Nominating Committee concerning Nominations to Faculty Senate Councils and Committees, as presented in Sen. Doc. No. 18-018B.

MOTION: That the Faculty Senate approve the Nominations to Faculty Senate Councils and Committees, as presented in Sen. Doc. No. 18-018B.

The motion was adopted.

The 775th Regular Meeting of the Faculty Senate adjourned at 4:33 p.m. on February 15, 2018.