

Welcome to Faculty Senate!

Colter Ellis

Faculty Senate Chair

Associate Professor of Sociology

Stephanie McCalla

Faculty Senate Chair-Elect

Chemical & Biological Engineering

Gentle Reminders

- Faculty Senate is an open and public meeting
- Please, only Senators speak in the meeting, unless you are specifically called on by the Chair or Chair-elect to speak
- Public may address the Senate at end of the meeting during public comment
- Be kind to each other.

Approval of FS Minutes from January 24, 2024

- Do I have a motion to approve?
- Any Discussion?
- All those in favor of the motion indicate by saying aye
- Those not in favor of the motion indicate by same sign

FYI Items

- Two committees are seeking members intended to manage the LMS transition from D2L to Canvas.
 - Training and Education
 - Communication and Outreach
- Save the date: The grand opening of the student wellness center will be August 22, 2024
- Founders Day Faculty Awards
 - Date: Friday, February 16, 2024
 - Time: 8:30 am Breakfast buffet
 - 9:00 am Program
 - Location: Inspiration Hall, Norm Asbjornson College of Engineering

FYI Items

- The Office of Institutional Equity (IOE) is seeking advisors for discrimination and harassment hearings.
 - See today's MSU Today for full details

Information Updates

- Laura from the Mental Health Advisory Committee: Faculty Guide for Mental Health
- Kristin Blackler and Paul Edlund from the Office of Sustainability: STARS report
- Lauren Davis and Sarah Pennington from the Department of Education will discuss the EDCI 515 course

MSU CAMPUS SUSTAINABILITY FRAMEWORK- STARS



Presented by:

Paul Edlund
MSU Office of Sustainability



The Association for the Advancement of Sustainability in Higher Education



MSU is Blue and Gold



Four Primary Categories 64 Credits 8 Innovation Credits

*What gets measured gets
managed*

Academics

Curriculum +	30.10 / 40.00
Research +	18.00 / 18.00

Engagement

Campus Engagement +	12.56 / 21.00
Public Engagement +	12.60 / 20.00

Operations

Air & Climate +	6.27 / 11.00
Buildings +	2.43 / 8.00
Energy +	4.34 / 10.00
Food & Dining +	2.55 / 8.00
Grounds +	1.00 / 4.00
Purchasing +	1.92 / 6.00
Transportation +	3.27 / 7.00
Waste +	5.17 / 10.00
Water +	6.30 / 7.00

Planning & Administration

Coordination & Planning +	7.38 / 9.00
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STARS and the Framework



AC-1 Academic Courses



OP-16 Commute Modal Split



PA-9 Committee on Investor Responsibility

Academics

Curriculum +		30.10 / 40.00
Credit	Status	Points
Academic Courses	✓ Complete	11.63 / 14.00
Learning Outcomes	✓ Complete	6.47 / 8.00
Undergraduate Program	✓ Complete	3.00 / 3.00
Graduate Program	✓ Complete	3.00 / 3.00
Immersive Experience	✓ Complete	2.00 / 2.00
Sustainability Literacy Assessment	✗ Not Pursuing	0.00 / 4.00
Incentives for Developing Courses	✗ Not Pursuing	0.00 / 2.00
Campus as a Living Laboratory	✓ Complete	4.00 / 4.00

How you can contribute to the next STARS Report

Could this course be considered a sustainability course offering? Help

Sustainability course offerings include "sustainability courses" and "courses that include sustainability":

A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

Edit Scheduled Teaching

Number of Evaluation Respondents

Were you a course supervisor for this course? (applicable to multi-section courses only)

New course preparation?

New format for existing course?

Was this course Team Taught?

If Team Taught, what % of the course were you responsible for?

 %

Which of the following High-Impact Educational Practices (HIPs) were integrated into this course?

- First year seminar or experiences
- Writing-intensive assignments
- Collaborative assignments and projects
- Undergraduate research
- Capstone courses or projects
- Service learning, community-based learning
- Internships

Could this course be considered a sustainability course offering?

Describe any pedagogical innovations that you introduced into this course (e.g., international issues, computer applications, ethical analysis, new classroom techniques, etc.)

B I U x² x₂ ↺ ↻ ↗

Describe any new teaching material (e.g., cases, video and/or audio files, course modules, instructor manuals, test banks, or simulations) that you developed and/or implemented

B I U x² x₂ ↺ ↻ ↗

New Opportunities for Faculty



*Center for Faculty Excellence
"Teaching Sustainability" Learning Community*

Sustainability Summit- March 26th

What's next?

Office of Sustainability Presenting at

- *PEC, Dec 12th*
- *Faculty Senate, Feb 7th*
- *ASMSU, Feb 8th*
- *All Staff Council, February 21st*
- *CSAC, March 7th*



Zooming in on GHG Emissions

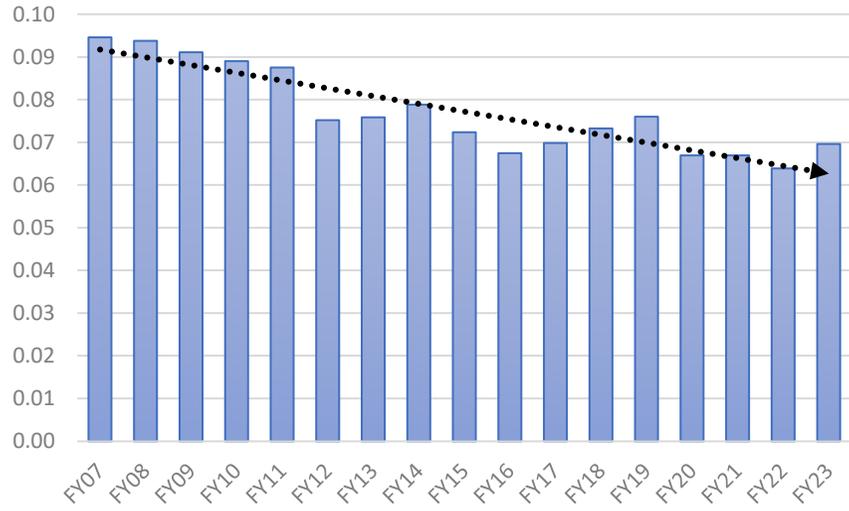
OP-1 Emissions Inventory and Disclosure

Does the GHG emissions inventory include Scope 3 emissions from the following sources?:

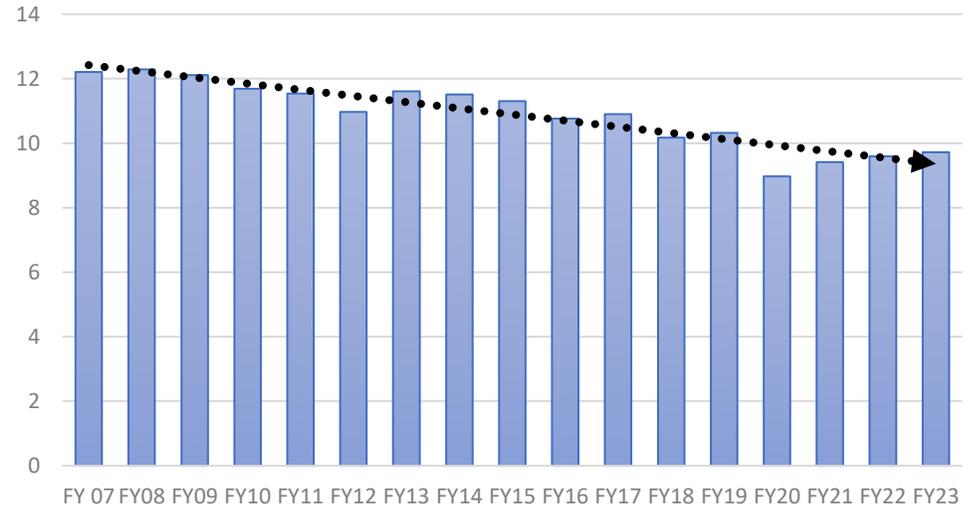
	Yes or No	Weight in MTCO ₂ e
Business travel	Yes <input type="checkbox"/>	5,333.55 Metric Tons of CO ₂ Equivalent <input type="checkbox"/>
Commuting	Yes <input type="checkbox"/>	7,895.45 Metric Tons of CO ₂ Equivalent <input type="checkbox"/>
Purchased goods and services	No <input type="checkbox"/>	--- <input type="checkbox"/>
Capital goods	No <input type="checkbox"/>	--- <input type="checkbox"/>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes <input type="checkbox"/>	7,871.67 Metric Tons of CO ₂ Equivalent <input type="checkbox"/>
Waste generated in operations	Yes <input type="checkbox"/>	2,840.11 Metric Tons of CO ₂ Equivalent <input type="checkbox"/>
Other sources	Yes <input type="checkbox"/>	1,161.55 Metric Tons of CO ₂ Equivalent <input type="checkbox"/>



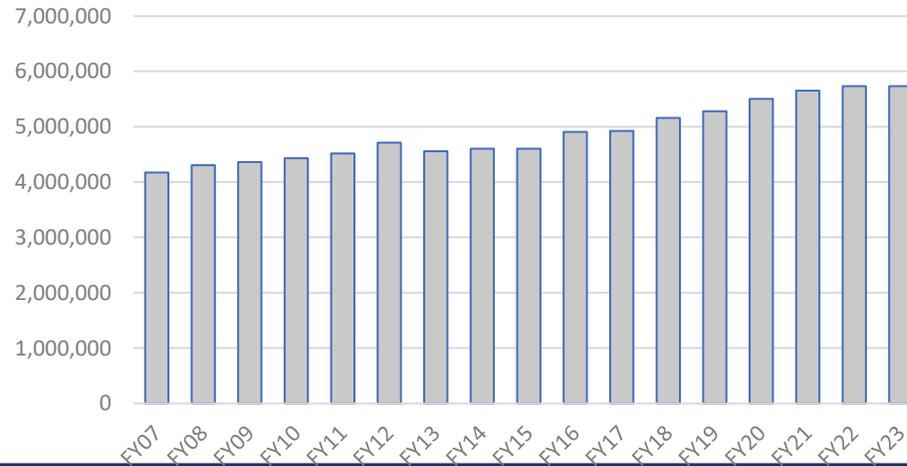
Natural Gas dkt/Sq foot

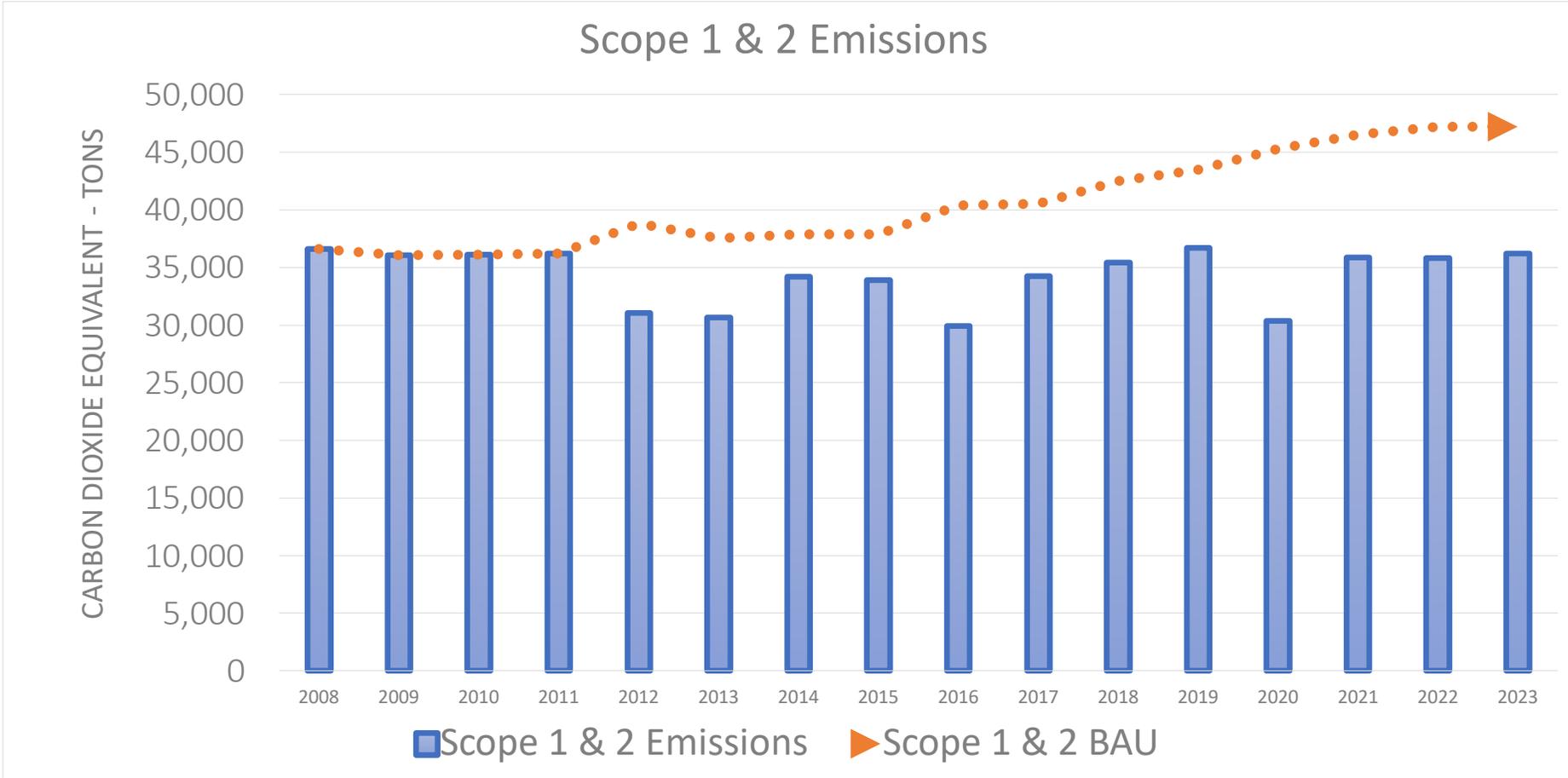


kWh per sq. foot



Gross Square Feet





Thank you!

*Join us at the third Sustainability
Summit*

SUB Ballroom, March 26



FYI Items

- Lauren Davis and Sarah Pennington from the Department of Education will discuss the EDCI 515 course

Old Business

- Old Business
 - Changes to the Graduate Catalog (Second Reading)
 - Master's Thesis Credits
 - Continuous Enrollment Policy

- Do I have a motion to approve?
- Any Discussion?
- All those in favor of the motion indicate by saying aye
- Those not in favor of the motion indicate by saying nay
- Any abstentions?

Undergraduate Courses and Programs

Courses—First Reading

- [ECIV 459](#) : Sustainable Transportation & Community Health
- [HSTR 369](#) : The Holocaust in Memory and Film
- [US 340](#) : Legal Educations and Careers

Course Changes — First Reading

- [ECIV 499R](#) : Capstone: Civil Eng Design
 - The ECIV program is moving from a two-semester capstone sequence to one capstone course in the final semester of the program. ECIV 499R is being changed from 2 to 3 credits with one lab credit being added. ECIV 489R will be removed from the curriculum and will no longer serve as prerequisite for this course.
 - Title change from ECIV 499R: Capstone: Civil Eng Design II
 - Change of credits from 2 to 3
- [EELE 488R](#) : Electrical Engineering Design I
 - Credit change from 2 to 3
 - Increasing credits to 3 to represent actual workload of course and removed a prerequisite

Course Changes — First Reading

- [EENV 499R](#) : Environmental Engineering Design
 - Title change from EENV 499R: Environmental Engineering Design II
 - The ENVE program is moving from a two-semester capstone sequence to one capstone course in the final semester of the program. EENV 499R is being changed from 2 to 3 credits with one lab credit being added. EENV 489R will be removed from the curriculum and will no longer serve as prerequisite for this course.

Course Changes — First Reading

- [FILM 122IA](#) : Acting for Non-Majors
 - Rubric change from THTR
 - [See explanation document](#)
- [FILM 304](#) : Live Production and Camera
 - [See explanation document](#)
 - Rubric change from THTR
 - Title change from Theatre Production

Course Changes — First Reading

- MAS Courses-Credit change
 - Change in credits from 2 to 3. Leadership Lab and Physical Training are mandatory practical military trainings for students pursuing a commission into the Air Force or Space Force. Physical Training is associated with Leadership Laboratory objectives so this change updates the objectives and course hours to include PT.
 - Changes to titles are only to make everything congruent (lab vs laboratory) and to remove the course number from the title.
- [MAS 115](#) : Leadership Lab
- [MAS 116](#) : Leadership Lab
- [MAS 215](#) : Leadership Lab
- [MAS 216](#) : Leadership Lab
- [MAS 315](#) : Leadership Lab
- [MAS 316](#) : Leadership Lab
- [MAS 415](#) : Leadership Lab
- [MAS 416](#) : Leadership Lab
- [MAS 115](#) : Leadership Lab
- [MAS 116](#) : Leadership Lab
- [MAS 215](#) : Leadership Lab
- [MAS 216](#) : Leadership Lab
- [MAS 315](#) : Leadership Lab
- [MAS 316](#) : Leadership Lab
- [MAS 415](#) : Leadership Lab
- [MAS 416](#) : Leadership Lab

Courses — Second Reading

- [ECIV 360](#) : Estimating & Bidding Fundamentals
- [ECIV 460](#) : Advanced Estimating & Bidding

Course Inactivations – First Reading

- [BIOE 435](#) : A Study of Local Ecosystems for Teachers
 - BIOE 435 is co-offered as BIOE 536 A Study of Local Ecosystems for Teachers in the MSSE Program. MSSE has found that the dual offering is confusing, especially to undergraduates who self-enroll for the course, creating issues for our Academic Advisor and the instructor. We propose dropping the BIOE 435 as a dual offering with BIOE 535. Attached are approvals from Diane Debinski, the Department Chair of Ecology and Joe Bradshaw, course instructor.

Course Inactivations – First Reading

- [BIOE 436](#) : Symbiosis for Teachers: Eat, Prey, Love
 - BIOE 436 is co-taught as BIOE 536 A Study of Local Ecosystems for Teachers in the MSSE Program. MSSE has found that the dual offering is confusing, especially to undergraduates who self-enroll for the course, creating issues for our Academic Advisor and the instructor. We propose dropping the BIOE 436 as a dual offering with BIOE 536. Attached are approvals from Diane Debinski, the Department Chair of Ecology and Joe Bradshaw, course instructor.

Course Inactivations – First Reading

- THTR Courses:
 - We are changing the rubric of our remaining two active theatre classes to FILM and the one remaining TT prof who teaches "theatre" teaches all classes for film and can use these independent studies, internships, research projects under the FILM rubric instead.
 - [THTR 490R](#) : Undergraduate Research
 - [THTR 492](#) : Independent Study
 - [THTR 494](#) : Seminar/Workshop
 - [THTR 498](#) : Career Internship

Graduate Courses and Programs

Programs — First Reading

- [ENGR-MENG-MENG](#) : Masters of Engineering in Manufacturing Engineering

Courses — Second Reading

- [EDCI 515](#) : Strategies for Trauma-Responsive Classrooms and Schools

Course Changes — Second Reading

- [MEDS 570](#): Reproduction & Development
 - Title changed from Lifecycles & Reproduction
- [NRSG 604](#) : Evidence Based Practice I
 - Credit change from 4 to 3
 - The one lecture credit change in this course along with minor changes to the course learning outcomes are made to support upcoming national certification requirements for both DNP Nurse Practitioner and Nurse Midwifery options.
- [NRSG 614](#) : Vulnerability and Health Care in Diverse Communities
 - Credit change from 4 to 3
 - The one lab credit change in this course along with minor changes to the course learning outcomes are made to support upcoming national certification requirements for both DNP Nurse Practitioner and Nurse Midwifery options.

Course Changes — Second Reading

- [PSPP 549](#) : Botany of Spices & Medicinal Plants for Teachers
 - Title change from Plants, People, Health for Teachers
 - The botany of spices and medicinal plants is a topic that is fast becoming popular among students and their families. This revised course will modernize and enhance the K-12 sciences. Botanical products sold in the cosmetic, food, and botanical supplement market can be applied to science curriculums to make these subjects more relevant.

Program Inactivation: Second Reading

- [IGERT-PHD](#) : Doctor of Philosophy in Integrative Graduate Education and Research Training
 - Inactive program that was connected to an NSF grant
- [NEUA-PHD](#) : Doctor of Philosophy in Neuroscience
 - No Neuroscience faculty.

Senate Open Discussion

Public Comment

(Two minutes per person)

Do I have a motion to adjourn?
Second?

Next Meeting SUB Ballroom D