

Which policy are you commenting upon?	What comments would you like the drafter or committee to consider when they revise this formal draft of the policy?
Acceptances and Evaluation of Undergraduate Transfer Credits	The term "regionally accredited" should be replaced with "nationally recognized"
Acceptances and Evaluation of Undergraduate Transfer Credits	In the past, all goal areas, including 11-13 have been included in this total needed. Requiring these credits only in goal areas 1-10 penalizes students who have completed courses in goal areas 11-13 and would require them to take additional gen ed credits. In an effort to be more transfer friendly, I suggest total credits to include courses from goal areas 1-13, while keeping requirements in goal areas 1-10 as outlined (waiving goal areas 2 and 11; keeping one course in each goal area). Students really consider total credits needed in deciding which program/institution they will choose and in this competitive market, this is one way we can attract students - by minimizing the number of gen ed credits - and remain competitive.
Access for Students with Disabilities	I'd like to see potentially a list of accommodations that would be denied. Often times Doctors will suggest extended due dates, but majority of the time that accommodation is denied in College/Uni settings. As currently the only statements about denied accommodations is if they are unreasonable or a threat. I'd also like to see somewhere in a policy explain how the faculty are qualified or the steps they take when determining a student's accommodations. Thank you!
Emergency Notifications	<p>Original: If it is a situation where there is an imminent/immediate threat to the campus community, University Security will issue an immediate Star Alert.</p> <p>Edit: If it is a situation where there is an imminent/immediate threat to the campus community, University Security will broadcast an alert over the telephone emergency broadcast system and public address systems, and issue an immediate Star Alert.</p> <p>Edited Procedure: Types of Emergency Warnings & Notifications: 1. Immediate Threat- Emergency Broadcast and Star Alert A. There is an imminent/immediate, serious, and ongoing threat to the campus community. B. Notification Methods typically include: 1. Emergency Broadcast and Star Alert 2. Star Alert Text message and Star Alert Email 3. Email 4. Social media: Facebook, Twitter, Instagram, etc. 5. May be followed up with a Timely Warning or Security Advisory. 6. May post information and updates on University Website 6. Status updates will be made when new information or instructions are available 7. An "All Clear" notification indicates the emergency situation has been contained</p>
Faculty Credentials	<p>Current wording: Faculty teaching doctoral, master's, and post-baccalaureate level courses must possess a doctoral degree in the teaching discipline or a related discipline from an accredited university...</p> <p>Should say: Faculty teaching doctoral, master's, and post-baccalaureate level courses must possess a doctoral degree or terminal degree... Adding terminal degree covers individuals with MFAs who would be teaching MA and Post-bac courses in English, Art, etc.</p>
Faculty Credentials	<p>First, change the form so policies are listed in alpha order. Playing scavenger hunt down the list is annoying. Everywhere the policy says "doctoral degree" change to "terminal degree".</p> <p>MFA is considered an appropriate terminal degree in many disciplines by the university and the system office. Even our own graduate faculty standards state, "Graduate Faculty Status must hold an appropriate terminal degree."</p>
Faculty Credentials	<p>page 1, last paragraph: "Faculty teaching doctoral, master's, and post-baccalaureate level courses must possess a doctoral degree in the teaching discipline..."</p> <p>"This would mean many faculty in HSS, the Library, and Counselors, all with terminal degrees that are specialized masters degrees, would not be able to teach in their programs' masters programs or possibly even serve on thesis committees. This would be a radical and unprecedented change in graduate education. It's demeaning to say that we have vetted our faculty through a thorough search process and then tell them they are "not qualified" to teach what we have hired them to teach.</p>
Faculty Credentials	<p>The draft policy states "Faculty teaching doctoral, master's, and post-baccalaureate level courses must possess a doctoral degree ..." This should be changed to "terminal" degree to reflect the variety of terminal degrees held by our university faculty. The current Graduate Faculty Policy (https://grad.mnsu.edu/graduate-faculty-staff-resources/graduate-faculty-policy/) uses the term "terminal degree" appropriately. My hope is that this was an oversight in the draft and not a plan to completely change eligibility for Graduate or Research status. Putting the word "terminal" in place of "doctoral" could also be considered an update to reflect equity. If implemented as is, this policy could have unnecessary impacts on ability to provide academic programs.</p>

Faculty Credentials	<p>I assume it's an oversight, but this policy draft refers to a "doctoral degree" in places where I think "terminal degree" is more appropriate. (An MFA is a terminal degree, but not a doctoral degree.) For example, it says:</p> <p>"Faculty teaching doctoral, master's, and post-baccalaureate level courses must possess a doctoral degree in the teaching discipline or a related discipline from an accredited university and have a record of recognized research, scholarship, creative activity, or achievement in professional practices appropriate for the graduate program. More information is available in the College of Graduate Studies and Research Graduate Faculty Policy."</p> <p>But of course the referenced College Graduate Studies policy itself uses "terminal degree" as appropriate! I don't think it's our intention to disqualify our numerous faculty with MFAs from teaching graduate classes, is it?</p>
Faculty Credentials	<p>It is shocking and unbelievable that this policy change does not recognize the TERMINAL degree Master of Fine Arts (MFA). The MFA is considered a terminal degree in the field of fine arts, performing arts, and creative writing. This means it is the highest academic degree available in these fields and is often required for teaching at the university level or for pursuing advanced professional practice. Why has this been removed? How is this equitable?</p>
Faculty Credentials	<p>Surely the proposed policy that graduate classes can only be taught by PhDs is made in error. The MFA is also a terminal degree, for example, and MFAs are uniquely qualified to teach grad-level (and undergrad-level) courses in the production of fine arts and media. (It would, of course, be in almost any imaginable instance an absurd error to have a PhD without an MFA teach any such class.) As written, therefore, the proposed policy is not tenable.</p>
Faculty Credentials	<p>I teach in the Creative Writing MFA program. In graduate school, all of my professors were MFAs, not PhDs. That's generally true of the arts. This policy would disqualify all working artists in the Department of Creative Arts from teaching their graduate courses, even though they possess the terminal degree in their field.</p>
Faculty Credentials	<p>In many disciplines that are broadly related to the arts (Visual Art, Graphic Design, Creative Writing, etc), the Master of Fine Arts Degree (MFA) is the terminal degree. This is widely accepted as the standard at universities around the nation, and needs to be clarified here so as not to exclude those working and teaching in creative disciplines from teaching and mentoring graduate students. The MFA is equivalent to a doctoral degree in our particular fields, and the policy language needs to reflect that.</p> <p>Specifically, this statement needs revision: "Faculty teaching doctoral, master's, and post-baccalaureate level courses must possess a doctoral degree in the teaching discipline or a related discipline from an accredited university and have a record of recognized research, scholarship, creative activity, or achievement in professional practices appropriate for the graduate program. More information is available in the College of Graduate Studies and Research Graduate Faculty Policy."</p>
Faculty Credentials	<p>The proposed policy is not necessary, and it will lead to lack of flexibility in faculty hiring and in promotion and tenure. The proposed also runs counter to what the administration is encouraging regarding being open to and encouraging of interdisciplinary teaching and learning. The proposed will serve to increase "siloeing" and will discourage creativity and interdisciplinary and cross-disciplinary activities of all kinds. I encourage the administration to drop this proposal altogether. The current faculty credentialing involving approval of faculty position descriptions and terminal degree qualifications is working well, as is the graduate faculty qualification process; there is no need for this additional policy.</p>
Faculty Credentials	<p>I believe it's an oversight that a doctoral degree is required to teach graduate students. It should say "terminal degree." In the arts, an MFA (Master of Fine Arts) is considered a terminal degree. Almost all of our faculty in DoCA have an MFA because that is considered standard for hire and teaching at a state university.</p>
Faculty Credentials	<p>I am curious about the requirement to hold a doctoral degree to teach graduate-level classes. The requirement to hold a doctoral degree to teach doctoral classes makes sense. However, a master's degree is terminal in some disciplines (see the examples given within the policy for Tennessee Technical University, https://www.tntech.edu/sacscoc/pdf/reaffirmation_of_accreditation/comprehensive_standards/3.5.4.pdf). Requiring a terminal degree, rather than a doctoral degree specifically, seems more in line with equitable practices than arbitrarily requiring a doctoral degree in a "related field."</p>
Faculty Credentials	<p>This policy draft refers to a "doctoral degree" in places where it seems "terminal degree" is more appropriate. (An MFA is a terminal degree, but not a doctoral degree.) For example, it says:</p> <p>"Faculty teaching doctoral, master's, and post-baccalaureate level courses must possess a doctoral degree in the teaching discipline or a related discipline from an accredited university and have a record of recognized research, scholarship, creative activity, or achievement in professional practices appropriate for the graduate program. More information is available in the College of Graduate Studies and Research Graduate Faculty Policy."</p> <p>The referenced College Graduate Studies policy itself uses "terminal degree." Many of our faculty with terminal MFAs teach graduate classes in their discipline, as is the norm in other universities.</p>

Faculty Credentials	The spirit of academic credentialing is understandable, you don't want people to teach courses they are unqualified for. But the policy as written might keep some very talented instructors from teaching in multidisciplinary collaborations with other programs. It is far better, and more in the spirit of MSU's goal of collaboration and multidisciplinary cooperation, to let individual programs and departments identify if an applicant or transfer faculty have the proper experience to teach a course.
Parking & Transportation	Gold parking during breaks; why are we ticketing the gold lots during times when students are not here?
Parking & Transportation	With increasing EV adoption, should the policy address the appropriate number and locations of EV chargers?
Parking & Transportation	Parking is too expensive and tickets should not be given out for people that are parking "the wrong way" in parallel parking spots.
Parking & Transportation	Price of Parking that is available seems to not match the level of quality of those parking lots (for example dark and light green lots). A few possible solutions would be to re-evaluate parking prices based on quality of lot pavement, use the current costs to improve lot pavement, or give a better price explanation to buyers that explains where their money is going when they buy campus parking (ie. 150 to security, 50 to electricity, 50 to property tax).
Parking & Transportation	The Uni charges abysmal prices for the parking passes and is wildly out of proportion for college students who often struggle to make ends meet. Instead, we walk 10-15 minutes just to arrive at our classrooms. Combine this with a 15-minute commute, and -9 degree weather (such as today, 1/14), and we have a recipe for frostbite. Making the parking passes more affordable, getting rid of parking passes altogether, or even making more parking lots closer to the center of campus would fix this issue. Also, paid parking meters charging \$4 for the first hour and \$2 for every hour after that is a scam. Provide a parking lot right next to campus, but oh you can't actually park there unless you want to use your whole paycheck. This is ridiculous and we need reform!
Parking & Transportation	Busses end before some of the later classes end. No way to get home.
Parking & Transportation	For those who have paid for parking in university lots, the university will recognize your paid parking permit by regularly patrolling all parking lots to discourage violators as well as issuing citations. Security will have adequate staff to monitor all of the parking lots regularly, including over holiday break and during the posted parking enforcement times 6 a.m. – 6:30 p.m. Monday – Friday and 6:00 a.m. – 4:00 p.m. Friday.
Student Financial Aid Eligibility: Satisfactory Academic Progress Standards (SAPS)	It is less confusing to students if Academic and Financial Aid probation measures matched. Academic probation measures a term GPA of 2.5 and 66.67% term completion rate versus Financial aid being a term GPA of 2.5 and 100% term completion rate.