

Faculty Senate Minutes

April 25, 2023

The regular business meeting of the Faculty Senate was held on Tuesday, April 25, 2023 at 3:30pm in Henson 103. The Senate President was in the chair and the Secretary was present. The minutes of the 4/11 meeting were approved as corrected. The minutes of the 4/18 special meeting were approved as written.

President Lynn Lepre made announcements

Provost Karen Olmstead made announcements.

The Senate President made announcements.

After debate and amendment, the GEOC MOTION by Jose Juncosa PASSED

MOTION: The Faculty Senate amends the GEOC standing rules to include the following in Section 7, after the tables with the Minimum Rubric Evaluation Criteria:

PERIODIC REVIEW OF SHELL COURSES

Shell courses are general topics courses that have been approved for General Education as meeting or exceeding all General Education category requirements. However, during the approval process, significant components of the course are left undefined or stated as variable. Accordingly, to ensure all category requirements continue to be met, shell courses will be required to submit syllabi that are different than those already approved for review and approval before implementation. Minor changes to a syllabus that do not alter course content or assessment are not subject to subsequent review.

SHELL COURSE SYLLABI REVIEW PROCESS

1. Originator launches proposal in Curriculog
2. Academic Chair (1 week)
3. GEOC Subcommittee based on General Education category (1-2 weeks)*
4. GEOC (1-2 weeks)**,**

* For shell courses within multiple General Education categories, the faculty course originator will create multiple Course Proposals in Curriculog, one for each General Education category.

** The GEOC chair may summarily approve a new syllabus on behalf of the GEOC after approval by the relevant subcommittee(s) if the chair deems that no discussion by the full GEOC is necessary.

*** Appeals of GEOC or GEOC Advisory Subcommittee negative decisions will follow the same procedure and timeline as those for full course approvals.

MINIMUM REQUIRED MATERIALS FOR GEOC REVIEW OF SHELL COURSE SYLLABI

1. Cover Letter/Rationale/Justification
 - a. Items that are unchanged from previous approved frameworks or syllabi do not need to be justified again (previous approval must be noted).
 - b. Rationale must include sound justification as to how this new syllabus ensures the course still meets the requirements for its approved General Education category. The originator must demonstrate how the course will still teach to and assess the Student Learning Outcomes assigned to the designated General Education category. In the event the shell course is approved for more than one General Education category, the originator will need to write a specific rationale for each category application in Curriculog.
 - c. Refer to each requested General Education category-specific list of criteria and evaluation rubric for category-specific requirements.
2. Course Syllabus

SHARED SYLLABUS COURSES

Shared syllabus courses are those where all instructors share the same General Education-related items across all syllabi, without changes. These items encompass all topics, assignments, and assessments that have been approved by the GEOC. Shared syllabus courses are not required to submit new syllabi for review by the GEOC.

The Report of the Academic Freedom and Tenure Committee (AFT) Recognizing DEI for Promotion and Tenure was received.

The Report of the Faculty Welfare Committee (FWC) Recognizing DEI for Promotion and Tenure was received.

The Report of the Promotions Committee (PC) Recognizing DEI for Promotion and Tenure was received. After debate and amendment, Jeff Emmert's MOTION "That we approve the language from the Promotions Committee report and forward the report to the Provost to make appropriate changes to the Faculty Handbook" PASSED.

On February 16, 2023, the Promotions Committee received the following charge from the Faculty Senate:

In November, the Faculty Senate passed a motion requiring that “work in Diversity, Equity and Inclusion must be recognized within Teaching, Scholarship, and/or Service for the purposes of Tenure and Promotion to the maximum extent allowable by any relevant accreditation bodies. Such work will be evaluated and credited in the same way as other faculty achievements.” The Provost approved this motion on January 20.

The motion includes a provision that “All Faculty Senate committees impacted by this determination are instructed to revise their operating documents and submit them to Faculty Senate for any necessary approval by the second-to-last meeting of the Spring 2023 semester.”

In accordance with the above, the Promotions Committee is charged with reviewing their operating documents (standing rules, guidelines, etc.) and drafting any changes needed to bring said operating documents into alignment with the passed motion. These proposed revisions must be submitted to the Faculty Senate President by April 20, 2023, so that they can be taken up at the April 25, 2023 (second-to-last) meeting. If the committee finds that no changes are needed, a statement to that effect should be submitted to the Faculty Senate President by April 18, 2023.

We believe the only operating document for the Promotions Committee is the SU Faculty Handbook. All changes are in **Chapter 2 of the SU Faculty Handbook**. We suggest the following changes to the Handbook:

FACULTY RANKS AND CRITERIA

BOR II-1.00

B. Criteria and Procedures for Tenure and Promotion

2. The activities considered being within the criteria for tenure and promotion shall be flexible and expansive. The assessment of teaching, research/scholarship/ creative activities, and service during the tenure and promotion process shall give appropriate recognition, consistent with the institution’s mission, to faculty accomplishments that are collaborative, interdisciplinary, and inter-institutional and to faculty innovations in areas such as undergraduate education, minority-achievement programs, [diversity, equity, and inclusion](#), K-16 curriculum development, and technology-enhanced learning.

C. Faculty Ranks

Assistant Professor

3. Evidence of scholarly contribution in the area of specialization including, but not limited to, activities such as research, publication, participation in the programs of professional societies, [work toward diversity, equity, and inclusion of underrepresented groups](#), or professionally recognized performance in the arts.

4. ... and evidencing interest in external community activities related to the faculty member’s area of specialization, [including diversity, equity, and inclusion](#).

Associate Professor (same changes as with Assistant Professor, but numbered differently)

4. Evidence of scholarly contribution in the area of specialization including, but not limited to, such activities as research, publication, participation in the programs of professional societies, [work toward diversity, equity, and inclusion of underrepresented groups](#), or professionally recognized performance in the arts.

5. ... and evidencing interest in external community activities related to the faculty member's area of specialization, [including diversity, equity, and inclusion](#).

Professor (same changes as with Associate Professor)

4. Evidence of scholarly contribution in the area of specialization including, but not limited to, such activities as research, publication, participation in the programs of professional societies, [work toward diversity, equity, and inclusion of underrepresented groups](#), or professionally recognized performance in the arts.

5. ... and evidencing interest in external community activities related to the faculty member's area of specialization, [including diversity, equity, and inclusion](#).

Procedures for Promotion of Faculty

6. a) Excellence in Teaching: Of primary importance to any faculty member recommended for promotion is the demonstration of and the reputation for exceptional teaching. It is the responsibility of the candidate for promotion to demonstrate and produce support of this teaching expertise. That support may take the form of self-evaluation, peer evaluation, student evaluation, and any other recognized evaluative measures which the candidate or the department selects, such as syllabi of new courses, samples of student work, [descriptions of diversity, equity, and inclusion efforts](#), and descriptions of innovative and creative classroom activities. Other factors will be considered, but promotion will not be granted without evidence of successful teaching.

Good teaching is the primary goal for faculty at Salisbury University. Good teaching implies the need for constant striving to improve and continual efforts to teach more effectively than previously.

Good teaching includes fresh approaches to a course, innovations, creativity, designing productive experiments and field experiences, eliciting creative work from students, [diversity, equity, and inclusion efforts](#), and engaged pedagogy. Growth in teaching is demonstrated by specific activities such as creating new courses, revising curriculum, [finding innovative ways to include new audiences \(especially from underrepresented groups\)](#), and earning teaching awards because of improved teaching.

b) Professional Activity: The University expects faculty to be dedicated to scholarly pursuits and to be professionally active as evidenced by scholarly contributions in their professional area(s) of specialization ([including diversity, equity, and inclusion within these areas](#)) and by participation in the activities of academic and external communities. "Area of specialization" is defined as an area of knowledge or skill related to one's teaching or research in which an individual develops a recognized level of expertise.

Criteria and Procedures for Promotion of Clinical Faculty within the College of Health and Human Services (CHHS) (Since this is not in the purview of the Promotions Committee, we stopped here.)

Meeting Adjourned at 4:10 pm

Ellen Schaefer-Salins
04/27/23