Faculty Senate Minutes

March 12, 2024

The regular business meeting of the Faculty Senate was held on Tuesday, March 12, 2024 at 3:30 pm in Holloway Hall 119. The Senate President was in the chair and the Secretary was present. The minutes of the last meeting were approved.

Provost Laurie Couch made announcements.
The Senate President made announcements, including an announcement about a USM free virtual showcase on 'Incorporating Generative AI into Learning Experiences,' which is appended to these minutes.

The minutes of the February 27 meeting were approved as written.

After debate and amendment, the MOTION on the Technology Fluency Faculty Handbook Update proposed by Senator Kulp PASSED. The revised Digital Fluency Statement is appended to these minutes.

> Resolved, that the Technology Fluency section of the Faculty Handbook be replaced by the attached draft, as amended.

After debate, the MOTION on writing governing documents for SU's IRB proposed by Senator Keifer DID NOT PASS.

> Resolved, that the Faculty Senate recommends that the Consortium Coordinating Committee create an ad hoc committee whose charge will involve writing governing documents for SU's Institutional Review Board (IRB). The governing documents should be guided by the Belmont Report and must be compliant with BOR IV-2.10. They should include items such as how many members the IRB should have and how those members should be selected, whether or not membership on the IRB should have term limits, what role the administrators involved with IRB should play in the operation of the IRB, what measures should be taken to ensure that no members of the IRB are pressured into approving or denying any particular research proposal, and any other items that the committee deems necessary. The committee should also decide where these governing documents should be posted.

After debate and amendment, the MOTION on extending the deadlines for two of the Faculty Welfare Committee's charges proposed by Senator Talbert PASSED.

> Resolved, that the Faculty Senate extend the deadline for the Faculty Welfare Committee's report concerning pay for teaching overload courses, chair compensation, graduate assistantships and director compensation to the second to the last Faculty Senate meeting of the spring 2024 semester.

> Also, to extend the deadline for the FWC to give its report to the Senate on suggested revisions for a section in the Faculty Handbook. The FWC cannot begin its work on this until the Faculty Senate hears back from the Promotions Committee on this topic. The FWC is granted an extension until at least the second Senate meeting of October 2024.

After debate and amendment, the MOTION on charging the Faculty Senate President with working with the IRB committee proposed by Senator Fox PASSED.

> Resolved that the Faculty Senate President be charged with working with the IRB Committee in gathering information regarding SU specific operating procedures of the IRB.

Meeting was adjourned at 4:57 pm

David Keifer, Secretary
Written 03/15/2024

From: Heather Haverback (CUSF) <cusf-chair@usmd.edu>
Sent: Monday, March 11, 2024 1:44 PM
To: hhaverback@towson.edu <hhaverback@towson.edu>
Cc: Alison Wrynn <awrynn@usmd.edu>; Kelsey Beckett <kbeckett@usmd.edu>
Subject: Please Share- Incorporating Generative AI into Learning Experiences

Hello All,
Please see the information below from the Education Policy Committee to all members of CUSF.
Please share with your faculty senates **AND (**for as wide a distribution as possible on their campuses) please also share with colleagues in your various departments and programs. USM has 17,000 faculty alone across its campuses – and this is a statewide higher education event -- so ***registration is being limited***.

Please get this circulated quickly, so that as many of our USM colleagues as possible can take advantage of this opportunity to learn how faculty across many disciplines are incorporating generative AI successfully into their assignments and learning activities!
Thank you,
Heather

Today's the day!

Registration has opened for the USM's free virtual showcase for faculty on how to use AI in their classrooms…

Incorporating Generative AI into Learning Experiences

- Overview
- Schedule
- Presenters
- Registration

… and you're invited!

In Zoom on Friday, April 26, 2024 from 10:00 a.m. - 1:00 p.m. EDT.

Sponsored by the USM Council of University System Faculty, the Kirwan Center for Academic Innovation, MarylandOnline, and Montgomery College.

… With the keynote speech by Dr. James Lang, author of *Cheating Lessons*: *Learning from Academic Dishonesty,* who will discuss a vision of academic integrity in the era of generative AI.

To register, click here for the registration tab on the Kirwan Center website at https://www.usmd.edu/cai/events

The showcase will highlight how faculty, staff, and faculty/staff/student teams from across Maryland higher education are using generative AI in assignments and learning activities across the disciplines. Some of the questions they will be addressing:

- How are we engaging students in the creation of authentic work while using generative AI?
- What are critical ethical issues associated with the use of generative AI in teaching?
- How might we foster career-ready skills associated with generative AI as a part of students' learning experiences?

Note: The showcase is intended for faculty from Maryland higher education institutions. ***Registrations will be limited*** *to individuals affiliated with Maryland colleges and universities.* ***Register using your university or college email address!***

Digital Fluency Statement

~~Objective~~ Purpose

The Mission of Salisbury University states, "Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world." In the 21st century, digital technology continues to be a crucial component in that process of empowerment. Therefore, it is ~~the policy~~ a goal of Salisbury University that all students graduating from this institution can demonstrate an appropriate level of digital fluency with regard to discipline-specific requirements within academic departments.

Digital Fluency Fundamentals

The American Library Association's Digital Literacy Taskforce defines digital literacy as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."[1] Salisbury University recognizes that digital fluency requires three kinds of knowledge: contemporary skills, foundational concepts, and intellectual capabilities. We believe this knowledge is best articulated through information, storytelling, and maker fluencies. Academic departments may wish to consider the following information when determining how to meet their digital fluency goals.

~~These~~ Three fluencies were identified and developed by the Teaching and Learning with Technology (TLT) instruction technology center at The Pennsylvania State University (Penn State) in their paper, "A Digital Fluency Framework to Support 21st Century Skills.[2] While recognizing that we follow the USM Board of Regents' endorsement of the 1999 National Research Council guidelines for technology fluency,[3] we also support the 2021 TLT framework that is adaptable for the ever-changing landscape of technological and digital spaces, and the ways in which they are applied within individual disciplines. The digital Fluency framework below has been modified for Salisbury University but is indebted to the innovation and work of the TLT.

Information Fluency is *the ability to responsibly locate and ethically harness information to ask new questions, formulate new hypotheses, and answer previously unanswerable questions*. Information Fluency recognizes that in a world of information overload, it is critical that students graduate with the ability to find and filter information, to evaluate its validity, and use it appropriately to solve problems.

There are six major learning outcomes for information fluency wherein students should be able to:

- generate questions to fill knowledge gaps;
- identify the appropriate type of information and sources needed to answer a question;
- evaluate the validity and reliability of any source or claim;

- conduct data analysis that is appropriate for the type of data, question being asked, and so on;
- adhere to current best practices for data security and privacy; and
- generate answers grounded in data-credible and/or construct-credible arguments connecting data to claims.

Storytelling Fluency is *the ability to analyze and create a digital message that accounts for the attributes of the medium, audience diversity, the ethical representation of subjects, and the intent of the content*. Storytelling Fluency recognizes the obligations that derive from the power of the storyteller in shaping understanding and public discourse in a digital media environment.

There are three major learning outcomes for storytelling fluency, wherein students should be able to:

- recognize, select and use the appropriate digital medium to communicate a message or access information;
- use current technology and mediums and learn to adapt to newly developed technologies and mediums to communicate efficiently within the constraints and contexts of the chosen medium and in a manner that is accessible to a diverse audience; and
- develop and clearly express ideas using current technology in relevant and applicable digital spaces. They should be able to recognize the rhetorical context of such spaces and be able to utilize the principles of storytelling (audience connection, showing vs telling, and story structure) to communicate and effectively convey a message.

Maker Fluency is *the ability to solve problems by designing physical or digital creations through a thoughtful and ethical process of ideation, prototyping, testing, and implementation*. Maker Fluency recognizes that while future technologies and attendant solutions may be unknowns, students must be broadly prepared to meet those challenges.

There are four major learning outcomes for maker fluency, wherein students should be able to:

- analyze situations to define core aspects of a problem or need;
- develop empathy for stakeholders;
- apply principles of design thinking to implement solutions; and
- explain the application of the principles of the design thinking process.

~~The specific expression of each of these fluencies is to be determined by the individual academic departments and within their discipline-specific guidelines. Therefore, it is the policy of Salisbury University that all students graduating from this institution can demonstrate an appropriate level of digital fluency.~~

In summary, Salisbury University believes that developing and maintaining digital fluency is crucial for the success of our graduates. We agree with the National Research Council (1999) when they wrote that students, "…should use information technology confidently, should come

to work ready to learn new business systems quickly and use them effectively, should be able to apply information technology to personally relevant problems, and should be able to adapt to the inevitable change as information technology evolves over their lifetime."[3, p.5]

By assessing our students' digital fluency, we will be helping to ensure that their college degree is competitive in the marketplace and that they are prepared for a lifetime of learning about ever-changing technological and digital spaces.

---

[1] American Library Association's Digital Literacy Taskforce. (2011). *Digital Literacy – Welcome to ALA's Literacy Clearinghouse.* Retrieved October 15, 2023, from https://literacy.ala.org/digital-literacy/

[2] Fleming, E. C., Robert, J., Sparrow, J., Wee, J., Dudas, P., & Slattery, M. J. (2021). A digital fluency framework to support 21st-century skills. *Change: The Magazine of Higher Learning*, *53*(2), 41–48. https://doi.org/10.1080/00091383.2021.1883977

[3] National Research Council. (1999). *Being Fluent with Information Technology*. Washington, DC: The National Academies Press. https://doi.org/10.17226/6482.
Also: https://nap.nationalacademies.org/catalog/6482/being-fluent-with-information-technology