

## Faculty Senate Minutes

May 6, 2025

The regular business meeting of the Faculty Senate was held on Tuesday, May 6, 2025 at 3:30 pm in Henson Science Hall 103. The Senate President was in the chair and the Secretary was present. The minutes of the April 22 meeting were approved as written.

President Lyn Lepre made announcements.

Provost Laurie Couch made announcements.

The Senate President made announcements.

The MOTION to suspend the rules to discuss Faculty Senate's response to the budgetary cuts did NOT PASS by a vote of 6-6.

The MOTION to continue work from the Ad-Hoc Committee Faculty Pay and Compensation PASSED.

Recommend that the Senate reform this working group in the fall 2025 semester to continue working on the questions included in the report.

The MOTION avowing support for Full Time Non-Tenure Track Faculty PASSED.

The Faculty Senate acknowledges the work done by this committee and endorses the committee's recommendations regarding FTNTT faculty.

The MOTION on an Action Plan for Faculty not meeting expectations PASSED.

Resolved, that the Faculty Senate approve the following for inclusion in Chapter 2 of the Faculty Handbook, within "Procedures and Policies for Granting of Tenure to Faculty," at the end of section 4, "Annual Review Procedures."

If a tenure-track faculty member's performance does not meet expectations, a specific Faculty Action Plan (or Development Plan) must be created and executed. This plan is developed collaboratively by the faculty member under review, peer reviewer(s), the department chair/school director, and the dean. The faculty member may select a colleague to assist in formulating this plan. The goal of the plan is to address areas identified as deficient and utilize SU's scholarly and financial resources for faculty development. The development of the plan should focus on supporting the faculty member's growth. The plan should include: 1. the areas deemed deficient; 2. what actions must be taken to satisfy progress towards tenure; 3. the specific documentation or evidence needed to demonstrate progress; and 4. a clear statement about what consequences follow from this plan. The plan will be drafted and revised as needed until there is mutual agreement between the

faculty member and the reviewer(s). If an agreement cannot be reached, the Faculty Development Committee will help the parties reach a consensus. The plan must also outline a “procedure for evaluating progress at fixed intervals.” This procedure should include progress reports submitted to the reviewer(s) at least once a year, though shorter intervals may be requested by the faculty member. Departments might use SU’s annual evaluations as benchmarks for these intervals, in accordance with Regents' policy. If the faculty member is dissatisfied with the final plan, they have the option to file a grievance with the appropriate committee.

MOTION to extend the meeting until 5:10 PASSED.

MOTION on Pre and Post-Assessment of General Education designated courses PASSED.

Resolved, that the Faculty Senate approve the addition/changes of [Assessment to the GEOC Standing Rules](#).

Meeting adjourned at 5:06

Erin Weber, Secretary  
Written May 7, 2025

## Standing Rules Assessment addition for Faculty Senate consideration:

Assessment of General Education will occur through collecting pre- and post-test data on all new incoming students. All assessments utilized for GULL Week are evaluated by UARA staff and faculty experts for reliability, validity, and alignment with SU's General Education SLOs. The University Academic Assessment Committee (UAAC) serves as both an advisory and an assessment coordinating body on all matters related to academic assessment at the University. The UAAC makes recommendations to the Faculty Senate and UARA concerning the development and implementation of assessment methods and use of assessment results.

### The Pre-Test

All new incoming students are required to participate in two new student orientation activities known as Sea Gull Start-up and First Flight. Students attend Sea Gull Start-Up in the months prior to beginning their first semester at SU. During **Sea Gull Start-Up** students learn about academic expectations, information specific to their major and course selection, and discover resources available at SU to support their success. **First Flight** is SU's multiple-day program facilitated by student leaders, held prior to the first day of fall semester classes in August.

### **Sea Gull Start-Up**

During Sea Gull Start-Up, new students are provided with a checklist of items to complete prior to their August return for First Flight and that start of the semester. All new students starting at SU in fall 2025 and beyond will have a GULL Week assessment added to their orientation checklist. The completion of the GULL Week assessment will be one of the required steps students must complete prior to returning for First Flight and the start of the fall semester.

During Sea Gull Start-up, new incoming students learn about the checklist items and how to navigate MyClasses. During these sessions, information about the importance of GULL Week will be shared with new students. Students will be shown how to access the GULL Week assessments through their MyClasses (Canvas) portal. Following Sea Gull Start-up, all new first-time and transfer students will be given seven days in mid-August to complete the GULL Week assessments. All assessments will be taken via students' home computer, laptop, or smart phone through MyClasses (Canvas).

### **First Flight**

Students who fail to complete their GULL Week assessments prior to the Monday preceding First Flight will be required to make-up the missed assessments during a 90-minute proctored assessment session held during First Flight. Additionally, these in-person make-up sessions held during First Flight will be available to any student who requests test accommodations or to complete the assessment with a proctor present. Students who did not complete the GULL Week assessments will be assigned to attend a specific 90-minute session and orientation leaders will assist in ensuring that students attend their required session.

GULL Week will continue to be a low-stakes assessment as students who fail to complete assessments will not be prevented from registering or beginning fall classes. However, including GULL Week as a part of the required orientation checklist will help ensure greater student participation. Additionally, capturing assessment data before students begin their coursework at SU will provide a baseline understanding of student General Education skills when they enter SU.

### *The Post-Test*

The General Education post-test will be included as a course requirement in Experiential Learning (EXPL) courses. When enrolled in their mandatory EXPL course, students will be required to complete a General Education post-test assessment during the final exam week of the course. Students enrolled in EXPL who completed their pre-test assessment as a part of Sea Gull Start-Up/First Flight, will re-take the same during their EXPL final exam week. A course syllabus statement will be provided to all faculty teaching an EXPL course to ensure students are aware of this requirement. Similar to the pre-test, students access the GULL Week assessments through their MyClasses (Canvas) portal. Faculty will have four options for ensuring that students complete the required post-test during the final exam week:

A 4. The faculty member will reserve an on-campus computer lab during their assigned final exam period and serve as the proctor during this final exam session. During this final exam period, students will be required to attend the assigned final exam period, just as they would for any other final exam. However, they will complete the General Education assessments rather than a course final exam. This option is appropriate for faculty members who do not require a final course-level assessment in their EXPL courses.

### **OR**

B 4. The faculty member will reserve an on-campus computer lab during their assigned final exam period and request that a UARA staff member serve as the proctor during this final exam session. Availability of a UARA staff proctors is limited and offered on a first-come, first-serve basis. During this final exam period, students will be required to attend the assigned final exam period, just as they would for any other final exam. However, they will complete the General Education assessments rather than a course final exam. This option is appropriate for faculty members who do not require a final course-level assessment in their EXPL courses.

### **OR**

C 4. The faculty member will require students to complete the General Education assessments during the final exam week but at a time the student chooses. Students can complete the General Education assessment in a campus computer lab or on their own device. These would be unproctored assessments and students would have to navigate the assessments in MyClasses (Canvas) on their own. This option is similar to how most students will complete their pre-test General Education assessments.

**OR**

D 4. The faculty member will require students to complete the General Education assessments during the final exam week but require students to complete the post-test in a computer lab proctored by a UARA staff member. UARA staff will host open computer lab hours during the final exam week for students to complete their General Education post-test with a proctor present. Students can show up any time during the open computer lab hours but availability of seats in the lab will be on a first-come, first-serve basis.

Again, GULL Week will continue to be a low-stakes assessment as students will not be graded based on their performance on the assessment. However, including GULL Week as a final exam course requirement will help ensure greater student participation. Additionally, capturing assessment data during the EXPL course, as most students are likely finished with their General Education course requirements, will provide an indication of achievement of the General Education student learning outcomes. For students who also completed the pre-test, we will be able to compare pre- and post-test scores to look at change in performance following (near) completion of the General Education course requirements.

## **Analysis and Reporting**

SU will analyze the data by student learning outcome and look at the relationship between performance and the number of general education courses completed. Oversight of the assessment of the General Education program occurs at multiple levels which includes the Office of Academic Affairs, UARA, and Faculty Senate (including UAAC and GEOC). Additionally, every five years, MHEC requires all Maryland public institutions to report on the assessment of student learning through their performance accountability process. As such, SU submits the Student Learning Outcomes Assessment Report (SLOAR) every five years detailing how the institution measures specific SLOs, including the process used for assessment, how faculty are informed about the assessment process, and how the results have been used to improve teaching and learning on campus.

