

Faculty Senate Notes

April 9, 2024

Holloway Hall 119

<https://www.salisbury.edu/administration/campus-governance/faculty-senate/>

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Call to order (3:30 pm)

1. Approval of minutes
 - a. Minutes from the March 26, 2024 regular business meeting approved as written.
2. Announcements from Provost Couch
 - a. Dean searches
 - i. Concluded campus interviews for Perdue Dean search. Provost has looked at feedback from search committee and people who attended sessions. Will have open office hour in Perdue atrium to receive additional feedback from Faculty. Then will make decisions on how to move forward. Provost was thrilled with participation in the search.
 - ii. Hosting first CHHS Dean candidate tomorrow. Other candidates on 4/16 and 4/19.
 - iii. Provost thanks everyone involved in searches.
 - b. Provost has been doing evaluation of how Provost's Office is working.
 - i. Vacant Associate Provost position is holding them back. Assistant Provost position filled some of those gaps and has done a lot for Faculty professional development, but that contract is ending. Associate Provost vacancy will now be filled instead of renewing Assistant Provost position.
 1. Associate Provost position is responsible for new Faculty orientation, things dealing with T&P, etc., so wanted to fill that position. Also deals with Faculty affairs such as grievances.
 - ii. Provost is looking for Faculty to be part of that search committee. Faculty provided Provost feedback that Faculty may not be available at end of May, when those interviews would have been. Provost is asking for feedback from Senate floor: Is Faculty on board with interviews at that time? If not, may need to delay search.
 1. Chair of search committee: We have three weeks before commencement and one week after commencement to conduct search.
 2. No objections from Faculty Senate, so search will proceed.
 - iii. Provost says there is a lot of interest in the position.
 - iv. Once we have Associate Provost, there will be a call for Faculty Coordinator for Teaching and Learning.
 1. Wants to have a rich, robust support for Faculty teaching and learning.
 2. Will be a stipend and/or course release for that position.

- c. Provost wants Faculty voices to be heard for major projects.
 - i. Provost has heard that Faculty say we have a lot of expertise on the table that is not being taken advantage of by administration.
 - ii. Provost wants to launch Faculty Fellows program where Faculty would take part in special projects to give Faculty input in these things.
 - iii. The Associate Provost will help to create a leadership program to support those Fellows. Will be a course release to get that professional development experience.
 - iv. Would be modeled like [ACE program](#).
 - v. Would be excellent opportunity for Faculty interested in leadership positions.
 - d. Question from Senator: Will there be transition between Associate Provost and current Assistant Provost regarding Watermark Faculty Success training for Faculty?
 - i. Assistant Provost will help during transition, as well as several staff in Provost's Office.
 - e. Question from Senator: You mentioned the Faculty Coordinator for Teaching and Learning will develop rich support for Faculty teaching and learning. What kind of support will that entail?
 - i. Could be helping to identify workshops for professional development.
 - ii. Could be developing about educational resources, trainings, etc.
 - iii. Assistant Provost has been doing that. New Faculty Coordinator would take over that role.
3. Associate Vice President for Enrollment Management gave an enrollment update. The PowerPoint is appended to the minutes. The following notes only include things that are not on the slides.
- a. 'Positive Momentum Despite Market': Maryland is seeing growth in high school seniors over next several years, not the cliff that many states will experience. There is a racial demographic shift in Maryland. Most of our students come from mid-Atlantic region. In general, the region's high school population is not going down, just shifting.
 - b. 'FAFSA Simplification Act: Impacts on Enrollment': Goal was to tie FAFSA to tax info from IRS so that families would not have to submit financial income info for FAFSA. SU just started getting student info for FAFSA, which was supposed to come out in January.
 - c. 'Current Recruitment Picture: Admissions Numbers 4/9/24': Trying to get more students without lowering standards. We are basically where we want to be at this point in year.
 - d. 'Returning Student Indicators': On graduate side, the drop in Masters is not too concerning because numbers are small, so percentage fluctuations are large. Also, info regarding housing suggests that we should have solid retention.
 - e. 'How can faculty be involved?': SU gets way more Faculty commitment with recruitment than many other institutions, so thank you.
 - f. Question: Is SU test-optional? Are the average SAT and ACT numbers only from our better students who are choosing to submit test scores?
 - i. Response: SU has been test-optional for about a decade, but there used to be a GPA threshold students had to meet to be test-optional, and we got rid of that during COVID and never brought it back.

- g. Question: Is average GPA out of 4.0?
 - i. Weighting does matter, so for example, AP courses are handled differently in GPA calculation. Everything is recalculated to be on a 4.0 scale, however.
- h. Question: What is the university's target number for committed students in the fall?
 - i. Response: We are aiming for between 1450 and 1500 commits, which is around largest first year class ever. Currently at 934, and we expect to get around goal.
- i. Question: What kinds of events are offered for graduate student recruitment?
 - i. Response: Clifton Griffin would be best able to answer that question. His office is attending graduate fairs and career fairs to recruit. Working closely with program directors to help them with strategies, such as program marketing. Dr. Griffin is also working with Graduate Student Council members to leverage their position with peers to get into classes, go to SGA, etc. to support better recruitment. Still looking for new strategies.
 - ii. Response from Senator: There is a large machine for undergraduate recruitment and enrollment. Can any piece of that help with graduate enrollment?
 - 1. Several offices are involved in both undergraduate and graduate recruitment, so parts of the machine are already aiding graduate recruitment.
 - iii. Response: With new Graduate School, we are better positioned to come up with new ideas.
- j. Question: If we get that big first-year enrollment, do we have enough First-Year Seminars?
 - i. Response: Currently, we are in good shape there.
 - ii. Another response: A common question is, "How are our first-year classes so large without our overall numbers getting back to old numbers?" The answer is that we used to have way more transfers: nearly 1000 in the fall. Those numbers have plummeted, so we are trying to make that up with graduate and first-year enrollment.
- k. Question: Used to be that about 45% of new class was transfers. What about now?
 - i. Response: Perhaps 500 transfers and 1400 first years now.
- l. Question: More info on demographic shift and what plans we have to meet that shift?
 - i. All marketing materials from recruitment side should accurately represent visually what student body looks like. We do not want those to be overly aspirational (displaying something that we are not). We want to look more like Maryland demographics. Office of Diversity and Inclusion does more to support students who are here. Admissions tailors imaging and language to try to match that.
- m. Question: What should Faculty do to help meet demographic shift?
 - i. Students want to talk to other students more than Faculty. If Faculty have students doing interesting things (internships, jobs, grad schools, etc.), we need to promote that. So if Faculty have students doing that, share that with Allen Koehler to highlight it.
- n. Message Allen Koehler on Microsoft Teams with questions.

4. Questions for President's Chief of Staff

- a. Question: How did end of legislative session go?
 - i. Response: The bill about graduate programs (see notes from 3/26 Senate meeting) passed. The Maryland Senate was unhappy about the same thing SU was unhappy about: limiting what schools could submit new graduate programs. The Senate won, so Maryland House took away those problematic things. We have not yet seen bill that was passed on the floor. We have been told there was a clerical error, but we do not know what that entails. One of two things might happen: Either they realize they voted on the wrong thing on the floor, in which case Governor probably will not sign it. Or they might have uploaded the wrong thing to the website, in which case they will eventually upload the correct thing. If they voted on what we think the final bill was, SU is happy about that. We are still trying to understand where funding for Key Bridge will come, so we are waiting to see how that will impact us. Overall, Maryland and SU are in a good spot. Other USM institutions are talking about layoffs, but not SU, which has a strong fund balance. That is separate from our Foundation endowment. It is our rainy day fund. SU still does not have final numbers. USM got final capital budget yesterday; Governor added about \$19M for Blackwell renovations and other projects, and legislature (which can remove funds from Governor allocations) did not take any of that. Eastern Shore has lost political influence in Annapolis recently. That is part of reason why President Lepre is over the bridge a lot advocating for SU with legislature, Governor, and Board of Regents.
- b. Question: Do you know if President Lepre will be available for any more Senate meetings this semester?
 - i. Will not be here for parts of week of 4/22; unsure after that. President Lepre is open to meet at alternate time. This was the case with previous Presidents: They would be at Senate meetings for long stretches, then not.

5. Announcements from the Senate President

- a. Asking Senators to let Faculty know about shared governance meeting on April 24 at 3:30 pm in Perdue 156.
- b. Reminder: SU hosting next CUSF meeting on 4/26. President Lepre will give greetings.
- c. Reminder to designated Senators: Get committee reports by 6/1. Send to Senate President and cc Senate Webmaster.
- d. Shout out to individuals working on outstanding charges. Try to get them in before last Senate meeting, which is May 7.
- e. Summer Advisory Committee with Provost needs members for summer meetings. Senior senators from each unit will find one person who can do it. That committee meets three times in summer to work on pressing issues that come up during summer. Upcoming Senate President sits on that committee.
- f. Two Senate meetings left. Last Senate meeting is joint meeting between current Senate and next year's Senate. Try to make sure new Senators know to be there.

- g. Had motion last time for creating working group for Faculty involvement in shared governance. Senate President has heard from a few people but not from all units, so try to find people for that.

6. Committee reports

- a. Long Range Academic Planning (LRAP) Committee report: Chair of committee gave comments. The committee focused on interface between SU strategic plan, USM strategic plan, and Blueprint for Maryland's Future, the last of which is largely about K-12 but has important parts affecting higher education.
 - i. Key issues to be aware of: Blueprint is putting students on a track after 10th grade: career technical education (CTE) or college track. Expectation is that they will be 100% dual enrollment students in 11th and 12th grade, which is over a thousand students in Wicomico County. Report talks a lot about what to do with these students. Are students coming to SU? Are SU Faculty going to high schools? Are we having high school teachers teach SU classes?
 - ii. This affects SU teaching positions. Should we try to set a goal, e.g. 70%, of SU courses taught by tenure-track Faculty? We cannot have a binding commitment, but we could still have goals.
 - iii. CSA, Writing Center, Counseling Center, DRC all affected and will have to think of how to support these new students.
 - 1. Counseling Center is the only one who feels prepared to handle all of this (mostly due to Timely Care).
 - 2. The Writing Center already needs to turn away a large percentage of students.
 - 3. There are models for early college programs that leverage high school funds for these resources.
 - iv. Question: Does 100% dual enrollment mean no more AP classes?
 - 1. Response: That is a good way to read it.
 - 2. Another response: A lot of desire with lower shore counties to partner with SU here. There is a dual enrollment webpage.
 - 3. Another response: We currently have about 70 dual enrollment students here. How to support all these new students once Blueprint takes affect?
 - 4. Later clarification: AP classes will still exist because one of the high school tracks involves them.
 - v. Question: Does "100% dual enrollment" mean 100% of students will do dual enrollment or 100% of those students' courses will be dual enrollment?
 - 1. 100% of their courses, so basically their first two years of college would be during high school. For the most part, our new gen ed stuff will mostly be done during high school, and we would lose out on that if we do not have those students here.
 - vi. Question: How does this affect high school teachers?
 - 1. There are new trainings, career ladders, etc.

- vii. Question: How would class projects work? Would there be 21-year-old students working with 16-year-olds?
 - 1. Response: We do not know yet. Will we have dedicated courses for dual enrollment students? Will we have dual enrollment students mixed up with college students?
 - 2. Another response: In other places, high school students are in same class as college students. But high school students put in groups with high school students; college students put in groups with college students.
- viii. Question: Is there a GPA requirement for dual enrollment students? There may be a risk of accepting under-prepared dual enrollment students and then needing to offer extra remedial support.
 - 1. Response: We do not know. There will be some kind of standards. We currently accept students based on our own criteria and need to offer remedial support.
 - 2. Another response: We have MOUs with each district, so it is really up to us.
- ix. Provost: This is a noble and lofty goal. Revenue that comes to us per student is about 1/3 of what we get from our current students. We can talk of scaling up services to support them, but we do not have money to support that. We will work on building a model for how SU will deal with this. There will be a task force on campus to guide decision-making about this. Trying to understand it better before naming that task force.
- x. Comment: Concerned about students being turned away from Writing Center. Not so concerned about students coming in two years early because we already have huge distributions in writing abilities. That is why Writing Center is so important. Faculty cannot fully support all the students who need remedial help. We need to carefully consider what resources are needed.
- xi. Question to Provost: Is 'task force' about Blueprint in general or dual enrollment in particular?
 - 1. Dual enrollment.
- xii. Question to Provost: Will bringing these students in cost us money or earn us money?
 - 1. Response: Cost us money. Depends on the model some. If we had high school master teachers teaching SU courses, it would not cost as much. Volume matters. If we wanted to go really big, we might break even or make some money. If we went small volume, it would cost us.
 - 2. Response from Senator: In chemistry, we know from experience that training up high school teachers to teach SU students is incredibly time-intensive. Would be very difficult to scale that up.
- xiii. Question to Provost: What is yield rate of dual enrollment students coming to SU?
 - 1. Provost: At previous institution, about 18%.
- xiv. Question to Senate: Does Senate need to do something with this report?

1. Response: There is presently no motion. The designated senator could submit that, but that person is not here today.
2. Response from Parliamentarian: Procedurally we do not need to 'accept' the motion. Bringing it to senate floor is already accepting it.

b. Promotions Committee report

- i. Designated senator: Committee would like Senate to consider this and see if it is ready to put to Provost. Provost had asked us to come up with guidelines so she would know how to evaluate early applications.
- ii. Senator comment: Giving early promotion might make it even harder to fill committee positions. Perhaps there is a point to having the 6 year requirement. Why allow early application at all?
 1. Response: Early applications are already happening. We just want to standardize it.
- iii. Question: Is this just for new faculty negotiating for credit towards tenure or for faculty going up early without having credit coming in?
 1. Provost response: The latter.
- iv. Senator comment: In Nursing, some Faculty come in without academic experience with but with clinical teaching or research experience. They may not have negotiated for shortened time to promotion when they were hired, but they would have qualified for it.
- v. Question to Provost: Were any of the instances of Faculty going up for early promotion causing problems?
 1. Provost response: No. Just wanted guidance so that decisions could be equitable.
- vi. Question to Provost: Did any Faculty going up for early promotion have backing of Department Committee, like what would be required if this report is adopted?
 1. Provost response: No, they just personally applied early.
- vii. Motion to extend meeting by 10 minutes.
 1. Response: We will not get through all this in 10 minutes, so there is no point in extending.
 2. Motion to extend does not pass.

7. Motion to adjourn approved

Adjourn (5:00 pm)