

File 1

INDIANA STATE UNIVERSITY
FACULTY SENATE, 2013-2014

EXECUTIVE COMMITTEE

September 17, 2013

3:30pm, HMSU 227

AGENDA

- I. Administrative Reports:
President D. Bradley
Provost R. Williams
- II. Chair Report:
Steve Lamb
- III.** Approval of the Executive Committee minutes of Sept 3rd, 2013, **(File 2)**
- IV. Fifteen Minute Open Discussion
- V.** Quality of Life, (Goal 6, Initiative 1) Lindsay Eberman, **File 3a, and 3b**
- VI.** Departmental viability, **File 4**

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Draft Minutes

Present: S. Lamb, C. MacDonald, R. Guell, A. Anderson, T. Hawkins, B. Kilp, C. Olsen, V. Sheets, K. Yousif

Members Absent:

Ex-officio Members Present: D. Bradley, R. Williams

Others Present:

- 1) Executive Session
 - a) Motion to Move into Executive Session; C. MacDonald-B. Kilp; vote: 9-0-0
 - b) Motion to Move out of Executive Session; R. Guell-C. MacDonald; vote: 9-0-0
 - c) Motion Resulting from Executive Session
 - i) Authorize the drafting of a letter from the Chairperson to a Senator with Executive Committee endorsement. R. Guell-C. Olsen; vote: 8-0-1
- 2) SGA Participation in Standing Committees
 - a) S. Lamb
 - i) Please make sure that the standing committee for which you are a liaison communicates with SGA so that student representatives can make the meetings.
- 3) Administrative Reports:
 - a) President D. Bradley
 - i) I ask you to encourage participation in the Wellness Initiative. Please make sure people do their wellness screenings and biometric readings. I believe that we face a choice between spending our money on health care or on raises and if we do not get healthier we won't have money for raises.
 - (1) R. Guell
 - (a) The literature distributed and the discussion of the last meeting indicated that there would be a process for getting the screenings from a personal physician. However, no forms have been made available for that to be done.
 - (i) D. Bradley
 1. I will talk to D. McKee.

b) D. Bradley

- i) I would like to create a taskforce to deal with the Board's charges regarding departmental dashboards, goals, plans, etc. I know people ask "why?" My response is to ask faculty to look at the issue from the perspective of a board member. They are looking to broaden the view of those responsible for retention, success, and graduation. When they mention department chairpersons, it is really an expression of concern that the University College, the academic advisors, etc. is an add-on and not an infusion of responsibility. My hope would be that the taskforce would work quickly to draw up a white paper on what departments need to do, what the expectations are, and what the consequences are for failure to meet benchmarks for student success. That report would go where it needs to, whether that is CAAC or FAC. We can make departments stronger, in terms of expectations, or we can make chairs stronger.

(1) S. Lamb

- (a) President Bradley's use of the term "strong" in this case means that they would be directive rather than the role they are in now.

(2) D. Bradley

- (a) I am happier with departments having expectations and consequences than with directive chairs. When we talk about assessment, for example, if faculty doesn't do it, someone else will have to.

(3) R. Guell

- (a) Are you saying that the work we have done with each other and in our conversations when creating this position paper with the Provost does not do enough?

(b) D. Bradley

- (i) It moves in the right direction but does not do enough. I am imaging a system closer to the biennial performance reviews. Not quite as involved but similar in its outcome. Those performing above expectations, below expectations, or meeting expectations.

(ii) S. Lamb

1. I want to keep this simple, besides isn't that the Dean's job, to monitor the health of departments, and bring about change when it is necessary. Can't we deliver the charge to CAAC with the structure provided and also let a Taskforce be assigned to deal with details.

(c) C. MacDonald

- (i) We have followed what you said you wanted regarding the Handbook as policy rather than one that includes procedure.

(4) A. Anderson

- (a) What's the burr under the saddle?

(i) D. Bradley

1. The trustees fear we have scaffolding for retention and student success but we do not have the underlying commitment. They see University College & advisors as a supplement to departmental efforts but they want to know

what is going on in History, Chemistry, etc. What takes them to graduation. Have we done all we can at institutional level to cut the 15% attrition rate that exists between junior status and graduation.

- (b) S. Lamb
 - (i) Why is this new?
 - (ii) D. Bradley
 - 1. If you have not specified goals, expectations, and metrics, how do you know if they are meeting goals and expectations?
- (5) K. Yousif
 - (i) I have a concern that older faculty who have been around a while have a motivation to preserve the status quo while newer faculty have a much greater stake in progress as they will benefit from it for a longer time.
- (6) R. Guell
 - (a) Regarding simplistic, univariate, easy to understand but decontextualized measures that populate dashboards, such as the “DFW” rate in a course will be the centerpiece of evaluations for a department’s Foundational Studies course. Those measurements have such limited value without context.
 - (b) D. Bradley
 - (i) You need to provide the context.
- (7) S. Lamb
 - (a) Faculty are adapting to a new student body and they and their departments are struggling.
 - (b) D. Bradley
 - (i) We need data to help them.
 - (c) S. Lamb
 - (i) I don’t know what additional data would help.
 - (d) D. Bradley
 - (i) There are people who say we give too many A’s.
 - (e) B. Kilp???
 - (i) Our NSSE data says we aren’t challenging enough.
 - (f) R. Guell
 - (i) ISU is not among the institutions that give too many A’s. Nationally, the most common grade in higher education is A, but at ISU, we are one of only three schools that has seen freshman grades fall over the last ten years. Hundreds have seen them rise. So if your use of “we” is meant to be higher education as a whole, perhaps “we” give too many, but ISU has not devalued the A.
- (8) C. MacDonald
 - (a) How is it possible that we are too challenging in DFWs and not challenging enough?
 - (b) R. Guell
 - (i) The NSSE data that suggests we aren’t challenging enough is from a survey of seniors whereas the people we are failing are largely freshmen who never get that far. The data aren’t at all inconsistent. We fail a lot of freshmen, perhaps

challenging them more than they are capable of handling, but when our seniors graduate they aren't challenged enough as we have worked so hard to keep the less academically capable alive we haven't challenged the better ones.

Remember, our SATs have fallen again this year...down into the 920s. Moreover, George Kuh is a used car salesman with his surveys. They mean absolutely nothing. No one in the country has tied any of his survey questions to anything of substance, like grades, retention, or success. We should stop buying anything that ends in "SSE."

(ii) D. Bradley

1. Bob is right that there are no studies that make the connection between things they measure and success. They are intuitive. Like, more studying leads to better outcomes. But that survey's results have not been shown to connect to specific measures of engagement to specific measures of success.

(9) D. Bradley

- (a) We need to understand that we have no choice. The pressure coming from HLC and AACSB is there and will continue. It is my goal that we keep with our heritage. I don't want to anything during my term as President to make it miserable for a faculty member when I leave.

(10)K. Yousif

- (a) I worry about making sure there is a balance of younger and older faculty and I am not sure CAAC has that.

(11)S. Lamb

- (a) I suggest we give Dan and Biff time to study our modifications to 351 and see if they can't modify it so set up framework for CAAC to deal with issue. Taskforces have good history, but their work must go through governance. The framework is there.

(b) R. Williams

- (i) If you pass your 351 modifications here and it makes it through the Board, what if the taskforce thinks of things we didn't include in this 351.

(ii) S. Lamb

1. But if the Handbook isn't supposed to be specific, what could they come up with. Everything we have here is general.
2. R. Williams
 - a. But what if we forgot something?

(c) SL vague leaves open for future metrics

(d) C. MacDonald

(i) What is timeline?

(ii) D. Bradley

1. December Board meeting.

(iii) T. Hawkins

1. That's not possible.
2. D. Bradley

- a. The taskforce can issue a report by then.
- (12) S. Lamb
 - (a) Ok. We will step back. Have a taskforce.
- c) Provost R. Williams
 - i) Thank you for participation at Family weekend. There was a terrific turnout at both the African-American Cultural Center and the Sycamore Recreation Center
 - ii) Library and Graduate Dean Search Committees are meeting next week
- 4) Chair Report:
 - a) S. Lamb-No report
- 5) Motion to Approve of the Executive Committee minutes of September 3rd, 2013 as amended
 - B. Kilp-C. MacDonald 9-0-0
- 6) 15 Minute Open
 - a) C. Olsen
 - i) I had a conversation with the bookstore. They report that they are not allowed to send the missing book order report. They were told by the university not to send it because they couldn't sort it. Could they send it to Academic Affairs and could your office sort it?
 - b) R. Guell
 - i) It was reported to me that the University had shut out a potential collaborator on a Lilly Endowment grant on brain drain. Specifically shut out participation from the UP entity on entrepreneurship.
 - (1) D. Bradley
 - (a) There were grant applications sent out in May by all Indiana institutions of higher education and they rejected them all as not having been closely tied to the intent of Lilly. We have revised ours and focused on the Career Center and activities related to teaching our students how to get a job. Our majors teach them what to do when they are on the job, this would help students get a job.
 - c) V. Sheets
 - i) I have been told that season tickets for basketball are now requiring a Foundation gift.
 - (1) D. Bradley
 - (a) This is a problem of communication. Rather than increase the price of the tickets, they have split the price and now require a foundation gift of \$150 in order to purchase season tickets to women's games. They have been doing this for a few years for men's tickets. It was not communicated well. This is allowing a portion of the total cost of the ticket to be tax deductible.
 - ii) V. Sheets
 - (1) Are we engaged in what's going on around 1st Street?
 - (a) D. Bradley
 - (i) Yes. To build a parking lot.
 - d) S. Lamb
 - i) I have been told that the Foundation is once again charging a 10% tax on gifts.
 - (1) D. Bradley

(a) The Foundation has to pay for overhead somehow. They either have to take a lot of the money coming in, a lot of the return on investment, or some of each. However it is done they have to take it from somewhere. I don't believe there has been a change.

e) B. Kilp

i) I am disappointed that we are at the forefront of schools cutting Lecturers' hours to comply with the Affordable Care Act. We have chosen 9 hours. Why not 10 or 11? We have a number of one-hour courses in Music. This will make it much more difficult for us to staff lessons on particular instruments.

ii) D. Bradley

(1) There is some hope that the Department of Health and Human Services will recognize the challenges for students, such as RAs, APAs, SIs, and for coaches so that they will not be included within the definitions requiring full time employees to have health insurance. What we don't want to happen and what we can't afford to happen is us to accidentally be required to give benefits to people. We have to do so purposefully. The reason we have to do this quickly is because the definitions are likely to include a "look-back" period into 2014. We have to have policies in place now.

7) Motion for Adjournment R. Guell-S. Lamb (8-0-0)