

File 1

**INDIANA STATE UNIVERSITY
FACULTY SENATE, 2013-2014**

The University Faculty Senate will meet at 3:30pm, Thursday, March 27, 2014
in **Federal Hall, Room 1**

AGENDA

- I. Memorial Resolutions: Dr. Creason, read by Dr. Conant; Dr. Phillips, read by Dr. Lamb
- II. Administrative Reports: President D. Bradley, Provost R. Williams
- III. Chair Report: Steve Lamb
- IV. Support Staff Report: K. Buchholz
- V. SGA Report: L. Valentine
- VI. Part-Time/Temporary Faculty Advocate: M. Mohran
- VII. Approval of the Minutes of February 13, 2014 (**File 2**)
- VIII. Fifteen-Minute Open Discussion
- IX. Proposal for Counseling Minor: C. MacDonald (**File 3a, b**)
- X. Revisited: Voting Rights for Non-Tenured Faculty
- XI. SAC Motion in Response to Investigating the Desirability to Provide Interim Grades for All Students: J. Buffington, L. Valentine (**File 4**)
- XII. **Pending Approval by Executive Committee:** FAC Motion in response to the charge to examine the possibility of revising the timing governing the constitution of Standing Committees to facilitate consistent operation and earlier beginning of committee work: D. Hantzis (**File 5**)
- XIII. **Pending Approval by Executive Committee:** FAC Motion in response to charge to review Proposal for a Council on Research and Creativity: D. Hantzis (**File 6**)

XIV. Pending Approval by Executive Committee: FAC Motions in response to charge to review the current practice of adjusting the schedule of probationary reviews of tenure track faculty hired with prior service credit toward tenure: D. Hantzis (**File 7**)

INDIANA STATE UNIVERSITY

FACULTY SENATE, 2013-2014

March 27, 2014 3:30pm, Federal Hall, Rm. 1

Minutes

Members Attending: S. Lamb, C. MacDonald, R. Guell, A. Anderson, C. Ball, K. Berlin, L. Borrero, S. Buchanan, J. Conant, R. Fairchild, C. Fischer, E. Hampton, M. Haque, M. Harmon, N. Hopkins, B. Kilp, K. Lee, R. Lugar, S. McCaskey, M. Miller, A. Morales, T. Alberts, D. Richards, M. Schafer, V. Sheets, E. Strigas, B. Yousif, K. Yousif

Members Absent: T. Hawkins, D. Malooley, C. Olsen, C. Stemmans Paterson, D. Richards, R. Schneirov, C. Tucker

Ex-Officio Present: Provost R. Williams, K. Buchholz, R. English, L. Maule, L. Maurer, B. Smith, J. Turman, L. Valentine

Ex-Officio Absent: President D. Bradley, M. Morahn

Guests: D. Hantzis, J. Powers, S. Powers, L. Rosenhein

1. Memorial Resolutions: Dr. Woodrow Creason, read by Dr. Conant; Dr. Phillips, read by Dr. Lamb
 - a. Woodrow Wilson Creason was born in Sioux County, Nebraska, on February 6, 1921. He left this life on February 11, 2014, at Union Hospital. Woody was the third of seven children born to Walter A. Creason and Hattie Thomasson Creason.

Woody met his wife, Maxine, while they were both students at Western Michigan University in Kalamazoo, Michigan. He earned his Master's Degree from the University of Michigan at Ann Arbor and his Ph.D. in Economics from Indiana University in Bloomington, Indiana. Woody moved his family to Terre Haute,

Indiana, in 1956, where he taught Economics at Indiana State University until his retirement in 1991.

In the midst of completing his education, Woody enlisted in the Army Air Corps during World War II. He was a decorated veteran, having served in the Pacific Theater with a B-29 Group on the islands of Guam and Saipan.

During his tenure at ISU, Woodrow was involved in the creation of the ISU Credit Union. He was also a charter member of the Eugene V. Debs Foundation and served the Debs Foundation for many years in various capacities. He was a member of the Terre Haute Economic Development Commission over a period of several years.

Woody, as he was known, was well-liked and respected by his many students, both graduate and undergraduate. He published a text in "Money and Banking," served as Freshman class advisor, and was a moderator of the "Students Speak" radio program.

THEREFORE, BE IT RESOLVED that the Faculty Senate of Indiana State University expresses to his family its sincere sympathy and condolences, and that it further expresses its appreciation for the service, care, and dedication which he gave to his students, the Department of Economics, and the University.

BE IT FURTHER RESOLVED that this testimonial be placed in the minutes of the Faculty Senate and that a copy be transmitted to his family.

- b. Dr. Thomas Arthur Phillips was born in Benton, Illinois on June 19, 1915. He graduated from Benton High School in 1934. He received a Bachelor's degree from Southern Illinois Teacher's College followed by a Master's degree and Doctorate from the University of Illinois.

His teaching career began at Benton High School where he served until he was drafted by the US Army in 1942. His professorial career began at Eastern Illinois University, followed by a stint at Northern Michigan College. In 1959 he joined the faculty of Indiana State Teachers College to become a supervisor of student teachers. He remained at Indiana State until his retirement in 1980.

Tom was a pleasant, sensitive supervisor who guided teacher candidates as they completed their student teaching in the public schools. He additionally taught a

number of graduate classes in teacher education. He was also a long-time member of the University Faculty Senate, championing the rights of faculty.

Tom's career cannot be defined without reference to his gentle demeanor, sense of humor, and self-deprecating reference to his own foibles, including his lack of a sense of direction in a position where he traveled the state and piloted his own airplane in later years.

His marriage to Mable Artz produced three daughters: Marie Norris of Sullivan, Indiana, Billi Slavens of Brownsburg, Indiana, and Linda Sherck, of Davidson, North Carolina. Unfortunately, Mable passed away in 1971. He later married Gladys Johansen, whom he met at a professional conference. Upon retirement, he and Gladys moved to Florida where they became realtors. After 34 years of marriage, she, too, passed away, and Thomas lived alone for a few years before moving to North Carolina to live with his daughter Linda and son-in-law Mike.

Tom was a gentle philosopher, pleasant in his encounters with faculty and students, resilient in life, and possessor of a number of interests. He was always interested in learning. He subscribed to a number of periodicals which he read, studied, and outlined. He had a long and happy life and was a pleasure to be around.

Thomas A. Phillips passed away on February 3, 2014 at Levine and Dixon Hospice House in Huntersville, North Carolina.

BE IT RESOLVED that the Faculty Senate of Indiana State University express to his family its sincere sympathy and condolences, and that it further express its appreciation for the years of service and dedication to his students, the Bayh College of Education, and to the University.

BE IT FURTHER RESOLVED that this testimonial be placed in the minutes of the Faculty Senate and that a copy be transmitted to his family.

2. Administrative Reports: President D. Bradley, Provost R. Williams
 - a. R. Williams: Dr. Bradley sends his regrets; he is currently at an ICC Summit in Indianapolis.
 - i. R. Williams: You may have already seen the announcements; the Dean searches are now complete with the appointment of Dean Crumrin for the Library. I want to express my gratitude for those who attended the open

forums; all our candidates were impressed with the active participation of our faculty, staff, and students.

- ii. We have now entered into banquet season. It takes a lot to coordinate the recognition of students and faculty. There will be a reminder for the Faculty Banquet coming out soon. We look forward to recognizing distinguished faculty this year. There have been some very hard decisions to make.
 - iii. P. Hightower has been moved from the hospital to a nursing home. He is reported to be more ornery than ever and is better than before. He and his wife wanted to express their gratitude for your well wishes; it means a lot to them.
 - iv. Graduation is a month away. As of March 26 5500 tickets have been distributed with requests for 3500 more. Commencement will be packed; and we will have a different seating arrangement this year. The curtain will be gone, allowing for families to be seated around the entire concourse. We will also have overflow seating in the Sycamore Banquet Center and University Hall. The first phase of ticket distribution will be complete this Friday at 5:00pm and students will have a week to request 5 additional tickets. We are doing the best we can to monitor distribution and accommodate requests. There are reportedly 1400 graduating students this year who say they would like to walk; in past years, we have only about 1100 who say they will walk and about 1000 who actually go. Hulman Center has been doing a great job accommodating the changes this year, one of which is the faculty's new seating on the floor. During rehearsal more details will be shared.
3. Chair Report: S. Lamb: No Formal Report
 4. Support Staff Report: K. Buchholz
 - a. Earth Day will be celebrated on campus on April 16, 2014. The Staff Council is aware of President Bradley's desire to become increasingly sustainable. We want to do our part in raising ISU's rating as a Green Campus. On Earth Day staff will be sharing ideas on how to cut down on office expenses on campus while recycling in a very useful way. You're all invited to stop by and see what we've come up with.
 - b. We are beginning to look at ways ISU's staff can become more involved in retention and on-time degree completion. Clearly, the budget is tied to these things, which means that so too is our pay scale. We want our students to succeed in all that they do; but if helping them helps us, it's a win-win situation.

- c. The Staff Council will be teaming up with other organizations on campus to promote Distracted Driving Awareness Month. Lori Vancza will be spearheading this project.
 - d. Staff Council elections are taking place right now. We're filling just under half of our seats this week. The new representatives will be invited to sit in on the April and May meetings, and then officially take office in June. My term is up this year, so come May a new chair will be bringing you reports on the good work of the Council.
5. SGA Report: L. Valentine
- a. Student Government continues to operate this semester; we held our 2014-2015 elections. The President and Vice President candidates ran unopposed. Two-thirds of the Senate were approved yesterday.
 - b. We are discussing the possibility of holding two graduation ceremonies for May of 2015. We are actively discussing the pros and cons, and would welcome your feedback, as we are still gathering information.
 - c. J. Waldron has finished the organizational funding. We experienced a large increase in applications.
 - d. Now that the basketball seasons are over for the men's and women's teams, the Forest has moved its support to the spring season, mainly on the baseball and softball teams.
 - e. There will be a Fun Run on April 5 in Recreation Center East to promote personal health.
6. Part-Time/Temporary Faculty Advocate: M. Morahn
- a. Colleagues: I apologize for not being able to attend in person, but the change in date created a schedule conflict. I hope the questions I raise will have already been addressed by the administration, as happened the last time my report was read in my absence.
 First, since the Federal government has now come down with a firm formula on determining how many classroom hours convert to full-time status, is the University going to adjust the number of hours part-time instructors will be able to teach this fall? IVY Tech has already revised their limit upward to four classes. Will ISU follow their lead? If not, why not?
 Second, what is the administration doing to actively move part-time faculty to full-time status? We have repeatedly been told this was a goal of the administration. What specifically is being done? We know budgets are tight, but given the projected enrollment for fall, what incentives are being offered to colleges or departments to ensure our incoming students will have the necessary classes, taught by qualified instructors, to fulfill our four-year graduation guarantee? Is there a specific plan in place to retain quality part-time instructors,

just as there is an effort to retain quality full-time professors? Respectfully submitted, Michelle Killion Morahn

- i. R. Williams: I appreciate getting this in advance, so I can answer these questions. With regard to “Is the University going to adjust the number of hours part-time instructors will be able to teach this fall?” the answer is no. “IVY Tech has already revised their limit upward to four classes. Will ISU follow their lead?” No. In August Business Affairs brought to our attention that anyone who had over thirty clock hours would have to receive benefits. That impacted our sustainability. We limited it to 28 clock hours, knowing that there should be “wiggle room.” We created a document and sent it to all Deans and Chairs that had adjunct and temporary salaries, hourly and student workers, Gas, and anyone else that would have been benefit eligible in February. The Feds came out with a formula. They looked at 2.25 hours per credit hour. Ours was three. With their formula, if you look at the language, it’s classroom instruction only. Their specifications stated that it does not include office hours, faculty meetings, etc. we kept to the 28 hours. We also want to make sure students have access to part-time and temporary faculty. I don’t know if IVY Tech was across the board. We met with the Deans in February and stood by three clock hours per credit hour. We also discussed it with the Executive Committee, with regard to whom is being actively moved to full-time. Just from last year to this year, we have moved twenty to three-year contracts, which is much more than our 2012 data, I believe. We are also waiting for Deans and Chairs to turn in information for the part-time faculty they need to become full-time faculty. We are still working with departments to figure out which lines to move forward. We have been told this was the goal; what we have done is create an FTE budget, given autonomy to the Deans, and asked the Deans in September—via a memo from me—to get with Chairs and faculty to see which classes we need to offer. We have been 60 percent accurate in the past. The goal this year was to be 95 percent accurate in schedule. One reason is so we could identify the instructors, part-time faculty, and lecturers and give Chairs the opportunity to plan. We have made great strides in that area. We have seen great progress with our schedule. We have a good schedule in place and there will be much less scrambling than in the past. “Is there a specific plan in place to retain quality part-time instructors, just as there is an effort to retain quality full-time professors?” Yes. The evaluation system was changed a few years ago and the Deans have autonomy to hire at will.

- ii. S. Lamb: We have brought and continue to bring this topic into discussion. While student demand must be satisfied, neither the Provost nor the President are insisting that it be through a four-course load. That statement has been repeated often by the President and the Provost. This typically means larger sections and even larger sections in distance courses. As we try to increase enrollment and the student body so we can continue to pay for initiatives and salary increases, it's become quite a circle. I am sure all of you are feeling the speed and pressure that has been brought to bear. We need to find ways to make this growth cycle more efficient. I do hope that we learn how to tap into a student body that is more prepared for entry into the university system. I do think we've gone very rapidly down the recruitment growth cycle. We have the institution to protect. That will be a goal of the Faculty Senate for years to come. We must continue to produce graduates that employers are proud to hire.
- 7. Approval of the Minutes of February 13, 2014
- 8. Fifteen-Minute Open Discussion
 - a. E. Hampton: I wanted to ask for clarification of what you were stating in terms of four-course load?
 - i. S. Lamb: It's not mandatory.
 - ii. E. Hampton: Those people who are undergoing a four-course load, whom should they talk to?
 - iii. S. Lamb: Their Chair and Dean. They need to determine the best way to satisfy student demand. There has not been an edict issued that we must have four courses. The edict that I see is that we must reach our SCH goals. Some colleges are past the goal, and some are very close. Some discussions need to take place regarding the flexibility of goals within the unit. Expensive programs need to be allowed to exist at different ratios but things need to be balanced out in consideration of funding from the state, student demand, etc., including tuition monies, in light of the goals we have. The administration has imposed SCH goals to keep us viable.
 - iv. E. Hampton: Could I suggest that someone make this clearly known that there are a lot of mixed messages out there? There is little clarity campus-wide. We are operationalizing student success.
 - v. S. Lamb: I will say that for the last several years, every year I have served as chair, I think I emphasize the point that Deans and Chairs are not required by the President or Provost to impose a four-course load. Some years, I have received slight rebuffs from the President and the Provost but this year we have, in our informal sessions with the Administration, asked very clearly, "Is the method of reaching our SCH goals within our

domain?” and the President and Provost repeat they are not going to tell the Deans how to accomplish this. A four-course load is not mandatory. The totality of the President’s message makes greater sense. I think the only way to remain a viable research institution is to keep ourselves down to primarily a three (healthy)-course load so our faculty so have the opportunity to engage in research and be transferable.

- vi. B. Kilp: You said some provocative things. If you’re in a situation like they are and having those loads, but the requirements for tenure and review are the same for everyone, those people will have to teach more while trying to hold up the other end. You’re moving towards the situation you’re describing. We’re moving to a full-time teaching campus, little by little.
- vii. S. Lamb: Colleagues, I have heard him say this a number of times, to the point that it worries me. It may be that I have angst I need not have. The President and the Provost do not control the whole ball of wax either, but I think it is up to us as academicians to make sure we continue in our programs and tenuring procedures and recruitment procedures the need for that research leg. I applaud the moving of adjunct faculty to full-time contract faculty, but full-time contract faculty usually do not have a research component. We have certain stipulations in place, but this is absolutely not unique at ISU. I think that for those of us in this profession, it takes so much effort to publish in our respective journals. There is so much risk, and it sometimes doesn’t pay off, but it makes us unique in that we can contribute. I think, Brian, it is as much the faculty’s battle as the administration’s. The Provost and the President are very much concerned with keeping the nature of this university as it is, but I understand that they must respond to pressures.
- viii. K. Lee: I urge the Provost to let some administrators know on this campus that there is not a four-course load. For example, in the English department, there is one professor who is ill. We have been asked to take over his graduate and undergraduate courses, possibly for the duration of the semester. This time the department was informed that those with a four-course load were eligible for compensation. My understanding is that while we spend nine hours in the room, our research is part of our workload. The assumption that we are underemployed is vexing. Are there protocols in place for this? When are people recognized and compensated for taking over the workload?
- ix. R. Williams: When I was approached with this, I thought there was faculty who weren’t deployed effectively. Not as four-course faculty. “Are the

faculty being utilized?” was my question. In each situation I have to look at every dollar that I use. Are there individuals in the department that are not fully deployed? Are they not meeting expectations? When I hear that faculty want to be compensated as in the past, I first ask them to help out a colleague, but we don’t have the money. I initially allowed it, but asked that they not allow that leniency in the future. To my knowledge there were colleagues that weren’t fully deployed. If a department needs additional funds to help a colleague, we will do that, but we must also look at existing resources. I realize the lens is different.

- x. A. Morales: We in our department help each other regularly, but to the end of the semester? To insinuate that we are not being collegial by not covering? It’s a financial issue. It’s being skewed. We are being asked to do something significantly bigger than before.
 - xi. E. Hampton: I echo what B. Kilp was saying on tenure and promotion procedures. Secondly, our review appears to be built on a four-course load, and really, setting up and inequity according to workload is a morale killer. Maybe that’s why people are hostile. As far as the student-faculty ratio, student credit hours are the numerator, and the denominator is either fifteen hours for undergraduates and twelve for graduates. Nine for graduate students would be a more reasonable number, and they would look more fully deployed by modifying the mathematics. For graduate-heavy departments, it’s hard to hit that mark.
 - xii. R. Williams: Three years ago, the twelve came from data. We decided the twenty-one to one—when the department set those goals, those were the definitions. We have had conversations about this, and the President and I are willing to change the definitions, but the goals are going to go up. We have a goal of twenty-one to one now, but it would probably go up to twenty-three or twenty-four. If you want to change that, but not change the goal, you’re going to reach your mark; but to be sustainable financially we have to reach the mark.
 - xiii. S. Lamb: In my department we don’t have any release time. It seems that when your program area or department has an individual whose time has been bought for one legitimate reason or other you should get credit for that. Maybe goals will have to change as a result, but that’s okay.
- b. R. Lugar: I wanted to ask if this or another body is looking at the impact of statewide articulation agreements? What has the state said is equivalent?
- i. S. Powers: The faculty groups are in the process of working in single articulation. Two of the groups have finished their work and all are developing their outcomes. We won’t know the impact as they first go into

place in 2015 and we wouldn't see it until 2017. There is no impact to trace just yet. The outcomes are in the faculty's hands to develop.

- ii. R. Lugar: My concern is when we look at IVY Tech, do we know they're prepared? Are we setting up an expectation? Have they truly met that mark?
- iii. S. Powers: In with the legislation there is assessment. There will be assessment built into that so if a student finishes a statewide transfer core we will have to prove they have met guidelines. They're working first on outcomes.

9. Motion to Approve Proposal for Counseling Minor: C. MacDonald: Motion: A. Anderson, V. Sheets. Vote: 23-0-2

- a. C. MacDonald: This was designed out of the Counseling area. We did collaborate with Psychology on this. In the Counseling curriculum we have no undergraduate program that could be a feeder into graduate programs. The Psychology undergraduate degree is the preferred basis for moving into that program. Because we are in different colleges it is difficult to inform students of this potential. Psychology, Social Work, and Criminology students would be able to get a taste of Counseling and get interested in our graduate program. It would also prep them for graduate work or some entry-level Bachelors-level counseling jobs. All courses are already being offered and will fill existing seats.
- b. R. Lugar: What is it giving these students? What is it preparing them for?
- c. C. MacDonald: To give them additional skills.
- d. V. Sheets: Psychology is a Liberal Arts degree; at the undergraduate level we are training more in science and not the counseling skills students want. Students in career options courses are intrigued about Counseling as a possibility and many have expressed interest in this minor to see if that's what they want before committing to a graduate program.

10. Motion to Approve Voting Rights for Non-Tenured Faculty (Noted at the end of the minutes): S. Lamb B. Kilp; Vote: 17-7

- a. A. Morales: I know we voted this down, but a motion that has been voted on cannot be brought back into consideration unless there is new information to consider. Is that what happened?
 - i. R. Guell: T. Hawkins and the Executive Committee and S. Lamb said it hinged on the work of what a session is in Robert's Rules of Order. In the House and Senate they consider when they were elected to when they are dismissed as a session. What a session is is up to the body. Each different senate meeting is its own session.
 - ii. A. Morales: So we could bring these things up repeatedly.

iii. R. Guell: The Parliamentarian and the Chair get to rule on this, and they have answered, saying it's a legitimate item. It can table it if it wants.

b. Motion to Table A. Morales N. Hopkins; Vote: 5-17

- c. S. Lamb: The new information was due to J. Conant having made a very effective argument. One we should have listened to. He felt that people in this position, contract faculty, would not want at all to participate in the removal of a chair or the hiring of a chair due to politics and the apparent danger associated with it. A motion was sent out to all of the multi-year contract faculty who are in this very position with two statements fairly well laid out. The language was as unbiased as it could be. Both parties were satisfied with the clarity offered. The vote was 28-10 in favor of the right to participate.
- i. N. Hopkins: Out of how many?
 - ii. R. Guell: Fifty-eight were sent out and 38 voted.
 - iii. S. Lamb: It is the case that this set of individuals feel they don't need the paternalistic protection that we thought was in their best interest. That was the gifted argument that carried the day, but it did not sit well with those whom we were making it for. We needed to bring it back.
 - iv. R. Lugar: There were only 28 out of 51 that voted for the right to vote?
 - v. R. Guell: Thirty-eight of 51 voted on this.
 - vi. N. Hopkins: In terms of the inputs from the poll, did you split the questions of hiring a chair versus removing a chair?
 - vii. R. Guell: The summary was the argument that both sides made and asked two questions; which argument was more compelling and regardless of that, did they want the right to vote.
 - viii. J. Conant: Just to be clear, I was trying to protect them and not put them in that position, but if they want to be put there I will support them.
 - ix. A. Morales: Not everybody who voted "no" voted out of protective inclinations. My department is almost 50 percent instructors. With retirements, it will put departments in precarious positions. They don't have the commitment that other full-time faculty have.
 - x. R. Guell: You're right, there were two lines of argument: one is it's not good for them, and two is it's not good for us. N. Hopkins made the case that they didn't want it. That was empirical, not theoretical. N. Hopkins is wrong in my terms. The paternalistic view may be correct, but your argument is unaffected by the data.
 - xi. D. Hantzis: This was a topic of discussion when they constructed this. The Senate might want to consider that there are three departments similar to the one A. Morales has described. It may be voted on, but it's not unreasonable to think about how to answer the concern. In a department

where it's 70/30, compared to the rest of the campus where it's 30/70, it's not taking things into consideration.

- xii. A. Morales: This is for the Provost: hasn't the President said he will recommend it to the Board anyway?
- xiii. R. Williams: Yes, he has.
- xiv. A. Morales: So we are arguing this for no reason.
- xv. R. Guell: This is not for "no reason." This would be a horrifyingly bad precedent for the President to go to the Board to change what constitutes a faculty member's rights. If we maintain the objective we will have said "this is not something we want done" and they will do it anyway. If we have changed our minds it will go on record as our having done so. They have not changed related things against our desires. It really is "vote your conscience." There are two motions here: the first is a clean-up motion. We have already settled that they can vote but there are elements in the first part that clean up our discussion from two years ago—chair selection and removal. We have to choose to apply the first. The debate is whether we apply the second.
- xvi. S. Lamb: This could be both removal and nominating. (quote from 350.5.3.1)
- xvii. R. Guell: There isn't a comment about removing. Which section is removal?
- xviii. N. Hopkins: It just says a majority.
- d. S. Lamb: I ask unanimous consent to include the provision requiring a majority of the tenured and tenure track faculty in both the removal and selection sections..
 - i. N. Hopkins: I object. The problem is you may have departments where you don't have enough tenure and tenure-track faculty to do that.
 - ii. R. Guell: There are provisions for backfilling committees from related disciplines.
 - iii. B. Yousif: How does this solve the issue?
 - iv. R. Guell: Not in any way. Just the nominating procedure to have the tenure and tenure-track faculty have a more central in nomination committees.
 - v. B. Yousif: What does this address?
 - vi. **Motion to Amend J. Conant R. Guell; Vote: 13-12-0**
 - 1. Note: amendment included is underlined in 350.5.3.1 & 350.5.4.1
 - vii. S. Lamb: A. Morales brought up that there are some departments that have a majority of contract faculty, and it could be that faculty would be ruled by those who have a rather short-term interest. The suggestion was made that we insert a phrase that the nomination committee be composed of a

majority of regular faculty. The additional stipulation would be that the majority would have to be regular faculty.

- viii. A. Morales: Which still doesn't address my concern. I'm talking about the actual vote.
- ix. S. Lamb: Can we adapt that to the vote?
- x. R. Guell: No, because then you end up in a situation where you don't end up with a majority.
- xi. D. Hantzis: The difference between them is that all votes are received in the nomination process. Should you get some skewing in the report you could do something about it. In the remediation procedure the language could be altered to read a majority of tenure and tenure-track faculty and a majority of instructors.
- xii. R. Guell: 350.5.4.1-changed to include "fifty percent of everyone and fifty percent of the subset."
- xiii. B. Yousif: Why not tackle this honestly and say we don't want them to vote?
- xiv. S. Lamb: I think a number of us were taking that position, thinking we were protecting them, but they don't want it.
- xv. B. Yousif: Restricting it this way, you're trying to take care of the concern that there is a shortcoming. Why not just say that they shouldn't have the right to vote?
- xvi. S. Lamb: We are discussing the inclusion of the amendment.
- xvii. R. Lugar: I want to say I have a personal objection to what we are doing. Based on information from a survey that has come out after we already voted this down. Only 28 out of 51 people? That's a little over half. We don't know the intention of the people who voted. They were not asked separately.
- xviii. S. Lamb: Ninety-five of one hundred issues we settle without surveying our faculty. If we spend this time on every single issue...
- xix. R. Lugar: But to bring it up when it was already voted down?
- xx. S. Lamb: There were new issues.
- xxi. E. Hampton: I think the key issue is voting for full suffrage. For one group or another to have a majority is not always a good thing.

11. Motion to Approve SAC Motion in Response to Investigating the Desirability to Provide Interim Grades to All Undergraduates: M. Harmon C. MacDonald 25-0-0

- a. K. Yousif: I wanted to ask L. Valentine: I think this is great, but I want you to convey to the students that this works both ways. We faculty want students to meet their end of the bargain. We want you to look at the grades that are posted. I

want my students to be as informed as possible. I want to assume that students will subscribe to some sort of response as well.

- i. L. Valentine: We want to expect of the faculty what they expect of us. If a student doesn't meet a deadline, it's their own fault.
- ii. E. Harmon: I'm in favor of the intent, but why the seventh week?
- iii. R. Guell: L. Valentine made the argument based on getting earlier information when it is most actionable by the student, and the argument for not making it earlier than this week was for faculty who do their semester in threes and might not have formulated a grade in time. It would not be an undue burden early enough to make a change.
- iv. E. Hampton: So it allows them to drop?
- v. R. Guell: To make a change so they can succeed. The drop thing is not the issue.
- vi. L. Valentine: We don't want students digging themselves a hole so deep so early. There is ordinarily not enough time to bring your grade back up with the existing system.
- vii. N. Hopkins: It doesn't say anything about these reports coming from the University. I give feedback constantly.
- viii. R. Guell: This is not Handbook language. This is not going anywhere other than us endorsing an administrative procedure. The intent is crystal clear. It is catalog language.
- ix. L. Borrero: Students don't understand after seven weeks how they're doing in the class? I have to give them a grade to let them know they're not doing well?
- x. L. Valentine: I've had times where I think I'm doing well but I'm doing a grade lower. Given weighted scales, curved grades, misinformation, etc.—students want to know specifically what to expect. Imagine as a first-year student that you have five different ways of measuring grades. Many of the people in this room give assignments early and often and provide feedback. Not all instructors do. There should be some kind of meaningful assignment and grade.
- xi. B. Yousif: Would it be the same as midterm grades?
- xii. R. Guell: I would be called Interim. You have one list—it would be the entire list—and you would give grades to everyone.
- xiii. K. Yousif: The grades would also then go to advisors?
- xiv. C. MacDonald: Yes.

12. Motion to Approve FAC Motion in Response to the Charge to Examine the Possibility of Revising the Timing Governing the Constitution of Standing

Committees to Facilitate Consistent Operation and Earlier Beginning of Committee Work: D. Richards M. Schafer; Vote 23-1-0

- a. N. Hopkins: I don't see the point. They would be working until the new committee came in.
 - i. R. Guell: N. Hopkins' point is circular in that you're borrowing three months. With this you're buying the month of August and the committee members would have an organizational meeting right at the beginning of school. They would have August through April to get their work done. As it stands now committee work doesn't start until mid-September.
 - ii. N. Hopkins: Because we don't get our charges.
 - iii. R. Guell: You will get them in early August. We're buying three weeks of work.

13. Motion to Approve FAC Motion in Response to Charge to Review the Current Practice of Adjusting the Schedule of Probationary Reviews of Tenure-Track Faculty Hired with Prior Service Credit Toward Tenure: A. Anderson- M. Harmon; Vote: 24-0-0

- a. S. Lamb: What D. Hantzis has done is put down that process that most of us follow anyway, which means that if you come in with three years of service then your first year of review here is in your fourth year. Some areas have not been doing this.
 - i. N. Hopkins: This actually did impact my department several years ago when we hired in a chair with five years of experience, but was in his first year here. His first year here was his sixth-year review. We were deciding whether to give him tenure in October.
 - ii. R. Guell: Arts and Sciences and Education are the only ones who don't do annual reviews. It allows for the right evaluation with the right level of warning rather than the pro forma first-year evaluation.

Motion to Adjourn: 5:11pm

Motion Relating to Faculty Voting Rights

Change 245.1.2

From

245.1.2 Definition of University Faculty. All appointees with academic rank and the professional librarians shall constitute the faculty of Indiana State University.

To

245.1.2 Definition of University Faculty. All appointees with academic rank and the professional librarians shall constitute the *regular* faculty of Indiana State University.

Change 305.2.4

From

305.2.4 Regular Faculty. Regular Faculty shall include tenured and tenure-track faculty, and shall also include instructors who perform at least 15 hours of instruction, or equivalent, and who work pursuant to a 2-5 year or a rolling contract. Initial appointments are made at the rank of assistant professor/librarian, associate professor/librarian, or professor/librarian. These ranks are for full-time faculty beginning a probationary period leading to eligibility for tenure.

To

305.2.4 Regular Faculty. Regular Faculty shall include tenured and tenure-track faculty, and shall also include instructors who perform at least 15 hours of instruction, or equivalent, and who work pursuant to a 2-5 year or a rolling contract. Initial appointments of *regular tenured and tenure-track faculty* are made at the rank of assistant professor/librarian, associate professor/librarian, or professor/librarian. *Regular non-tenure-track faculty are appointed with the rank of Instructor.*

Change 305.3

From

305.3 Criteria for Academic Rank.

305.3.1 Degree. Terminal degree in a field appropriate to the discipline in which the candidate teaches, conducts research, scholarship, or creative activity that is required for tenure or promotion. Exceptions may be made in cases of persons of indisputable national renown.

305.3.2 Time in Rank. Assistant professors are eligible to apply for the academic rank of associate professor in their sixth year. Associate professors are eligible to apply for the academic rank of professor in their fourth year at ISU.

305.3.3 Standards of Achievement by Rank.

305.3.3.1 Assistant Professor/Librarian. Documented evidence of adequacy in teaching or librarianship; of potential for achievement in research, scholarship, or creative activity; and of service appropriate to the mission of the faculty member's academic unit are required. Faculty members are to demonstrate continuous professional growth in teaching or librarianship; research, scholarship, or creativity; and service.

305.3.3.2 Associate Professor/Librarian. Documented evidence of effective teaching or librarianship; a record of research, scholarship, or

creative activity which has earned professional recognition at the national or regional level; and evidence of effective service to the University and to either the community or the profession are required.

305.3.3.3 Professor/Librarian. Documented evidence of sustained effective teaching or librarianship; of a record of substantial accomplishment in research, scholarship, or creativity which has led to professional recognition at the national level; and of active, substantive service to the University and to both the community and the profession are required.

To

305.3 Criteria for Academic Rank.

305.3.1 Degree. Terminal degree in a field appropriate to the discipline in which the candidate teaches, *and where appropriate*, conducts research, scholarship, or creative activity that is required for tenure or promotion. Exceptions may be made in cases of persons of indisputable national renown.

305.3.2 *Academic Ranks: The academic ranks for the regular faculty shall be Instructor, Assistant Professor/Librarian, Associate Professor/Librarian, and Professor/Librarian.*

305.3.3 Time in Rank. Assistant professors are eligible to apply for the academic rank of associate professor in their sixth year. Associate professors are eligible to apply for the academic rank of professor in their fourth year at ISU.

305.3.4 Standards of Achievement by Rank.

305.3.4.1 Instructor. Documented evidence of adequacy in teaching; and in particular cases, service appropriate to the mission of the faculty member's academic unit are required. Faculty members are to demonstrate continuous professional growth in teaching.

305.3.4.2 Assistant Professor/Librarian. Documented evidence of adequacy in teaching or librarianship; of potential for achievement in research, scholarship, or creative activity; and of service appropriate to the mission of the faculty member's academic unit are required. Faculty members are to demonstrate continuous professional growth in teaching or librarianship; research, scholarship, or creativity; and service.

305.3.4.3 Associate Professor/Librarian. Documented evidence of effective teaching or librarianship; a record of research, scholarship, or creative activity which has earned professional recognition at the national or regional level; and evidence of effective service to the University and to either the community or the profession are required.

305.3.4.4 Professor/Librarian. Documented evidence of sustained effective teaching or librarianship; of a record of substantial accomplishment in research, scholarship, or creativity which has led to professional recognition at the national level; and of active, substantive service to the University and to both the community and the profession are required.

To Extend Voting Rights to Instructors on the Issue of Chair Selection and Removal

Change 350.1

From

350.1 Appointment. Academic department chairpersons are appointed by the University President on the recommendation of the Provost and Vice President for Academic Affairs and the recommendation of the dean, based on the formal recommendation of the faculty of the department.

To

350.1 Appointment. Academic department chairpersons are appointed by the University President on the recommendation of the Provost and Vice President for Academic Affairs and the recommendation of the dean, based on the formal recommendation of the *regular* faculty of the department.

Change 350.5

From

350.5 Selection and Removal. Chairpersons serve at the pleasure of the dean and the department faculty.

To

350.5 Selection and Removal. Chairpersons serve at the pleasure of the dean and the department *regular* faculty.

Change 350.5.3.1

From

350.5.3.1 Nominating Committee. The full-time tenured and tenure-track faculty members of the department should then proceed to elect a nominating committee composed of at least five (5) but not more than seven (7) full-time tenures or tenure-track faculty members who shall conduct a search for candidates.

To

350.5.3.1 Nominating Committee. The *regular* faculty members of the department should then proceed to elect a nominating committee composed of at least five (5) but not more than seven (7) *regular* faculty members, *a majority of which shall be tenured or tenure-track faculty*, who shall conduct a search for candidates.

Change 350.5.4.1

From

350.5.4.1 Departmental Faculty Communication. After serving at least one (1) academic year as chairperson, a chairperson may be relieved of his/her administrative post provided at least 50 per cent of the full-time tenured or tenure-track faculty members of the department endorse a written communication to the appropriate academic dean giving support of such action

To

350.5.4.1 Departmental Faculty Communication. After serving at least one (1) academic year as chairperson, a chairperson may be relieved of his/her administrative post provided

at least 50 per cent of the *regular faculty members* of the department and at least 50 per cent of the tenured or tenure track faculty endorse a written communication to the appropriate academic dean giving support of such action.

Revised March 1, 2007

Proposers should consult with the dean's office prior to the development of the proposal. Not all proposals can be supported.

F-2 PROGRAM PROPOSAL FORM

Department: <u>CDCSEP</u> College: <u>NA</u> Contact Person: <u>Catherine Tucker</u> Phone: <u>2889</u> Email: <u>Catherine.tucker@indstate.edu</u>	<i>Click here for flow diagram</i> <i>Click here for a sample timeline</i> Degree Level: <u>Undergraduate</u> CIP Code: _____ Major Code: _____ Program Title: <u>Minor in counseling</u> Proposed New Program Title: <u>Counseling Minor</u> Track or Concentration Area, If Applicable: _____
CHECK ALL THAT APPLY <input type="checkbox"/> Graduate <input checked="" type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> New Program <input type="checkbox"/> Existing Program <input type="checkbox"/> Change of Title <input type="checkbox"/> Revision <input type="checkbox"/> Suspension	<input type="checkbox"/> Elimination <input type="checkbox"/> Reactivation <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor <input type="checkbox"/> Certificate <input type="checkbox"/> Licensure Only <input type="checkbox"/> Other(specify)_____
<ol style="list-style-type: none"> For revision, reactivation, and new programs submit all applicable forms in this packet. For suspension or elimination, complete the brief summary and submit F-3 only. Proposals for new degree programs must include the application required by the Indiana Commission for Higher Education. All proposals should also be submitted via electronic media in Microsoft Word format, with signature page scanned. 	

In the space provided, please insert your summary (abstract), information on student learning, proposed catalog copy, and side-by-side comparison of the old and new programs (see Appendix III of the CAPS Manual.)

Brief Summary:

In order to meet the growing demand for well-qualified bachelor's level case managers in the fields of mental health and addictions, we are proposing a minor in counseling. Although any ISU undergraduate could declare this minor, we anticipate PSY, CRIM, and SOWK majors would comprise the majority of the students who select this path. The specific set of courses required for the minor will give the students a solid grounding in basic interpersonal communication skills, an entry-level understanding of the systems of mental health and addictions care in the United States, and some basic understanding of the human brain and its functions. For students majoring in PSY who are not interested in or able to move on to graduate education, this option would increase their skill set for mental health care jobs at the bachelor's level.



**Indiana State
University**

More. From day one.

*Office of the Provost and Vice
President for Academic Affairs*

*Terre Haute, Indiana 47809
812-237-2304
Fax 812-237-3607*

TO: Steven Lamb, Chairperson
Executive Committee, Faculty Senate

FROM: Yvonne Russell *YR*
Office of Academic Affairs

DATE: February 19, 2014

RE: Curriculum Proposal(s)

Attached please find the following curriculum proposal(s) to be reviewed by the committee:

COUNSELING MINOR

Once action has been taken on above listed proposal(s), please return all to me for further action.

Attachment(s)

/yr

Student Learning. How have the results of student outcomes assessment and program or accreditation review been used on the proposed change? How will this change increase student learning and program effectiveness?

Agencies in Indiana and around the U.S. have difficulty locating highly qualified bachelor's level case managers. Case management in mental health and addictions is considered a high growth job sector. Graduates who have a major in PSY, SOWK, CRIM, or a related area and have a minor in COUN, which is skills-based, will have an advantage in the job market relative to other graduates who do not have these skills. A minor in COUN will also make PSY graduates more employable at the bachelor's level. When combined with a specific sequence of courses in PSY, COUN minors may also apply for the new Indiana Licensed Addictions Counselor credential at the bachelor's level. The sequence of courses proposed in the COUN minor give students a solid grounding in basic individual and group intervention skills, a basic understanding of systems of care, and entry-level knowledge of how people grow and develop within families and cultures. Students who plan to go on to graduate school in psychology, counseling, social work, or related fields will also benefit from early exposure to these skills and practices, which are normally only taught at the master's and doctoral levels.

Proposed Catalog Copy:

(18 credit hours)

The minor in counseling is designed to complement majors in human services-related fields. The course work gives students an introduction to interpersonal skills and systems of care. Students who are interested in bachelor's level work in mental health care, addictions services, child protection, family services, criminal justice, or other fields would benefit from gaining these skills. Likewise, students who plan to go on to graduate school in counseling, psychology, social work, criminal justice, or related fields would benefit from course work in counseling.

Recommended sequence of courses (requirements 1, 2 and 3 should be taken in the first two terms, followed by 4, 5, and 6 which may be taken separately or concurrently):

1. PSY 266-Human Growth and Motor Development OR EPSY 221 (FS)
2. EPSY 341-Education in a Multicultural Society (FS)
3. COUN 433-Techniques of Counseling OR PSY 384, Interviewing Skills
4. COUN 415-Group Dynamics (students should take either PSY 384 or COUN 433 prior to attempting this course)
5. COUN 434-Foundations of Mental Health Counseling
6. COUN 436-Marriage Counseling and Family Therapy (note: students should take COUN 433 or PSY 384 prior to attempting this course)

Approval/Review Signatures

Date Vote

If more than one unit is involved, signatures are needed from each unit.

1. Department/unit curriculum committee *[Signature]* 8-16-13 14-0-0
2. Department chair *[Signature]* 8-16-13
3. Dean's Office, College of Education
(Programs that lead to educator licensure) _____
4. College Representative *[Signature]* 1/13/14 9-0-0
5. Academic Dean *[Signature]* 1/13/14
6. Associate VP for Academic Affairs *[Signature]* 1/16/17
7. Teacher Education Committee
(Programs that lead to educator licensure) _____
8. Dean, College of Graduate and Professional Studies _____
9. CAAC or Graduate Council *[Signature]* 1/17/14 7-0-0
10. Senate Executive Committee
(New programs, major revisions so program is substantially new, or proposals with major policy implications. Determined by CAAC or Graduate Council.) _____
11. Faculty Senate
(New programs, major revisions so program is substantially new, or proposal with major policy implications. Determined by CAAC or Graduate Council.) _____
12. Provost _____

Publication Dates:

Proposal: JAN 21 2014

Approval: _____

F-3 DARS REPORT FOR PROGRAMS

Note: Doctoral Programs do not require DARS report

Must be completed before dean's approval so changes can be made.

Attach this form to the program proposal form and submit to the Office of Degree Audit and Transfer, Frickson Hall 235.

(Completed by the Unit)

Department: CDCSEP

Contact Person: Catherine Tucker

Course/Program: Counseling Minor

I. DARS (Completed by Office of Degree Audit and Transfer) Completed

Transfer articulation X
(If present, detail sent to dean and attached to proposal)

Degree Audit ✓
Includes major/minor/other requirements/general education
(If present, detail sent to contact person and attached to proposal)

Comments:


DARS Director

10/14/13
Date

F-4 Program/Course Consultation Form

The proposing unit is required to provide evidence that it has consulted with all units that would be affected by a course or program change or would have a logical interest. The DARS office will provide a list of all programs that require or recommend a course. Please attach this sheet to a copy of the proposal when it is forwarded to the dean's office. If no response is received within 14 days, send an email message to the chair(s) of departments that would logically have an interest in this change and attach a copy of the email message and consultation form with the proposal.

To: Virgil Sheets _____ Date: 7-1-2013

From: Catherine Tucker _____

Program/Course Title: Counseling Minor _____

Attach a complete proposal.

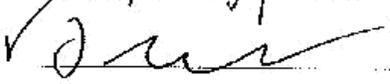
This form serves the purpose of providing information as a courtesy and avoiding duplication. Please take this opportunity to review the enclosed curriculum proposal and to comment upon it in view of your unit's offerings.

Have no reservations concerning this course or program:

Have the following reservations/suggestions concerning this course or program:

Chairperson: Virgil Sheets

Department: Psychology

Signed:  Date: 10/4/13

Responses from proposing unit:

F-6 Unit and Deans' Office Review for Completeness and Accuracy

PROGRAMS: REVISED, REACTIVATED, OR NEW

Department: CDCSEP

Contact person: Catherine Tucker

Telephone: 2889 E-mail address: Catherine.tucker@indstate.edu

It is the department's responsibility to consult with the dean's office prior to development of the proposal to determine whether the proposed change is feasible. Failure to do so is likely to result in a proposal that is not able to go forward or that will be sent back to the department for revision.

Units should make sure that all information below is included with their proposal. Incomplete proposals or those with issues that must be addressed will be returned to the department, curriculum committee, or dean's office within four weeks of receipt of the proposal. Specific feedback will be given on what needs to be addressed. Subsequent modifications will follow a similar four-week interval for review and response.

Provided/
completed

NA

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Proposal clearly related to the results of assessment, program review, and accreditation. |
| <input type="checkbox"/> | <input type="checkbox"/> | All required signature(s) obtained. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | All required votes obtained. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Number of credit hours reported accurately. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | All proposals for new and/or modified courses including syllabi submitted and in good order. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Executive summary or abstract included. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Clear and concise rationale for non-specialists included. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Proposed new catalog copy incorporating the changes and side-by-side comparison included. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Signed DARS Report attached. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Copies of the Program and Course Change Consultation Form are included from any departments/units that are affected or logically have an interest in the change. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Financial/Staffing Resource Review Checklist included. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Library Report attached, if needed. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | All documents referenced in the proposal included. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Guidelines for Undergraduate Curricular Changes followed for undergraduate programs. |
| <input type="checkbox"/> | <input type="checkbox"/> | Other |

Returned to: _____

Date: _____

Rationale for proposal status: _____

F-7 LIBRARY REPORT

Required for new and substantially changed programs, new and substantially changed graduate courses, and courses in which the University may not have adequate library resources (new topics, varied formats).

Department: CDCSEP

Course Prefix: _____ Number: _____ Credit Hours: _____

Program Title: Counseling Minor _____

Course Title: _____

Attached to this report is a:

- Bibliography completed by the department that identifies the critical books, journals (including electronic journals), multimedia (including videotapes, CD's, DVD's, computer simulations, etc.), research resources, and databases essential to support the curricular changes for this course/program. After reviewing this bibliography, the Library and the Department will develop a plan for obtaining future resources.

If distance education (course, program, or part of a unit)

- Plan for meeting the library needs of distance education students (including searching databases, delivery of materials, library tutoring, etc.)

Dean, Library Services

Date

Comments:

This new Minor does not involve any new or revised courses. All courses included in the proposal are active existing courses.

F-8 FINANCIAL/STAFFING RESOURCES REVIEW CHECKLIST

This form must be completed for new courses and for program revisions (not for elimination, banking, or suspension). Attach additional information if needed.

New program proposals must be submitted using *Guidelines, Policies, and Procedures for Developing New Academic Program Proposals from the Indiana Commission for Higher Education*, available at http://www.che.state.in.us/academics/program_guidelines.pdf.

Proposed Course/Program Title: Counseling Minor

Department: CDCSEP

1. Will the proposal require additional faculty, including special purpose or temporary faculty?

Not initially

If yes, indicate the source of funds

Department reallocation College reallocation

External funds, specify source

Other, describe

	Year 1	Year 2
	\$	\$
	\$	\$
	\$	\$
	\$	\$

2. What additional supplies and expenses are required?

No Yes If yes, what is the source of funds?

Department

College

External funding (specify)

3. Will additional equipment and/or space be required?

No Yes

If yes, indicate the source of funds

Department

College

External funding (specify)

4. Will it require additional undergraduate and/or graduate assistant(s)?

No Yes

If yes, indicate the source of funds

Department

College

Graduate Studies

External funding (specify)

5. Will it require additional computer equipment, software, or classroom technology?

No Yes

If yes, state what and indicate the source of funds

Department

College

Office of Information Technology

External funding (specify)

6. Will it require additional classrooms, remodeling, or other space?

No Yes

If yes, indicate the source of funds for laboratories and specifics on space needs and how this will be met. —

CDCSEP has been offering COUN 433, EPSY 341, and EPSY 221 on a regular basis, but not COUN 415, 434 or 436. We plan to offer one section of each new course each year.

7. Provide projected enrollments by year 3 and year 5.—We expect approximately 20 students per year by year 3. The Minor is expected to grow to 40 students per year by year 5. We believe this minor will be attractive to Psychology, Criminology, and Social Work majors.

What are your plans for student recruitment?

Send program information to University College, Psychology Department, and Criminology Department advisors.

Describe additional resource needs and implications:

If external funds will be used, describe and specify how long funds are available.

The signatures below confirm that sufficient resources to support the proposal will be committed by the department and college.

Linda Sperry
Department Chairperson

12-5-13
Date

[Signature]
Dean

1/14/13
Date

David Malooley

From: Catherine Tucker
Sent: Thursday, February 06, 2014 3:49 PM
To: Larry Rosenhein
Cc: David Malooley
Subject: Re: Sequencing question

Sure

On Feb 6, 2014, at 1:50 PM, "Larry Rosenhein" <Larry.Rosenhein@indstate.edu> wrote:

> Could I suggest modifying the language along these lines:

>

> "Recommended sequence of courses (requirements 1,2 and 3 should be taken in the first two terms, followed by 4, 5, and 6 which may be taken concurrently)."

>

> Larry Rosenhein
> Dept. of Chemistry and Physics
> Chair, Curriculum and Academic Affairs Committee Indiana State
> University
> 237-2243

>

>

>

> -----Original Message-----

> From: Catherine Tucker
> Sent: Thursday, February 06, 2014 1:34 PM
> To: David Malooley
> Cc: Larry Rosenhein
> Subject: RE: Sequencing question

>

> Sorry for the confusion, I was trying to simplify it.

>

> They could either take the first couple of courses in one term, or the first alone, then the second and third together. Either way, they need the basics (which I called 1,2,3) before they take 4,5,6.

>

> Does that help?

>

> Catherine Tucker, PhD, LMHC
> Registered Play Therapist- Supervisor
> Associate Professor
> Clinical Mental Health Counseling Program Coordinator Indiana State
> University 333C Bayh College of Education
> 401 N 7th Street
> Terre Haute, IN 47809
> 812-237-2889

>

> Counseling has strong roots at ISU. Celebrating 45 years, 1968-2013

> _____

> From: David Malooley
> Sent: Thursday, February 06, 2014 1:12 PM
> To: Catherine Tucker
> Cc: Larry Rosenhein
> Subject: Sequencing question
>
> Hello Catherine,
>
> A question has arisen concerning the intended sequencing statement. Are you saying that a student must take either the sequence of courses 1 then 2, OR the sequence of courses 2 then 3, and then they may go on to the remainder 4, 5, 6??
>
> Obviously, you would be advising the student, but we just wanted to make sure the committee understood.
>
> Thanks, Dave
>
>
> David J. Malooley
> Secretary, CAAC
> Associate Prof.
> Electronics and Computer Engineering Technology Myers Tech, TC 301D
> 812-237-3395
> david.malooley@indstate.edu<<mailto:david.malooley@indstate.edu>>
>
> To the optimist, the glass is half full.
> To the pessimist, the glass is half empty.
> To the engineer, the glass is twice as big as it needs to be.
>
>
> CONFIDENTIALITY NOTICE: This communication is for the sole use of the intended recipient(s) and may contain information that is confidential, privileged, or otherwise exempt from disclosure under applicable law. If you are not the intended recipient(s), the dissemination, distribution, or copying of this message is strictly prohibited. If you have received this communication in error, please contact the sender immediately and destroy all copies of the original message and any attachments. Receipt by anyone other than the named recipient(s) does not constitute a waiver of any applicable privilege.
>
>

Comprehensive Solution to Voting Rights Issues

Observations:

- 1) We have effectively created a new “academic rank” of Instructor, but have failed to account for that in 305.3 where “academic rank is defined. As a result (by what 245.1.2 says) the definition of “University Faculty” does not include Instructors as having an academic rank.
- 2) We intended to extend voting rights to Instructors when we extended voting rights to “regular faculty.” We made no other amendments to the Handbook when we did this. As things stand, there are two internal inconsistencies and one outstanding dispute as it relates to voting.
 - a. Internal Inconsistencies
 - i. Because “University Faculty” excludes Instructors, they would not be called to University Faculty Meetings (245.1.4), be allowed to vote at a University Faculty meeting (245.1.5), be allowed to sign petitions to call a meeting (245.1.4.2).
 - ii. We clearly want Instructors to have the general right to vote (Voting rights: 245.1.3; Definition of Regular Faculty: (305.2.4)
 - b. Dispute
 - i. Whether the Instructors can vote on Chair Removal and Selection (350.5).
- 3) Only tenured faculty can vote for promotion and tenure (305.6.4) and that has never been challenged.

Solution to the Internal Inconsistencies:

Change 245.1.2

From

245.1.2 Definition of University Faculty. All appointees with academic rank and the professional librarians shall constitute the faculty of Indiana State University.

To

245.1.2 Definition of University Faculty. All appointees with academic rank and the professional librarians shall constitute the *regular* faculty of Indiana State University.

Change 305.2.4

From

305.2.4 Regular Faculty. Regular Faculty shall include tenured and tenure-track faculty, and shall also include instructors who perform at least 15 hours of instruction, or equivalent, and who work pursuant to a 2-5 year or a rolling contract. Initial appointments are made at the rank of assistant professor/librarian, associate professor/librarian, or professor/librarian. These ranks are for full-time faculty beginning a probationary period leading to eligibility for tenure.

To

305.2.4 Regular Faculty. Regular Faculty shall include tenured and tenure-track faculty, and shall also include instructors who perform at least 15 hours of instruction, or equivalent, and who work pursuant to a 2-5 year or a rolling contract. Initial appointments of *regular tenured and tenure-track faculty* are made at the rank of assistant professor/librarian, associate professor/librarian, or professor/librarian. *Regular non-tenure-track faculty are appointed with the rank of Instructor.*

Change 305.3

From

305.3 Criteria for Academic Rank.

305.3.1 Degree. Terminal degree in a field appropriate to the discipline in which the candidate teaches, conducts research, scholarship, or creative activity that is required for tenure or promotion. Exceptions may be made in cases of persons of indisputable national renown.

305.3.2 Time in Rank. Assistant professors are eligible to apply for the academic rank of associate professor in their sixth year. Associate professors are eligible to apply for the academic rank of professor in their fourth year at ISU.

305.3.3 Standards of Achievement by Rank.

305.3.3.1 Assistant Professor/Librarian. Documented evidence of adequacy in teaching or librarianship; of potential for achievement in research, scholarship, or creative activity; and of service appropriate to the mission of the faculty member's academic unit are required. Faculty members are to demonstrate continuous professional growth in teaching or librarianship; research, scholarship, or creativity; and service.

305.3.3.2 Associate Professor/Librarian. Documented evidence of effective teaching or librarianship; a record of research, scholarship, or

creative activity which has earned professional recognition at the national or regional level; and evidence of effective service to the University and to either the community or the profession are required.

305.3.3.3 Professor/Librarian. Documented evidence of sustained effective teaching or librarianship; of a record of substantial accomplishment in research, scholarship, or creativity which has led to professional recognition at the national level; and of active, substantive service to the University and to both the community and the profession are required.

To

305.3 Criteria for Academic Rank.

305.3.1 Degree. Terminal degree in a field appropriate to the discipline in which the candidate teaches, *and where appropriate*, conducts research, scholarship, or creative activity that is required for tenure or promotion. Exceptions may be made in cases of persons of indisputable national renown.

305.3.2 *Academic Ranks: The academic ranks for the regular faculty shall be Instructor, Assistant Professor/Librarian, Associate Professor/Librarian, and Professor/Librarian.*

305.3.3 Time in Rank. Assistant professors are eligible to apply for the academic rank of associate professor in their sixth year. Associate professors are eligible to apply for the academic rank of professor in their fourth year at ISU.

305.3.4 Standards of Achievement by Rank.

305.3.4.1 Instructor. Documented evidence of adequacy in teaching; and in particular cases, service appropriate to the mission of the faculty member's academic unit are required. Faculty members are to demonstrate continuous professional growth in teaching.

305.3.4.2 Assistant Professor/Librarian. Documented evidence of adequacy in teaching or librarianship; of potential for achievement in research, scholarship, or creative activity; and of service appropriate to the mission of the faculty member's academic unit are required. Faculty members are to demonstrate continuous professional growth in teaching or librarianship; research, scholarship, or creativity; and service.

305.3.4.3 Associate Professor/Librarian. Documented evidence of effective teaching or librarianship; a record of research, scholarship, or creative activity which has earned professional recognition at the national or regional level; and evidence of effective service to the University and to either the community or the profession are required.

305.3.4.4 Professor/Librarian. Documented evidence of sustained effective teaching or librarianship; of a record of substantial accomplishment in research, scholarship, or creativity which has led to professional recognition at the national level; and of active, substantive service to the University and to both the community and the profession are required.

To Extend Voting Rights to Instructors on the Issue of Chair Selection and Removal

Change 350.1

From

350.1 Appointment. Academic department chairpersons are appointed by the University President on the recommendation of the Provost and Vice President for Academic Affairs and the recommendation of the dean, based on the formal recommendation of the faculty of the department.

To

350.1 Appointment. Academic department chairpersons are appointed by the University President on the recommendation of the Provost and Vice President for Academic Affairs and the recommendation of the dean, based on the formal recommendation of the *regular* faculty of the department.

Change 350.5

From

350.5 Selection and Removal. Chairpersons serve at the pleasure of the dean and the department faculty.

To

350.5 Selection and Removal. Chairpersons serve at the pleasure of the dean and the department *regular* faculty.

Change 350.5.3.1

From

350.5.3.1 Nominating Committee. The full-time tenured and tenure-track faculty members of the department should then proceed to elect a nominating committee composed of at least five (5) but not more than seven (7) full-time tenures or tenure-track faculty members who shall conduct a search for candidates.

To

350.5.3.1 Nominating Committee. The *regular* faculty members of the department should then proceed to elect a nominating committee composed of at least five (5) but not more than seven (7) *regular* faculty members who shall conduct a search for candidates.

Change 350.5.4.1

From

350.5.4.1 Departmental Faculty Communication. After serving at least one (1) academic year as chairperson, a chairperson may be relieved of his/her administrative post provided at least 50 per cent of the full-time tenured or tenure-track faculty members of the department endorse a written communication to the appropriate academic dean giving support of such action

To

350.5.4.1 Departmental Faculty Communication. After serving at least one (1) academic year as chairperson, a chairperson may be relieved of his/her administrative post provided

at least 50 per cent of the *Regular faculty members* of the department endorse a written communication to the appropriate academic dean giving support of such action.

Cited Areas of the Handbook As they Exist

245.1.2 Definition of University Faculty. All appointees with academic rank and the professional librarians shall constitute the faculty of Indiana State University.

245.1.4 Meetings.

245.1.4.1 Regular Meetings. The University Faculty shall hold two (2) regular meetings during each academic year. The first meeting shall be held during the first six (6) weeks of the academic year, and the University President shall report at this meeting the current status of the University. The second meeting shall be held during the month of May at which the University Faculty Senate and its committees shall report on their activities for the academic year.

245.1.4.2 Special Meetings. Special meetings of the University Faculty may be called by the University President, by the University Faculty Senate, or must be called by the Secretary of the University Faculty Senate on petition of ten (10) percent of the voting members of the University Faculty, or as provided in 245.5.2.

245.1.4.3 Notice. Meetings of the University Faculty shall be announced by the Secretary of the University Faculty Senate at least one (1) week in advance, except in emergencies.

245.1.4.4 Presiding Member. The University President shall preside over University Faculty meetings. In his/her absence, the Chairperson of the University Faculty Senate shall preside.

245.1.4.5 Officers. The officers of the University Faculty Senate shall serve as the officers of the University Faculty.

245.1.4.6 Quorum. One-third of the voting members of the University Faculty shall constitute a quorum.

245.1.4.7 Actions. Substantive actions shall be confined to the passing of resolutions and the introduction of legislative proposals to be voted on by physical or electronic ballot.

245.1.5 University Faculty Vote. Within two (2) weeks after a University Faculty meeting in which legislative proposals have been introduced, the Secretary of the University Faculty Senate shall prepare a ballot for the purpose of voting on the proposals and mail it to each voting member of the University Faculty.

245.1.5.1 Ballots. Ballots shall be returned to the Secretary of the University Faculty Senate within two (2) weeks of the date on which they were mailed by the Secretary. Ballots shall be counted and recorded in the presence of the Executive Committee of the University Faculty Senate.

245.1.5.2 Majority Vote. The proposal in question shall become effective upon approval by a majority of those voting, and by at least 40 per cent of the voting membership of the University Faculty.

305.2.4 Regular Faculty. Regular Faculty shall include tenured and tenure-track faculty, and shall also include instructors who perform at least 15 hours of instruction, or equivalent, and who work pursuant to a 2-5 year or a rolling contract. Initial appointments are made at the rank of assistant professor/librarian, associate professor/librarian, or professor/librarian. These ranks are for full-time faculty beginning a probationary period leading to eligibility for tenure.

305.2.5 Temporary Faculty. Temporary Faculty consists of both full-time and part-time faculty. Temporary Faculty members have academic rank and are appointed with the titles of Lecturer I, II, or III according to their training and prior experience at Indiana State University or elsewhere. Salary differentials should be aligned with these levels. A Lecturer I is a faculty member who has been appointed four terms or fewer. A Lecturer II is a faculty who has an advanced degree and has been appointed a minimum of four terms or has equivalent experience. A Lecturer III is a faculty member with at least one advanced degree who has been appointed a minimum of eight terms or has equivalent experience. Temporary Faculty also includes Instructors.

305.2.5.1 Full-Time Temporary Faculty. Full-time Temporary Faculty shall be assigned to a 15-credit-hour teaching load, or equivalent, each semester, and shall teach pursuant to either a 1-semester or a 1-year contract.

305.2.5.1.1 Lecturers. Lecturers teach pursuant to a 1-semester or 1-year contract.

305.2.5.1.2 Instructors. Instructors teach pursuant to a 2-year to 5-year contract.

305.2.5.2 Part-Time Temporary Faculty. Temporary Faculty shall be assigned 3 to 12-credit-hour teaching load for a one-semester/term period, and include only Lecturers.

305.3 Criteria for Academic Rank.

305.3.1 Degree. Terminal degree in a field appropriate to the discipline in which the candidate teaches and conducts research, scholarship, or creative activity is required for tenure or promotion. Exceptions may be made in cases of persons of indisputable national renown.

305.3.2 Time in Rank. Assistant professors are eligible to apply for the academic rank of associate professor in their sixth year. Associate professors are eligible to apply for the academic rank of professor in their fourth year at ISU.

305.3.3 Standards of Achievement by Rank.

305.3.3.1 Assistant Professor/Librarian. Documented evidence of adequacy in teaching or librarianship; of potential for achievement in research, scholarship, or creative activity; and of service appropriate to the mission of the faculty member's academic unit are required. Faculty members are to demonstrate continuous professional growth in teaching or librarianship; research, scholarship, or creativity; and service.

305.3.3.2 Associate Professor/Librarian. Documented evidence of effective teaching or librarianship; a record of research, scholarship, or creative activity which has earned professional recognition at the national or regional level; and evidence of effective service to the University and to either the community or the profession are required.

305.3.3.3 Professor/Librarian. Documented evidence of sustained effective teaching or librarianship; of a record of substantial accomplishment in research,

scholarship, or creativity which has led to professional recognition at the national level; and of active, substantive service to the University and to both the community and the profession are required.

305.6.4 Peer Review Committees. Each department and the college/schools/library shall elect peer review committees of tenured faculty members to evaluate the achievements of candidates for promotion and tenure. Chairpersons and deans shall not serve on these committees, and faculty members shall participate in no more than one (1) recommendation on a given case. It is the candidate's responsibility to present to reviewing bodies evidence of achievements in the related activities of teaching or librarianship; research, scholarship or creativity; and service.

350.1 Appointment. Academic department chairpersons are appointed by the University President on the recommendation of the Provost and Vice President for Academic Affairs and the recommendation of the dean, based on the formal recommendation of the faculty of the department.

350.5 Selection and Removal. Chairpersons serve at the pleasure of the dean and the department faculty.

350.5.3.1 Nominating Committee. The full-time tenured and tenure-track faculty members of the department should then proceed to elect a nominating committee composed of at least five (5) but not more than seven (7) full-time tenures or tenure-track faculty members who shall conduct a search for candidates.

350.5.4.1 Departmental Faculty Communication. After serving at least one (1) academic year as chairperson, a chairperson may be relieved of his/her administrative post provided at least 50 per cent of the full-time tenured or tenure-track faculty members of the department endorse a written communication to the appropriate academic dean giving support of such action

Motion in Response to SAC Investigation of the Desirability to Provide Midterm Grades for All Undergraduates

“No later than the Wednesday of the seventh week of classes, all undergraduates will receive progress reports in the form of letter grades based on assessments offered through the sixth week.”

File 4

Motion in response to the charge to examine the possibility of revising the timing governing the constitution of Standing Committees to facilitate consistent operation and earlier beginning of committee work. (approved February 24, 2014)

Rationale

The current constitution specifies that the membership of standing committees each year waits until the first meeting of the Senate in August for confirmation. This often means that new standing committees begin meeting no earlier than mid-September and often later. The recommended revision in the By Laws constitutes Standing Committees in April of each year and extends the term of service on Standing Committees to match that of the Executive Committee (August 10-August 9).

The Faculty Affairs Committee recommends the following revisions in the relevant sections of the University Handbook, ByLaws to the Faculty Constitution:

246.1.1.4 Term. Terms of service for these faculty members shall begin ~~with the~~ **academic year August 10 and continue until August 9 each year.** Appointments shall be announced upon University Faculty Senate confirmation at the ~~first last~~ meeting of the University Faculty Senate ~~in the new each~~ academic year. Appointment to a standing committee, except for the Faculty Dismissal Hearing Committee, shall be for a period of two (2) years. Three (3) members will be appointed in even years or four (4) in odd years, depending on the committee; reappointment to a committee is not precluded.

246.1.1.5 Officers. Each standing committee shall elect its own officers from among the faculty in its membership.

246.1.1.6 Regular Meetings. Each committee, except the Faculty Dismissal Hearing Committee, shall meet at least once each month during the academic year at a Indiana State University Policies regularly scheduled time and place which shall be published as soon as the schedule is established.

[Insert]

246.1.1.6.1 First Meeting. The first meeting of each Standing Committee, except the Faculty Dismissal Hearing Committee, shall be in August, prior to the first meeting of the Faculty Senate, if at all possible.]

FAC further recommends that the Executive Committee submit a resolution stipulating that the term of service of the 2013-2014 Standing Committees extends through August 9, 2014.

Observation about impact of changes on current process of “slating” Standing Committees

In addition to the changes in the By-Laws, necessary to accomplish the change in the constitution of Standing Committees, FAC recognizes that the process by which the Executive Committee has slated standing committees will also change. The Constitution and Handbook are silent on this process-- stipulating only that the composition of Standing Committees are proposed by the Executive Committee and confirmed by the Senate. Currently, an ad hoc committee of the prior and new Executive Committee officers meets in the summer to prepare a slate to be submitted to the new Executive Committee for approval and submission to the incoming Faculty Senate at its first meeting in August. FAC recognizes the value of involving both the outgoing and incoming officers in developing committee member slates. We recommend:

1. the officers of the current Senate will prepare a slate prior to the April meeting of the newly elected Senate at which its officers are chosen. The slate can be shared with the incoming officers of the Executive Committee soon after their election, revisions made as needed, and the slate will be presented to the current Senate for approval at its final meeting in April.
2. FAC recommends that Standing Committees be encouraged to meet before the end of the spring semester (or as soon as possible after August 10) to elect officers.
3. Officers will work to identify a time to schedule the committee’s first meeting, which is mandated to occur prior to the first meeting of the Senate in the fall term, if at all possible. It would be helpful if the Executive Committee liaisons are identified as quickly as possible as well.

Relevant Statements from the Constitution of the University Faculty (FAC recommends no change in the Constitution in response to this charge.)

245.7 Article VII: Committees of the University Faculty.

245.7.1 Standing Committees. The standing committees of the University Faculty are created by the bylaws of this Constitution, which determine the size, composition, tenure, and duties of these committees. Standing committees are responsible to the University Faculty through the University Faculty Senate.

245.7.1.1 Open Meetings. Meetings of the standing committees are open, except when a committee determines otherwise.

245.7.1.2 Appointment of Members. Appointive members of the standing committees shall be appointed by, and may be discharged by, the Executive Committee of the University Faculty Senate with the approval of the University Faculty Senate. The membership of the standing committees should reflect the heterogeneous character of the University Faculty.

245.7.1.3 Representation. The members represent the University Faculty, not the college/library to which they may belong, and no college/library is as such entitled to representation on a standing committee.

File 5

Motion in response to charge to review Proposal for a Council on Research and Creativity. (approved 5-1-1; March 3, 2014)

The Faculty Affairs Committee endorses the “Proposal for a Council on Research and Creativity” prepared by the College of Graduate and Professional Studies. The original proposal follows.

Proposal for a Council on Research & Creativity

Objective: To create a single unified Council for Research & Creativity that will assist in the development of relevant policies and procedures that relate to faculty and student scholarship, as well as ensure the continued delivery of two independent grant programs: University Research Grants and the Arts Endowment. The proposed CRC will also receive and comment on annual reports on research administration, compliance issues, and student participation in scholarly activities.

Rationale: The current bi-furcated nature of the University Research and Arts Endowment Committees have not enabled faculty to play a prominent role in the policy making process and does not necessarily provide an effective mechanism for highlighting the important role scholarship plays in the lives of the university, its faculty, and our students. Additionally, the proposed unification of two related standing committees will streamline the current governance structure while ensuring the independence of the two critical grant programs: University Research Grants and the Arts Endowment Grants.

The proposed revision to the ByLaws of the University Faculty replaces section 246.8 University Research Committee and deletes section 246.10 Arts Endowment Committee.

246.8 Council for Research & Creativity

246.8.1 Membership

246.8.1.1 Faculty Representation. Nine (9) with at-least three (3) members of the faculty from departments constituting the performing, visual, literary, and interpretative arts and three (3) members with prior extramural funding.

246.8.1.2 Administrative Representation. Provost and Vice President for Academic Affairs, Deans of the colleges, including the Dean of the College of Graduate and Professional Studies, and the Dean of Library Services, and the chairpersons of the Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC).

246.8.1.3 Student Representation. One (1) graduate and one (1) undergraduate student with at least one of the students pursuing a major or minor in the performing, visual, literary, and interpretative arts or a related field.

246.8.2 Duties. The purpose of the council is to enhance scholarship, research, and creative activity at the university and to advise the administration on relevant policies. The committee shall:

246.8.2.1 Recommend the establishment or change of University policies and procedures related to scholarship, research, & creativity.

246.8.2.2 Administer the Arts Endowment Fund, University Research Fund, and such other research funds as may be designated by the University administration.

246.8.2.3 Annually review a summary of the activities of the university's extramural grant activity, major scholarly initiatives, and any compliance issues (IRB, IACUC, and anonymous summaries of research misconduct) and provide faculty feedback.

Current Statements in the ByLaws of the University Faculty

246.8 University Research Committee.

246.8.1 Membership

246.8.1.1 Faculty Representation. Nine (9).

246.8.1.2 Administrative Representation. Provost and Vice President for Academic Affairs, Deans of the colleges, including the Dean of the College of Graduate and Professional Studies, and the Dean of Library Services.

246.8.1.3 Student Representation. One (1) graduate and one (1) undergraduate student.

246.8.2 Duties. The purpose of the committee is to further the development of research at the University. The committee shall:

246.8.2.1 Recommend establishment or change of University research policies and procedures.

246.8.2.2 Administer the University Research Fund and such other research funds as may be designated by the University administration.

246.10 Arts Endowment Committee.

246.10.1 Membership.

246.10.1.1 Faculty Representation. Seven (7) with interest in the performance, literary, visual, and interpretive arts.

246.10.1.2 Administrative Representation. Provost and Vice President for Academic Affairs, Deans of the colleges, including the Dean of the College of Graduate and Professional Studies, and the Dean of Library Services.

246.10.1.3 Student Representation. One (1) graduate student and one (1) undergraduate student.

246.10.2 Duties. The purpose of the committee is to further the development, exhibition, publication, and performance of art works by the University Faculty. The committee shall:

246.10.2.1 Recommend establishment or change of University policies and procedures that determine the disbursement of funds for meritorious arts projects.

246.10.2.2 Administer the University Arts Endowment Fund and such other funds as may be designated by the University administration.

246.10.2.3 Provide assistance to faculty on methods of applying for University Arts Endowment grants.

File 6

Motions in response to charge to review the current practice of adjusting the schedule of probationary reviews of tenure track faculty hired with prior service credit toward tenure. (approved 7-0-0; March 3, 2014)

Background/Rationale

This charge originated with FAC, in consultation with members of the Executive Committee, when members learned that Academic Affairs sent departments who had hired tenure-track faculty who were awarded credit for prior service a grid dictating an alternative probationary review schedule for such faculty. The entire text of the document sent to departments is copied into this motion as it was sent by AA to chairpersons in fall 2013. The document carries no attribution of authorship and no reference to authorizing policy. FAC attempted to learn the history of the document from staff in Academic Affairs; Barb Anderson, reported that the document “came with her desk” and she was directed to send a copy each fall to chairs of departments that hired faculty with an award of credit. Nancy Rogers, our AA liaison, reported that she found no additional information about the form. Several department chairs reported that they had never seen and/or had no recollection of the document or the adjusted schedule of review.

FAC members’ discussions of the process of annual review and the impact of credit for prior service did not identify sufficient justification for adjusted review. We concluded that the practice of distributing the “grid” to departments who should be ended effective immediately. Further, FAC recommends a revision in 305.4.6, the policy stipulated Notice of Reappointment or NonReappointment to remove the words “at ISU.” It is the only one of the three statements that includes that language. Removing it avoids a potential conflictual reading of expected dates of notification by those faculty in their first year “at ISU” but not in their first probationary year. That recommendation appears as “Part Two” of the motion.

Recommendation

Part One. The Faculty Affairs Committee recommends that the current practice of adjusting the schedule of probationary reviews of tenure-track faculty hired with an award of credit for prior service be ended and that the first probationary review of faculty hired with credit be conducted as the year of review that is equal to the number of years of credit plus the year of current service to ISU. This means that a faculty member hired with 2 years of credit for prior service would undergo a third probationary

year review in his/her first year in a TT position at ISU, a faculty member with 3 years of credit would undergo a fourth probationary year review, or a faculty member with 5 years of credit would undergo tenure review in his/her first year at ISU. Adoption of this motion would eliminate the use of the grid currently distributed by Academic Affairs to govern the review schedule for probationary faculty hired with credit for prior service. (See AA Grid copied below.)

Part Two. The Faculty Affairs Committee recommends the words “at ISU” be deleted from the policy governing the date of Notice of Reappointment or NonReappointment in the first probationary year.

Current Handbook Language (revision in bold)

305.4.6 First Year Notice of Reappointment or Non-Reappointment. During the first year of the probationary period ~~at Indiana State University~~, faculty members shall be notified of their reappointment or non-reappointment by written statement from the University President or the Provost and Vice President for Academic Affairs, no later than March 1.

305.4.7 Second Year Notice of Reappointment or Non-Reappointment. During the second year of the probationary period, notice of reappointment or non-reappointment shall be given no later than December 15.

305.4.8 Third Year and After Notice of Reappointment or Non-Reappointment. Starting with the third year of the probationary period, notice of reappointment or non-reappointment shall be given at least twelve (12) months before the expiration of the appointment.

Copy of the Grid as provided by Academic Affairs.

Note that the current grid does not recognize the possibility of a candidate awarded five years of credit for prior service.

EVALUATION TABLE FOR YEARS OF CREDIT

Year	Number of Years of Credit	Year 1	Year 2 Evaluation
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1	1	1st year	3rd year
1	2	3rd year	4th year
1	3	3rd year	5th year
1	4	5th year	6th year/tenure review