

File 1  
INDIANA STATE UNIVERSITY  
FACULTY SENATE, 2013-2014

The University Faculty Senate will meet at 3:30 pm., Thursday, August 22<sup>nd</sup>, Dede III

A G E N D A

- I. Memorial Resolution  
Ada L. Silvers Kracy Kukurisas
  - II. Administrative Report: President Bradley, Provost Williams
  - III. Chair Report, Steve Lamb  
Appointment of Parliamentarian, Ex. Committee recommends the appointment of Tim Hawkins to the position of Parliamentarian.
  - IV. Support Staff Report—Karen Buchholz
  - V. SGA Report- Logan Valentine
  - VI. P/T Temporary Faculty Advocate Michelle Mohran
  - VII. 15 minute Open Discussion
  - VIII. Committee Memberships
    - Faculty Senate Standing Committee memberships, File 2a
    - Administrative Committee assignments, File 2b
  - IX. GC proposal  
Certificate in Safety Management, Ernie Sheldon, File 3
  - X. Text Book Savings; Virgil Sheets for a history, File 4 (Contingent upon the item being approved at Ex. Committee)
  - XI. Academic Coaching File 3, Linda Maule/Josh Powers File 5
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INDIANA STATE UNIVERSITY  
FACULTY SENATE, 2013-2014

Thursday, August 22<sup>nd</sup>, 3:30 pm., Dede III

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

Absent C. Fischer, R. Peters, E. Strigas, C. Tucker,

Ex. Officios Present: K. Hill-Clarke, C. Tillery, S. Frey, R. Williams, K. Brauchle, J. Gatrell, M. Mohran, J. Murray, B. Smith, L. Maule, D. Bradley, Y Peterson, R. English, , B. Simms

Visitors Present: L. Spence, A. Hay, J. Powers,

Minutes

1. Administrative Report: President Bradley, Provost Williams

a. R. Williams

- i. Welcome. It appears enrollment will be up-by how much we do not know yet. I would like introduce our new dean of the Bayh College of Education, K.Hill-Clarke.
- ii. G. Youngen is the new Interim Dean in the Library. S. Frey will be the acting associate dean. B. Simms has accepted a position at a yet-to-be-named institution. The Faculty Council of the College of Technology has given us procedures from naming an interim dean. After Labor Day the College of Nursing Health and Human Services will be joined by its new Dean, J. Turman.
- iii. National searches will soon be underway for the Dean of Cunningham Library and for the College of Technology.

b. D. Bradley

- i. Enrollment will likely be up by 3-4% largely as a result of greater retention. The exact amount of that increase will require a week or two of seeing who is here and who is not.

2. Chair Report, Steve Lamb

- a. I would like to offer a moment of congratulations and praise of Graduate Dean J. Gatrell. He has been a friend to shared governance by frequently insisting that matters of importance to graduate education come before us.
- b. I would like to move to the appointment of a Parliamentarian, The Executive Committee recommends the appointment of Tim Hawkins to the position. Are there other nominations? N. Hopkins-M. Miller; vote: unanimous
- c. Formal report
  - i. Colleagues;
    1. The year has begun very well, with high levels of cooperation between the Administration and Shared Governance. I am very hopeful that spirit will

continue.

It is the case that the state has seen fit not to throw any additional monies our way, although we have greatly garnered their respect for what that is worth. Frankly, this respect from the state is critical, very critical in order that the threat of equalization does not become a reality. It is the case that the state gives us more money per student than they give any other institution. The President faces this reality every time he goes to the state to make the case for one issue or another. Other institutions constantly remind legislatures of this reality.

Our additional monies that we do obtain will come almost exclusively from student growth. If we continue to have 2 to 3% student growth, we will be able to support initiatives, and give raises without going through wrenching downsizing.

Certainly this fact demands increasing attention be paid to both recruitment and retention. The University College will carry some of this burden, but I am certain that all departments will need to be pro-active in their retention and recruitment efforts. It is the case that some of these students can not be reached, or salvaged, but it is also the case that a good number of them, if they feel that there is a caring attitude, coupled with guidance, will be transformed into University students. We know how to do this.

This is my eighth term as Chair of the Faculty Senate. You do me much honor.

3. Support Staff Report—Karen Buchholz (No report)
4. SGA Report- Logan Valentine (No report)
5. P/T Temporary Faculty Advocate Michelle Morahn. (No report)
6. 15 minute Open Discussion
  - a. N. Hopkins
    - i. I have taught in the basement of Root Hall and have done so for several years. The number of chairs in the room in which I teach has always matched the room limit noted in Banner. This summer cleaning was done and the chairs were removed but when they were replaced, there were more chairs than had existed. I am concerned that this increase is either a not particularly subtle attempt at increasing class size and wonder whether it is in violation of fire code.
  - b. M. Miller
    - i. At your table there is a flyer on Women's Equality Day. I have been told that D. Bradley will be reading a proclamation at ISU's Women's Equality Day celebration.
  - c. B. Kilp
    - i. I would like to invite everyone to participate in a reception after the meeting. It is for international students and is in Rhodes Hall.
7. Committee Memberships
  - a. Faculty Senate Standing Committee memberships, N. Hopkins-A. Anderson; vote: unanimous
  - b. Administrative Committee assignments, N. Hopkins – A. Anderson; vote: unanimous

8. GC proposal

- a. Certificate in Safety Management, Motion to Approve A. Anderson – E. Hampton; Vote: unanimous

i. R. English

1. This is a certificate that was asked for by the HRD program of the College of Technology. It would add a credential to their students in human resources.

1. N. Hopkins

- a. What will it do for them?

b. R. English

- i. According to the Chairperson of HRD it would broaden their knowledge base and make them more employable.

c. J. Gatrell

- i. I would add that if you get two credentials conferred at the same time there is additional coursework required.

9. Text Book Savings

- a. Motion to Approve Amending Handbook Section 310 (Full text at the end of the minutes)  
N. Hopkins – A. Anderson; Vote: 26-2

b. V. Sheets

- i. This policy has its origins in a textbook taskforce that was convened by the President in the summer of 2012 and reported to the Provost in the Fall of 2012. We received their report in January. Among the report's recommendations were for a textbook rental program. Though such a program would save students money, it was deemed too expensive to pursue. FAC and SAC were both charged with analyzing the report's other recommendations and both summarily rejected the report's conclusions. Last year's Executive Committee was uncomfortable offering only a "No" to the administration and drafted a set of principles that the Senate endorsed at its last meeting. As a result of some misunderstanding or miscommunication, the President took a proposal to the Board in June. I objected at the Board and the President helped us table the motion. It was clear, however, that the Board was willing to pass something then and that we had to come up with something soon. As such the officers of last year and this year met with the administration and drafted several counter proposals. What you have today is the result. We believe this is the best we can hope for.

c. S. Lamb

- i. Much work was done over the summer. R. Guell drafted several proposals and one, in particular, worked well and formed the basis for this proposal. As is his nature, though, it was overly legalistic. V. Sheets and C. MacDonald worked to shorten it and alter its tone. We took that to the entire Executive Committee for our first meeting. T. Hawkins made two very insightful observations that further improved the document. We hope you will support this. It is, indeed, the best we will get. The administration moved a long way in our direction.

d. A. Morales

- i. Where did this come from? What is the motivation? Are there students who aren't being retained because of the cost of textbooks?  
ii. S. Lamb, I want to be inform you that our President has consistently made it known that faculty may advise students of alternatives when they are involved in purchasing class room materials.

e. R. Guell

- i. There are real issues regarding textbook costs and their escalating price. I am a textbook author and when I signed with McGraw-Hill it was with the

understanding that the first edition would sell for \$50. It first sold for \$75 and is now \$160. Further, regarding faculty not ordering books on time, which this policy is aimed at dealing with, my son is taking a class this fall with a senior faculty member teaching a course he has taught for years and the text was not ordered until two weeks ago. That had cost-raising two impacts. First, it made it so that last year's students could not sell their books back at the full value and second, it made no used books available this year. That book is \$240 new.

- f. L. Maule
  - i. With 50% of our students on Pell grants, which, by the way, are required to pay for tuition and fees first, and with textbooks costing \$500-\$700 per semester, the costs are an important issue.
- g. S. Lamb
  - i. Many of our students are not purchasing the books.
- h. C. Olsen
  - i. The causality may be that the costs of the books are making it so they do not buy them and thereby do worse in their courses.
- i. R. Fairchild
  - i. One thing I like about this policy is that it puts the accountability on faculty to order on time.
- j. N. Hopkins
  - i. I would point out that I have asked the bookstore to order any recent edition so that students could take advantage of the lower costs. What they say is that their system cannot handle a situation like this where they are "required" to buy the most recent edition "or" the one prior to that "or" the one two prior to that.
- k. V. Sheets
  - i. The officers wanted to focus on those policies that would have the greatest impact and that is why we focused on ordering on time. I would also say to A. Morales that whether or not there is an actual link between textbook costs and retention, the Board thinks there is and that tuition is not the only portion of student cost.
- l. C. Olsen
  - i. We talked at Exec about some things that Barnes and Noble needs to do. I would report that they simply lost one of our orders and didn't inform anyone of the missing order until the first week of classes. We need to build in procedures where they are accountable as well.
- m. R. Guell
  - i. I want to return to A. Morales' question. You asked for evidence. Though it is old, about eight years ago we did an exit survey of students who did not return and finances were third, behind academics and personal issues, for why students did not return.
- n. S. Lamb
  - i. I would suggest that there is great flexibility in the policy for faculty. Less expensive books can be ordered. I would also say we asked for much and we received much. The reality is that if we pass this bill, we will have retained a large part of our control, and if we do not, we will have no control..
- o. R. Schneirov
  - i. What is the power of the advisory committee? Will they faculty have appeal process?
- p. S. Lamb
  - i. The Advisory Committee doesn't exist as an appeal committee; Appeals would go through departments. This committee is set up as an educational and advisory committee for faculty.
- q. E. Hampton

- i. If I read the policy correctly, if I do not teach the course every semester, I have to use the default text. If I do teach it every semester I can.
  - r. R. Guell
    - i. You are correct. You can appeal to your chair or dean.
  - s. N. Hopkins
    - i. It is important to understand that the existing policy has no appeals of chair approval. I would note that the deadlines are on the assumption that faculty have been assigned to courses.
  - t. L. Borrero
    - i. Is there an estimate of how much this will save students
  - u. S. Lamb
    - i. No. Only that it will be cheaper.
  - v. R. Guell
    - i. Most of it will relate to timely orders.
  - w. D. Bradley
    - i. I would note that 80% of books are available as e-books and 40% as rentals. A rental program would save students the most money but would require a \$15 million investment. Default books are the means by which we get books ordered at the right time.
  - x. B. Yousif
    - i. How big a problem is this?
  - y. D. Richards
    - i. Are default books supposed to be chosen based on being cheap?
  - z. D. Bradley
    - i. It is the expectation that the default books are one of the choices that individuals are making. I would also ask you to look at this from the perspective of the trustees. If we gave them the raw data, they would go crazy. We need something that is easy to follow, that will save money, and is reasonable.
  - aa. D. Malooley
    - i. Do the dates match the requirements of the law?
  - bb. D. Bradley
    - i. We will have to look at the dates.
  - cc. R. Guell
    - i. Aside from the fact that we register for summer classes as early as November, the do comply. We comply with the law by having a link to the Barnes and Noble site on the registration page. The 15<sup>th</sup> date gives the bookstore two weeks to make those links.
  - dd. D. Malooley
    - i. What about the loose-leaf books? They have no resale value.
  - ee. R. Guell
    - i. Looseleaf books are designed to be unsellable at the end of the semester. They are usually around the rental or e-book prices that also have no resale value. These software keys, e-books, and looseleaf books are all about killing the used book market.
  - ff. J. Conant
    - i. I have seen every version and was at the Board meeting. This is the best option we have.
  - gg. A. Morales
    - i. Can we build in some accountability for the bookstore?
  - hh. D. Bradley
    - i. D. McKee and I will be meeting with the bookstore and will ensure that they are aware of what is required of them in this policy.
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## 10. Academic Coaching

- a. *Because this was an informational item, only a summary is attached.*
- b. L. Maule presented a summary of the intent of the academic coaching initiative. It is through a contractor, InsideTrack, and is costing the university \$700,000 this year. The contract specifies that half of this year's student body will be randomly assigned into the cohorts receiving coaching and not receiving coaching and if there is not a 5% difference in the fall to fall retention rate of the two cohorts, the contract can be terminated. Otherwise the coaching will be extended to all students and the program will continue. If it achieves the 5% threshold, it will easily pay for itself. Concerns were expressed regarding why this project was outsourced and why it was not run through the graduate program in Student Affairs. The administration responded by noting the expertise and experience of the contractor and the experimental nature of the program which will allow the contract to be terminated should it fail to justify the expense. Concern was expressed that the research showing its effectiveness was internal, though this was disputed by the administration. A mea culpa was offered regarding the poor communication that surrounded the preliminary work last year and a promise offered that this was not going to be used as a technique to solicit performance evaluations on faculty or advisors.

Meeting adjourned at 4:49pm

File 2a

**UNIVERSITY FACULTY SENATE STANDING COMMITTEES 2013-2014**

**Administrative Affairs Committee**

**Term ends 2015, AAC**

Nora Hopkins, Assc Professor, Mathematics & Computer Science, SENATOR  
Leah Nellis, Assc Professor, Adams Fac Fello, CD & Coun, School, & Ed Psych  
Kelly Wilkinson, Professor, Mgt, Info Systems and Bus Ed

**Term ends 2014, AAC**

Richard Baker, Asst. Professor, Aviation Technology  
Steve Hardin, Assoc. Librarian, Library Services  
Leamor Kahanov, Chair & Professor, Applied Medicine & Rehabilitation  
Feng-Qi Lai, Professor, Curriculum, Instruction & Media Tech.

**Alternates for AAC**

Maureen Johnson, Asst Professor, Dept of Applied Health Sciences  
Jennifer Ryan, Asst Professor, History  
Linda Sperry, Chair & Professor, CD & Coun, School, & Ed Psych

**Arts Endowment Committee**

**Term ends 2015, AEC**

Michael Jackson, Asst Professor, Theater  
Cinda May, Assc Librarian Chair Spec Coll, Library Services  
Aaron Morales, Assc Professor, English, SENATOR

**Term ends 2014, AEC**

Steve Gruenert, Chair & Assoc. Professor, Dept. of Educational Leadership  
Robyn Lugar, Associate Professor, Social Work  
Catherine Tucker, Asst. Professor, CD & Coun., School, & Ed Psych, SENATOR  
Keri Yousif, Dir & Assc Professor, Languages, Literatures, Linguistics, SENATOR

**Alternates for AEC**

Tina Kruger Newsham, Asst Professor, Dept of Applied Health Sciences  
Heather Rayl, Asst Librarian, Library Services

**Curriculum and Academic Affairs Committee**

**Term ends 2015, CAAC**

Sue Kiger, Chair & Assc Professor, Curriculum, Instrctn, & Media Tech  
Dave Malooley, Assc Professor, Electronic & Computer Engin Tech, SENATOR  
Larry Rosenhein, Assc Professor, Chemistry & Physics  
Ethan Strigas, Assc Professor, Kinesiology Recre & Sport, SENATOR



**Term ends 2014, CAAC**

Jeffrey Decker, Assc Professor, Acct, Fin, Insur & Risk Mgmt  
Rolland McGiverin, Librarian, Library Services  
Alister McLeod, Asst Professor, Applied Engineer & Tech Mang  
Barbara Skinner, Assc Professor, History  
Kevin Ward, Instructor, Communication

**Alternates for CAAC**

Andreas Kummerow, Instructor, Baccalaureate Nursing Completion  
Joe West, Assc Professor, Chemistry & Physics

**Faculty Affair Committee**

**Term ends 2015, FAC**

Susan Frey, Chair & Assc Librarian, Library Services  
Darlene Hantzis, Professor, Communication

**Term ends 2014**

Lindsey Eberman, Asst. Professor, Applied Medicine & Rehabilitation  
Mike Harmon, Professor, Acct., Fin., Insur. and Risk Mgmt., SENATOR  
Jolynn Kuhlman, Professor, Kinesiology Recreation & Sport  
Marsha Miller, Librarian, Library Services, SENATOR  
John Pommier, Chair & Professor, Kinesiology Recreation & Sport

**Alternates for FAC**

Betty Phillips, Professor, Languages, Literatures, Linguistics  
Anna Viviani, Asst Professor, CD & Coun, School, & Ed Psych

**Faculty Economic Benefit Committee**

**Term ends 2015, FEBC**

Shelly Arvin, Asst Librarian, Library Services  
Don Richards, Professor, Economics  
James Smallwood, Professor, Applied Engineer & Tech Mang

**Term ends 2014, FEBC**

Stan Buchanan, Associate Professor, Political Science  
Jin Park, Asst. Professor, Acct, Fin, Insur and Risk Mgmt  
Cat Paterson, Professor, Applied Medicine & Rehabilitation, SENATOR  
Jennifer Ryan, Asst. Professor, History

**Alternates for FEBC**

Jeff Kinne, Asst Professor, Mathematics & Computer Science  
Farman Moayed, Asst Professor, Built Environment

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## **Graduate Council**

### **Term ends 2015, GC**

Tad Foster, Professor, Human Res Devel & Perf Tech  
Alvaro Gurovich, Asst Professor, Applied Medicine & Rehabilitation  
Peggy Weber, Assc Professor, Social Work

### **Term ends 2014, GC**

Will Barrett, Professor, Dept. of Educational Leadership  
Karen Evans, Assoc. Librarian, Library Services  
Rusty Gonser, Assoc. Professor, Biology  
Eric Hampton, Assoc. Professor, CD & Coun, School, & Ed Psych, SENATOR  
Derek Kingsley, Asst. Professor, Kinesiology, Recreation & Sport  
Liz O' Laughlin, Professor, Psychology

### **Alternates for GC**

Stephen Aldrich, Asst Professor, Eath & Environmental Systems  
Carrie Ball, Asst Professor, CD & Coun, School, & Ed Psych, SENATOR

## **Student Affairs Committee**

### **Term ends 2015, SAC**

Lisa Decker, Assc Professor, Criminology & Criminal Justice  
Shaun Grammer, Asst Professor, Applied Medicine & Rehabilitation, SENATOR

### **Term ends 2014, SAC**

Azizi Arrington-Bey, Asst. Professor, Built Environment  
Cheryl Blevens, Asst. Librarian, Library Services  
James (Jim) Buffington, Assoc. Professor, Mgmt Info. Sys. & Bus. Ed  
Jeffrey Hauser, Asst. Professor, Aviation Technology  
John Liu, Assoc. Professor, Acct., Fin., Insur. and Risk Mgmt

### **Alternates for SAC**

Rebecca Hinshaw, Asst Professor, Elementary, Early, & Special Ed  
Alina Waite, Asst Professor, Human Res Devel & Perf Tech

## **University Research Committee**

### **Term Ends 2015, URC**

Tim Demchak, Assc Professor, Applied Medicine & Rehabilitation  
Barbara Eversole, Asst Professor, Human Res Devel & Perf Tech  
Jennifer Latimer, Assc Professor, Earth & Environmental Systems

### **Term ends 2014, URC**

Kathryn Bauserman, Assoc. Professor, Elementary, Early, & Special Ed  
Chris Fischer, Assoc. Professor, History, SENATOR  
Mandy Reid, Assoc. Professor, English

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Carolyn Wallace, Assoc. Professor & Dir Ct Sci Ed, Biology

**Alternates for URC**

Deb Israel, Assc Professor, Economics

Richard Kjonaas, Professor, Chemistry & Physics

**Faculty Dismissal**

Kim Bodey, Assc Professor; Kinesiology Recre & Sport (term ends 2018)

John Conant, Chair and Professor; Economics (term ends 2018)

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File 2b

**All University Committee Nominees for 2013-2014 Academic Year**

**Assessment Council**

Kim Bodey, Assc Professor; Kinesiology Recre & Sport  
Elizabeth O'Laughlin, Professor; Psychology

**Athletics**

Kim Bodey, Assc Professor; Kinesiology Recre & Sport  
John Conant, Chair and Professor; Economics  
Katherine Lee, Assc Professor; English  
Jack Maynard, Professor; Educational Leadership  
Joe Sanders, Professor; Acct, Fin, Insur and Risk Mgt

**Council on Diversity**

Leslie Barratt, Chair and Professor; Languages, Literatures, Linguistics  
Ann Chirhart, Assc Professor; History

**Parking, Traffic and Personal Safety**

Rhonda Impink, Assc Professor; Social Work  
Jeanne Sowers, Assc Professor; Applied Medicine & Rehabilitation

**Student Success Council and Statagic Enrollment Management**

Cheryl Blevens, Asst Librarian; Library Services  
Kathryn Berlin, Asst Professor; Dept of Applied Health Sciences  
Dan Clark, Assc Professor; History  
John Conant, Chair and Professor; Economics  
Tim Mulkey, Assc Professor; Biology  
Joe West, Assc Professor; Chemistry & Physics

**University Archives**

Dianna Cooper-Bolinskey, Asst Professor; Social Work  
Cinda May, Assc Librarian Chair Spec Coll; Library Services

**University Health Benefits**

Bob Huckabee, Associate Professor Emeritus; Criminology & Criminal Justice  
Terrance Parks, Professor Emeritus; Economics

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**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**

<p>Department: <u>Built Environment</u></p> <p>College: <u>College of Technology</u></p> <p>Contact Person: <u>Boris Blyukher</u></p> <p>Phone: <u>3953</u> Email: <u>bblyukher@indstate.edu</u></p>	<p><i>Click <a href="#">here</a> for flow diagram</i>  <i>Click <a href="#">here</a> for a sample timeline</i></p> <p>Degree Level: <u>Certificate</u> CIP Code: <u>150701</u>                  Major Code: _____</p> <p>Program Title: _____</p> <p>Proposed New Program Title: <u>Certificate in Safety Management</u></p> <p>Track or Concentration Area, If Applicable: _____</p>
<p><b>CHECK ALL THAT APPLY</b></p> <p><input checked="" type="checkbox"/> Graduate  <input 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</p>	<p><input type="checkbox"/> Elimination  <input type="checkbox"/> Reactivation  <input type="checkbox"/> Major  <input type="checkbox"/> Minor  <input checked="" type="checkbox"/> Certificate  <input type="checkbox"/> Licensure Only  <input type="checkbox"/> Other(specify) _____</p> <p style="text-align: center;"><b>RECEIVED</b>  <b>FEB 05 2013</b>  <b>Academic Affairs</b></p>
<p>1. 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.</p> <p>2. Proposals for new degree programs must include the application required by the Indiana Commission for Higher Education.</p> <p>3. All proposals should also be submitted via electronic media in Microsoft Word format, with signature page scanned.</p>	

**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:**

The proposed Certificate in Safety Management is designed for students enrolled in an ISU Graduate Program (except for Occupational Health and Safety majors) who want to study and apply the principles of workplace safety and US governments regulations for occupational safety in their professional career.

The Certificate will be awarded only to students who have completed their major Graduate Program and 12 hours of required courses in the Safety Management Program.

The proposed Certificate in Safety Management includes the following web courses (3 hrs each):

SFTY 606, Human Factors/Ergonomics in Safety Management, is a hybrid course (web and lecture) covering Human Factors and Ergonomics in Safety Management. The course is an inquiry into the physiological, behavioral, and environmental variables which affect occupational health and safety. (Elective)

SFTY 608, Safety Legislation, Litigation, and Compliance, is a web course representing a guideline of organizational and legislative aspects of Industrial Health and Safety to maintain accident protection and prevention in buildings, industrial and construction sites. (Required)

SFTY 610, Safety Inspections, Assessment, and Control, is a web course designed to prepare students for the development and administration of health and safety programs in the workplace. The primary focus of the course is on fundamental principles and concepts of the theory and application of safety management methods and techniques to develop Occupational Safety programs for a variety of industries to comply with US government regulations and standards. (Elective)

SFTY 616, Administration Methods and Procedures for Occupational Safety Management Programs, is a web course representing an overview of the concepts and methodology of supervisory methods and techniques to develop leadership qualities, to promote human relations, and to upgrade contributions of employee personnel involved in various types industrial safety programs. The course is designed to prepare students for the development and administration of industrial safety programs in the workplace and impart an understanding of the development and use of safety program to improve the safety performance of an organization. (Elective)

SFTY 627, Safe Transportation and Management of Hazardous Materials, is a web course representing guidelines of organizational and legislative aspects of handling of hazardous materials at workplace to maintain accident protection and prevention by establishing effective management of hazardous materials use, storage, transportation, and disposal. (Elective)

SFTY 628, Fire Science and Protection Systems, is a web course representing an overview of the concepts and methodology of fire protection methods and techniques. The course is designed to give students a guideline of organizational and engineering aspects of fire protection and prevention. Emphasis is placed on the basic concepts of recognition, evaluation, and control of fire hazards in buildings, industrial and construction sites. (Elective)

SFTY 630, Foundations of Occupational Safety and Health Management, is a web course covering the foundation of occupational health and safety management. The course provides an understanding of the fundamental concepts in accident theory and prevention. There is an emphasis on the identification and development of comprehensive occupational health and safety management programs. (Required)

**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?**

The proposed Certificate in Safety Management Program will prepare students to carry or share responsibilities in occupational safety management for various industries.

Upon successful completion of the proposed Certificate in Safety Management program, students will be able to understand (use):

- Federal Acts and regulations for occupational safety.
- Importance of accident prevention to the safety professional.
- The impact of federal regulations of accident prevention and fire protection.
- Safety and environment and fire protection standards.
- Procedure for recordkeeping and reporting in industrial safety.
- Employer and employees responsibilities and rights.
- Industrial Hygiene recognition, evaluation, and control procedures.
- Recognition of solvents, dust, vapors, mists, and fume hazards.
- Evaluation of airborne contaminant hazards.
- Selection, care, use, and maintenance of personal protective equipment.
- Application safety inspection and audit fundamentals and concepts and terms associated with safety inspection and audit.
- Identification major occupational and fire hazards at facilities.
- Identification and application safety management program elements, procedure, and implementation at different levels of organization.
- Major safety requirements for records and documentation, OSHA Forms for log of work-related injuries and illnesses and injury and illness incident report.
- Effective methods, key techniques, procedures, and documentation for conducting safety training.
- Major safety requirements for OSHA Hazard Communication Standard.
- Safety training program elements, procedure, and implementation.
- Methods used in the evaluating and assessing safety program effectiveness.
- Criteria for identification of hazards to health, life, materials, and the environment.
- Legislation pertaining to hazardous substances and wastes and definitions pertaining to these substances with respect to the law and code of federal regulations.
- Different types of chemicals with respect to hazard nature, characteristics, and controls for corrosives, organics, plastics, resins, oxidizers, explosives, water reactive materials, etc.
- Classification of materials according to United Nations and DOT Hazard Classes.

- Regulations for shipping, packaging, and labeling hazardous materials.
- OSHA requirements, standards, and regulations on hazard identification and methods of engineering and administrative control in areas containing hazardous materials.
- Concepts of human factors.
- Effects of worksite conditions on human body systems.
- Cognition and information processing.
- Learn displays and controls that can affect anthropometry in workspace design.



**Proposed Catalog Copy:**

Certificate in Safety Management is a group of four courses (12 hours combined) representing fundamental principles and concepts of the accident prevention theory and application of safety management. The courses include organizational and legislative aspects of health and safety, methods available for improving workplace health and safety through effective communication, and human factors and ergonomics to maintain accident protection. Methods and techniques give guidelines to development occupational safety programs. The Certificate includes the following:

Required courses:

SFTY 608, Safety Legislation, Litigation, and Compliance, (3 hours)

SFTY 616, Administration Methods and Procedures for Occupational Safety Management Programs, (3 hours)

Elective courses:

Choose two electives from the following:

SFTY606, Human Factors/Ergonomics in Safety Management, (3 hours)

SFTY 610, Safety Inspections, Assessment, and Control, (3 hours)

SFTY 627, Safe Transportation and Management of Hazardous Materials, (3 hours)

SFTY 628, Fire Science and Protection Systems, (3 hours)

SFTY 630, Foundations of Occupational Safety and Health Management, (3 hours).

**Please Insert a Side-by-side Program Comparison.**

OLD PROGRAM		NEW PROGRAM	
Course Prefix and number	Credit hours	Course Prefix and number	Credit hours
		SFTY 608	3
		SFTY 616	3
		2 elective courses:	
		SFTY 606	3
		SFTY 610	3
		SFTY 627	3
		SFTY 628	3
		SFTY 630	3
TOTAL HOURS		TOTAL HOURS	12

**Please insert any important and pertinent minutes/notes from committee meetings about this proposal.**

Approval/Review Signatures

Date Vote

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

1. Department/unit curriculum committee [Signature] 12-11-12 10-0-0
2. Department chair [Signature] 13 Dec 12
3. Dean's Office, College of Education  
(Programs that lead to educator licensure) \_\_\_\_\_
4. College Representative [Signature] 1/25/13 5-0-0
5. Academic Dean [Signature] 2.4.13
6. Associate VP for Academic Affairs [Signature] 2/11/13
7. Teacher Education Committee  
(Programs that lead to educator licensure) \_\_\_\_\_
8. Dean, School of Graduate Studies [Signature] 4/23/13
9. CAAC or Graduate Council [Signature] 4/23/13 (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: FEB 18 2013

Approval: \_\_\_\_\_

F-3 DARS REPORT FOR PROGRAMS

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, Erickson Hall 235.

(Completed by the Unit)

Department: Built Environment

Contact Person: Boris Blyukher

Course/Program: Certificate in Safety Management

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

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

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

Comments:

Cindy Otto  
DARS Director

1/28/13  
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: Cindy Crowder Date: 11/30/12

From: Safety Management

Program/Course Title: Safety Certificate

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: Cindy Crowder

Department: HRD & Performance Technologies

Signed: Cindy Crowder Date: 12-5-12

Responses from proposing unit:  
\_\_\_\_\_

## 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: Built Environment

Course Prefix: \_\_\_\_\_ Number: \_\_\_\_\_ Credit Hours: \_\_\_\_\_

Program Title: Certificate in Safety Management

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.)

Alberta Conner

Dean, Library Services

12/14/12  
Date

Comments:

\_\_\_\_\_

### 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](http://www.che.state.in.us/academics/program_guidelines.pdf).

Proposed Course/Program Title: Certificate in Safety Management

Department: Built Environment

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

No  Yes

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.

7. Provide projected enrollments by year 3 and year 5.

What are your plans for student recruitment?

10

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.

Robert E. Ennis  
Department Chairperson

12 Dec 12  
Date

[Signature]  
Dean

2-4-13  
Date

Certificate in Safety Management Program

**Plan for meeting the library needs of distance education**

1. Working with library liaison.
2. Use electronic database and interlibrary loan.



Program: **Certificate in Safety Management** (To Form F-7, Library Report)

**Bibliography for Certificate in Safety Management**

- SFTY 606, Human Factors/Ergonomics in Safety Management (Elective)  
Required Textbook:  
Wickens, C.D., J.D. Lee, Y. Liu, & S.E.G. Becker. 2004. An introduction to human factors engineering, 2nd Edition., Pearson Prentice Hall, Upper Saddle River, NJ. ISBN:0-13-183736-2.
  
- SFTY 608 - Safety Legislation, Litigation, and Compliance ((Required))  
Required Textbook:  
Code of Federal Regulations 29 CFR, Part 1910 General Industry (OSHA Regulations, Late Editions)
  
- SFTY 610, Safety Inspections, Assessment, and Control (Elective)  
Required Textbook:  
29 CFR, 1910 OSHA, General Industry Regulations (OSHA Regulations, Edition 2012), Publisher: MANCOMM  
Website: <http://www.Mancomm.com>  
ISBN 59959-351-3
  
- SFTY 616, Administration Methods and Procedures for Occupational Safety Management Programs (Required)  
Required Textbook:  
Legal Liabilities in Safety and Loss Prevention, Second Edition A Practical Guide (2011). Author: Thomas D. Schneid.  
Publisher JONES & BARLETT LEARNING: Sudbury, MA  
ISBN-13: 9780763779849  
ISBN-10:0763779849
  
- SFTY 627, Safe Transportation and Management of Hazardous Materials (Elective)  
Required textbook:  
Leonard, J. E. and Robinson, G. D., 2002, Managing Hazardous Materials, Institute of Hazardous Materials Management: Rockville, MD.
  
- SFTY 628, Fire Science and Protection Systems (Elective)  
Required Textbook:

Fundamentals of fire protection for the safety professional/ Lon H. Ferguson and  
Christopher A. Janicak. Publisher: Government Institutes, An imprint of The Scarecrow  
Press, Inc., 2005.

ISU Call Number TH9146 F.47 2005

ISBN 0-86587-988-5

- SFTY 630, Foundations of Occupational Safety and Health Management  
(Elective)

Required Textbook:

Roger L. Brauer. 2006. Safety and Health for Engineers, 2nd Edition, Wiley and Sons,  
Inc. Hoboken, NJ. ISBN-13: 978-00471-29189-3, ISBN-10: 0-471-29189-7

## **Draft Proposal on Textbooks (August 20, 2013)**

### Proposed Handbook Language:

**310.1.12 Textbooks.** Textbooks and other materials are selected by the faculty primarily to promote student learning. Because there are affordability and course outcome issues that must be considered, the selection of textbooks and other materials must be selected in accordance with the foregoing policies as well as departmentally-approved policies. The departmental chairperson is responsible for selection facilitation and implementation in accordance with the provisions of this section. The goals of these textbook policies are to comply with applicable laws, facilitate student procurement of textbooks, address textbook affordability, and ensure instructional quality.

#### **310.1.12.1 Definition, Selection, Ordering , & Conflict of Interest**

1. The course schedule for a term will be published by October 1 and March 1; and Textbook and non-sharable required materials selection deadlines will be October 15 and March 15 (for Spring; and Summer and Fall terms respectively).
2. It is the responsibility of administrators and department chairpersons to make resource allocations and course assignments so as to facilitate timely adoptions.
3. All textbook and materials orders will be placed through the academic department. The chairperson will review for compliance with these policies and supervise the placing of orders.
4. For the purposes of this policy the term "textbook" shall be defined as the central text associated with significant expense and shall not include readings or other ancillary and inexpensive texts.
5. Department committees will designate default texts for all courses taught at least annually following established departmental procedures. Default texts will be ordered by chairpersons in cases of late decisions, resignations, illnesses, and late faculty appointments and/or assignments. Chairpersons shall select a text for sections with no assigned instructors when no default has been identified. Ordinarily default texts should be chosen by faculty most responsible for teaching a course although faculty teaching subsequent courses in a program also hold interest in the teaching of lower-level classes. It is expected that the default textbook will be among those used for another section of the course if any.
6. Chairpersons shall similarly order default texts for faculty who fail to submit orders by established deadlines.
7. Faculty shall be precluded from changing textbooks orders made under (5) - (6) for that term.
8. Except in cases where a department has an approved policy regarding a common textbook for a multi-section course, individual faculty who are deemed by the Chairperson likely to teach a section of a multi-section course for every term of the selection period may choose alternative textbook(s) and materials as long as they do not exceed the cost of the default selection(s) and the order is made by the deadline.
9. To minimize possible conflict of economic interest in textbook selection, recommendations for selection of basic or supplementary textbooks authored by ISU faculty must include the approval of the department chairperson or the responsible dean, if appropriate. A statement must accompany such recommendation indicating (a) that no other textbooks containing material appropriate to the course are available, or (b) that if other textbooks are available, the textbook selected is deemed most appropriate.

#### **310.1.12.2 Adoption periods.**

The standard selection period for a textbook is based upon the type of course offering as established below

1. A minimum of three years (or the publication life of the edition of the text whichever is shorter) for courses offered annually in which the text has resale value.
2. No minimum selection period will exist for texts for
  - a. contemporary issues or special topics courses taught under a common course prefix and number.
  - b. E-books or other text forms where there is no resale value and/or where there will be no opportunities for used texts because of the textbook form.
3. Exceptions to the selection periods will be granted by the chairperson when significant changes have occurred in the discipline; when the previously chosen text fails to promote student learning; when there are significant pedagogical reasons (e.g. distance vs. face-to-face and regular term vs. summer) which justify shifting texts, or when new texts become available at a lower net cost to students. Chairpersons will document and report these exceptions to the academic dean. Other exceptions may be granted at the agreement of the chairperson and dean. The provost shall be informed of all exceptions.

#### **310.1.12.3 Other (non-sharable) Required Materials.**

1. Non-sharable required materials include products or services that
  - a. students must purchase as a required element in the course
  - b. cannot be shared by students nor, once used, transferred to another student
  - c. cannot be accessed through a shared university system or license
  - d. cannot be purchased except through the bookstore or other specified provider.
2. Costs of required purchases of non-sharable materials must be justified and reported to the chairperson and approved by the Provost. Once approved, such materials may continue to be used in subsequent semesters as long as the cost remains at or below 125% of the initially-approved amount.
3. The process and timeline for selection of non-sharable resources shall follow that of textbooks.

**310.1.12.5 Advisory Committee.** The Indiana State University Textbook Advisory Committee shall assist the faculty in meeting the above goals by dealing with special issues that may arise, providing education to the faculty on selection alternatives and textbook affordability initiatives, providing education to students on textbook purchase, rental, e-books, etc., and assessing the effectiveness of textbook selection policies in keeping textbooks more affordable.

- a. The Textbook Advisory Committee is composed of one regular faculty member from each College, a library representative, a business/finance representative, a bookstore representative, a records/registrar representative, and a SGA representative. The Associate Vice President for Academic Affairs shall chair the committee. The members of the committee are elected to staggered three-year terms by the faculty of their respective colleges or appointed by the appropriate vice-president.
- b. The committee will meet at least twice annually to assess the effectiveness of the University's textbook selection policies and to recommend any modifications that will result in improvements. The committee will submit an annual report of their findings to the Provost and Vice President of Academic Affairs and the Faculty Senate Executive Committee.

**Recommendation:** Approve the new policy on Textbooks effective Jan 1, 2014.



Indiana State  
University

More. From day one.

Office of the Provost and Vice  
President for Academic Affairs

August 9, 2013

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

Dear Faculty Senators,

We are writing to inform you of a new service that we are offering to a portion of our freshmen to further support the university's strategic retention and completion goals.

ISU has partnered with InsideTrack, an organization that specializes in student success coaching, to provide one-on-one coaching to a pilot group of freshmen students for the 2013 and 2014 school years. **Coaching is designed to complement existing support activities** by further strengthening student connections to campus resources and expanding personal ownership for what is needed to achieve their educational goals.

Some details of interest:

- 1,000 students from the Fall 2013 start and 1,000 students from the Fall 2014 start will receive coaching in this pilot program
- Students in the pilot program will be assigned a Coach for the entire academic year

Coaching is provided via phone by a team from InsideTrack, known to our students as **Sycamore Success Coaches** and/or the **Sycamore Success Coaching Program at Indiana State**. For the integrity of the pilot, it is important that all ISU student support services remain the same. In other words, if you discover that one of your students is receiving coaching, do not adjust or change the valuable support that you provide.

The Sycamore Success Coaches will be meeting with their students while they are on campus during Welcome Week. We cordially invite you to a reception where you can meet the coaches and learn more about the program. The reception is on Thursday, August 22 between 4-6pm in the Heritage Ballroom and you are welcome to come over right after the Senate meeting.

For more information, please visit InsideTrack's website for Indiana State University staff and faculty at <http://indstatestaff.insidetrackcoaching.com> or contact Coaching Program Director Kimmy Benson at [kbenson5@indstate.edu](mailto:kbenson5@indstate.edu). This website is for ISU personnel only and neither it nor the name InsideTrack is to be shared with students. If you or students with whom you interact have further questions, please feel free to contact Josh Powers ([jopowers@indstate.edu](mailto:jopowers@indstate.edu); x8378) or Linda Maule ([linda.maule@indstate.edu](mailto:linda.maule@indstate.edu); x3940), co-leaders of the project.

All the best,

Joshua Powers  
Associate Vice President for Student Success

Linda Maule  
Dean of University College