

#6

Indiana State University

Faculty Senate, 2021-2022

January 27, 2022

3:30 p.m. via Zoom

Members present: S. Ahmad, A. Akgul, S. Anderson, A. Arrington-Sirois, A. Arrington-Slocum, S. Arvin, A. Badar, C. Ball, L. Brown, A. Czyzewski, C. Drew, L. Eberman, J. Finnie, A. French, J. Frost, R. Guell, J. Gustafson, T. Hawkins, K. Hinton, D. Israel, A. Jay, B. Kilp, D. Knaebel, A. Kummerow, J. Liu, J. McKirahan, T. Nesser, R. Peters, M. Rivera, D. Selman, E. Southard, L. Walters, K. Yousif

Absent Members: S. Ferng

Ex-Officio Present: Provost C. Olsen

Ex-Officio Absent: President D. Curtis

Guests: K. Butwin, M. Cantrell, S. Chuang, R. Crumrin, C. Fischer, S. Gambill, R. Gonser, R Johnson, S. Kopaczewski, T. London, C. MacDonald, S. Patton, S. Powers, N. Rascon, J. Sheese, J. Smallwood, M. Soliz, L. Sperry, J. Trainer, A. Waite

1) Memorial Resolutions

Dr. Robert Williams (read by Kevin Bollinger)

In Memoriam
Dr. Robert O. Williams

Dr. Robert O. Williams, former Dean of the College of Education at Indiana State University, born December 8, 1942, passed away on October 18, 2021.

Dr. Williams earned his Bachelor of Science in Music Education from Indiana State University in 1965. While a music teacher at Edinburgh Community Schools from 1965 to 1967, he completed a Master of Education in Music Education at ISU. He then moved to Illinois for doctoral work at Southern Illinois University in Carbondale and also taught music at Shawnee Community College. Dr. Williams earned his Ph.D. in Curriculum and Instruction from SIU in 1970 and was appointed to the Indiana State University faculty as an Assistant Professor of Secondary Education that same year. He continued with a variety of leadership appointments at Indiana State University over the next several decades, including Dean of the College of Education from 2003 to 2006. While at ISU, Dr. Williams received the Caleb Mills Distinguished Teaching Award, the President's Medal, and the University Medallion. Among his many other accomplishments was his role in planning, establishing, and coordinating ISU's nationally acclaimed Professional Development Schools Partnership.

According to an admiring colleague and friend who knew him well, "Bob" was also gifted and accomplished as a husband and father. He was lovingly supportive of his wife Doris while she simultaneously served as a full-time faculty member at ISU and earned a doctorate in Special Education at Indiana University Bloomington. At ISU, Doris won some of the same honors for

outstanding teaching as her husband Bob. While maintaining high levels of achievement in their professional lives, Doris and Bob also raised two fine sons, Scott and Eric. Bob contributed to their development as young men through his coaching of youth sports in which they engaged and his encouragement and support of their participation in academic and athletic teams while in middle and high school.

One colleague remembered Bob professionally as one of the “finest deans the college of education has ever known. His cheery and playful demeanor put faculty at ease and his infectious laughter created a warm environment for faculty and staff alike.” Another noted, “He was a master at using levity to create and support an environment of genial interpersonal interaction and constructive cooperation in faculty endeavors.”

Collegiality, it seemed, was prized by Bob above all other obligations, and all work conducted revolved around this basic principle. Daily lunches with faculty were often spent jovially with conversations on “politics, sports, pop cultural or anything newsworthy,” with Bob ever-vigilant as a faculty advocate with a solid command on what needed to be accomplished. “His type of leadership was and is rare, and sorely missed.”

Dr. Robert O. Williams is remembered fondly by faculty, staff, and students of many years, who describe him as an example when having intelligent conversations regarding teaching, public education, or higher education, especially in terms of consensus perspectives on leadership, as he was both a role model and an inspiration to all. A good friend noted, “In all significant respects, Bob was a whole person with the big picture that can and did lead to a life well spent.”

THEREFORE, BE IT RESOLVED that the Faculty Senate of Indiana State University express to Dr. Robert O. Williams family its sincere condolences, as well as sympathy at Robert’s passing, and that it further express its appreciation for Bob’s selfless service, dedication, care, and commitment which he provided his students, his Department, College, 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 wife Doris and family.

Prepared and presented by Dr. Kevin Bolinger, Interim Chair of the Department of Teaching and Learning

Dr. Willie Grissom (read by Teresa McCullough)

In Memoriam

Dr. Willie Mae Grissom

Professor of Physical Education and Dance (1970-2000)

Dr. Willie Mae Viertel Grissom was born September 3rd, 1926, in Boonville, MO. She grew up on the family farm and earned her BS in Physical Education from Lindenwood College in 1948, her Masters in Physical Education from The University of Missouri in 1966, and from the same institution, her Doctorate in Physical Education and Dance in 1970. She had a long and productive teaching career, including Boonville and Las Vegas public schools and a 30 year tenure at ISU. Accolades include her National Dance Association presidency and her work with the Indiana Association of Health, Physical Education, Recreation, and Dance.

She led an adventurous life that included snow skiing, horseback riding, lifeguarding, and her biggest passion, sharing her love of dance and the Arts, with students. She was a role model for many and provided inexpensive student housing in her own restored historical home in Terre Haute. She was fearless in her approach to education and living life in general. Her enthusiasm was contagious and she inspired many students to excel, not just in dance, but in other fields of study.

After living a full and rich life, she passed away on November 10th, 2021 in Plano, TX, where she had gone to live with her daughter and family.

THEREFORE BE IT RESOLVED that the Indiana State University Faculty Senate expresses to her family its sincere sympathy and condolences, and that it further expresses its appreciation for the service, care, and dedication which she provided to our institution.

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

Teresa McCullough, Senior Instructor, Department of Kinesiology, Recreation, and Sport

Mr. Jack Lyle read by Robin Crumrin

MEMORIAL RESOLUTION Jack Ward Lyle, 87, Indiana State University Librarian Emeritus, passed away on November 22, 2021. He was born February 25, 1934, in Rochester, Indiana, to Clyde and Esther Sheffler Lyle. His immediate family included his wife, Linda Grider Garrard Lyle whom he married in 1975 and his stepson Eric Garrard.

Mr. Lyle retired from ISU in 1999 after 31 years of service. He was the Documents Librarian beginning in 1968. Earlier in his career at ISU he held roles as a Junior Cataloger, Assistant Reference Librarian and also the Head of Circulation. Before coming to ISU he was a history teacher at Logansport High School, served in the U.S. Army, and was a reference librarian at Fresno State College. He had degrees in History from DePauw University, Library Science from Indiana University and Speech from ISU.

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

Mrs. Sarah Baker (read by Robin Crumrin)

MEMORIAL RESOLUTION Sarah (Sally) E. Baker, 80, Indiana State University Librarian Emerita, passed away peacefully in her sleep on November 17, 2021. She retired from Indiana State University in 2006 after 41 years of services.

She was born on October 11, 1941, in Shreveport, Louisiana, to Malcolm and Frankie Emery Worrell. Sally married Karl Baker in 1965. She was preceded in death by her parents, her husband, Karl, sister, Rosamond Worrell, brother, Malcolm Worrell, Jr., and nephew, Michael Olivier, Jr. She is survived by her niece, Amy Olivier and her nephew, Charlie Olivier, as well as several great nieces and nephews, and many cousins and friends.

Sally received degrees from Centenary College of Louisiana and Louisiana State University. She served as a Serials Cataloger and Department Head for Serials Cataloging/Catalog Management at ISU. Sally was fiercely devoted to ISU and to the Cunningham Memorial Library. She stated upon announcing her retirement: "Strange as it may seem, there have been times when I would have paid to work here...that's how much I enjoyed it!" But then added: "That wouldn't have given me money to retire on: it's better that ISU paid me." Her humor, candor, incredible knowledge, and the joy she brought to others will be missed.

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

2) Administrative Reports

- a) President D. Curtis: No Report
- b) Provost C. Olsen

Greeting and apologies from the President who was not able to be here today.

I am going to start with a very sad announcement. Our fellow senator and colleague Eric Hampton passed away early on Monday morning. There will be a memorial resolution and a campus wide announcement later this week. Eric was a great colleague and a wonderful person. He was an amazing teacher, scholar, and respected in so many ways. This is sad loss and I am thinking about his family.

Our vaccination rates are way up. Our positive rates are down. We are doing better than the county and the state. This is a credit to all of our employees and students. Thanks to everybody for all of their cooperation and help. Our student rate for the uploaded verification is about seventy percent which is more than double from when we started keeping track. Regular faculty is above ninety percent. We have made great progress there.

We had a clean HLC accreditation. Many of you know that criteria four trips up about a third of institutions. We did not have any concerns in that area. I want to congratulate everyone that participated in that and help achieved a clean reaccreditation from HLC. It is very hard to achieve that. Special thanks to Susan Powers, Kelly Woods-Johnson, and everyone that worked on that report.

Our persistence rate for the Fall 2021 class has increased dramatically from a pandemic low last year back to our normal of eight percent. There was a lot of hard work in University College and Financial Affairs. We are currently preparing a report for the Lilly Foundation. I can say that our persistence numbers for our Project Success students including students from Pell, first generation, and students of color, have increased more than that. There will be more details to come.

A preemptive apology: I might have to leave before the end of the meeting today. I am asking Susan Power who is on the call to answer questions about curriculum if I have to leave.

3) Chair Report: K. Yousif

Happy New Year. It very nice to see all of you this afternoon.

It is important to stress again that the Sycamore Health Initiative requires all employees and students to show proof of vaccination or test weekly for COVID-19. As infections remain high we must continue to make sure that our campus and the wider community remain as safe as possible. I would love for 2022 to be the year we return to Senate meetings in person and sit next to you with social distancing, but be able to debate agenda items in person. Have a healthy and productive semester.

4) Staff Council Report: M. Leek: No Report

5) Temporary Faculty Advocate Report: C. Spicer: No Report

6) SGA Report: A. Nettrouer: No Report

7) Approval of Minutes of (December 2, 2021)

Motion to approve: A. Kummerow, A. Arrington-Sirois: 32-0-2

8) Fifteen Minute Open Discussion

a) Library

S. Arvin: The library needs faculty willing to serve on the Bakerman Award Committee.

Committee members read papers and award one graduate and undergraduate student an award

based on their use of library resources. The work can be accomplished through email in about the span of a week. The Bakerman submission is due next February 2nd so if you know of any students that wrote an excellent paper in 2021 they still have time to submit. The professor also gets an award too for nominating the winner. Please contact Karen Evans if you would like more information.

b) Academic Calendar

R. Guell: How is the new Juneteenth holiday going to effect the summer holiday? It is close to another holiday and summer classes are already so short.

C. Olsen: We have only had a brief discussion on that. This year it falls on a Sunday. We would have to decide if we are going to take the Monday after like we for Fourth of July. The only concern that was expressed to me was about the two holidays are so close during the summer. This is worth a discussion. We can accommodate that but I am not sure if we can accommodate it with the schedule already set for Summer 2022. I am open to input.

R. Guell: The holiday itself didn't come up last year because it happened in a hurry. What I would suggest to my colleagues is that treat it as we would Yom Kippur, Good Friday, and other similar holidays during the semester until this is resolved. Try not to give high stakes exams when people may wish to celebrate a holiday.

C. Olsen: I think that is a good idea. The Senate committee that works on the calendar with S. Powers can take up a longer term summer solution.

c) Non-Reappointments

D. Selman: Can you let us know if there has been discussion or direction regarding cuts to the reappointments of instructors for next year? Has any of that information been relayed to department chairs? People are talking and I want to have a clearer statement.

C. Olsen: We have been discussing this in the Deans' Council all year. I believe I have talked about this already. There is a potential the budget and enrollment situation will dictate that we will not be able to have everyone back next year. We have also been dealing with retirements over the last couple years and we have not replaced all of them. We started talking in a more focused way about a month ago, and the deans should have been talking to their chairs about the likelihood that we are going to have some instructors that we will not be able to reappoint. My goal all along is that we would notify people by the first week of February. If it is going to happen it should be announced next week. I don't think it will be big numbers. This will not just affect instructors but other employees as well. We are at the point where we are going to have to make budget decision because of the pandemic and the enrollment. We have avoided this over the last couple of years while many other colleges and universities have already had to make cuts. We have been fortunate because of careful planning, retirements, and turnover but we have reached the end of our ability to do that. I heard something about how every department is going to have to cut one person, but it isn't anything like that.

D. Selman: So we should know who this is going to impact by the end of next week?

C. Olsen: That is my goal, but having said that August is a long way off.

D. Selman: May I request that departments be provided with the dashboard information from Blue Reports that show trends over the last four or five years for each major?

C. Olsen: We can make it more widely available. As you know we have been planning for a demographic decline in students and the pandemic just pushed that along. Students are also transferring in with more dual credits from high school and we have to accept those.

R. Guell: When we lost the Saudi and UAE students we lost a lot of revenue as they were paying full price.

d) HB 1134 Resolution

Motion to support L. Brown, A. French: 27-3-3

Whereas, Indiana State University was established as the Normal School for the State of Indiana for the purpose of training teachers, and

Whereas, Indiana State University has been educating and credentialing teachers for the State of Indiana for more than 150 years, and

Whereas, Indiana children have received high quality instruction from these ISU graduates and other professional educators for generations, and

Whereas, lawmakers from the Indiana House of Representatives have approved HB 1134 and forwarded the proposed legislation to the Senate, and

Whereas, HB 1134 threatens teacher autonomy within the K-12 classroom through the establishment of curriculum advisory committees, required advanced posting of class materials, and limitations on the ability of professional educators to address controversial topics with their students,

Therefore, We the Faculty Senate of Indiana State University express our opposition to HB 1134 and related legislation and encourage the University Administration to lobby the State Legislature to defeat it.

T. Hawkins: I was not planning on making a statement yesterday but legislature has been pushing for HB1134. Due to the nature of the bill, we should address this as it attacks what teachers do in the classroom.

R. Guell: Because this was not vetted by a committee, does this require a two-thirds majority to pass?

T. Hawkins: This is not an action item, just an endorsement by the Senate.

R. Guell: As long as that is on the record.

T. Hawkins: *[reads text of the resolution]*

A. Kummerow: What would happen if we vote to support this resolution?

T. Hawkins: We would just ask that the administration speak out against this but they don't have to do anything they don't want to do.

R. Peters: I did some digging to find out more about that House bill, and as a parent this bill seems okay to me. I will not be in support of this.

A. Jay: This bill could affect our intellectual property. By having to display lesson plans, that would make it easier for anyone to use.

S. Arvin: Just because items are displayed on a website doesn't mean you won't still be the owner. It is certainly more vulnerable to someone taking and using that information.

e) **Mental Health**

A French: SAC has been working hard over winter break and since last semester on a set of programs for faculty and staff regarding the support of mental health for our students on campus. This will be occurring throughout February and March as a three-part series.

9) **Curriculum**

Suspension: Recreational Management and Youth Leadership

<https://indstate.curriculog.com/proposal:5363/form>

Motion to suspend A. Kummerow, J. Gustafson: 32-0-1

T. Nesser: This is a program that has been in decline so it didn't make sense to keep it on the books.

New Program: Leadership and Professional Development

<https://indstate.curriculog.com/proposal:5469/form>

Motion to approve E. Southard, L. Brown: 16-13-2

K. Yousif: Before I call for a motion to approve the next curricular item, the new program proposal: Leadership and Professional Development, I want to make a few remarks to explain and also respond to some points that have been raised.

First, this proposal comes to us with opposition. Some opposition has been expressed through the standard channels, namely a memo documenting concerns uploaded in Curriculog, which you have attached under “files” in the proposal. In addition, faculty were able to present their opposition to the proposal in person at CAAC on multiple occasions. This debate is welcome.

Regrettably, however, some of the opposition to this proposal has not been expressed in an above-board manner. It has instead taken the form of anonymous memos, slipped under select CAAC members’ office doors, leading to the resignation of a committee member from CAAC.

The vote at CAAC, as you know from the curriculog record, was 1-1-4, with three CAAC members absent. According to Robert’s Rules, a tie vote is a failing vote. This vote, however, has been contentious. Four members of CAAC abstained and three members, fully one-third of the committee, were absent for the vote. I have already noted the extraordinary canvassing methods that were deployed by those opposed to the proposal. As senate chair, I have met with the faculty member who felt compelled to resign from CAAC. Because of this unfortunate event, the absence of numerous CAAC members, and the large number of abstentions, the Faculty Senate officers felt that it was appropriate—indeed necessary—that this item of curriculum be brought before the entire senate body.

Policy library section 146.1.1.12 states that the Faculty Senate, like its committees, has the right to review and intervene on items under its primary authority. And, curriculum is one of the key areas of faculty primary authority.

In moving the proposal from CAAC to faculty senate executive committee to the full senate today, the officers and I have made a decision, based on the CAAC vote—and the extraordinary circumstances surrounding that vote—to intervene and review the proposal.

Finally, it has been suggested to me that section 145.4.5 of the Policy Library, “Channels of Legislative Action,” voids the grounds of intervention and review that I have just articulated. This section states that “a decision to reject or alter an agenda shall be final unless a sponsor of the agenda appeals the decision to the next higher authority.” I would note that following the CAAC vote, Lindsey Eberman made precisely this type of appeal; this was reiterated by the Provost in his discussions with the senate officers. These conversations constitute an appeal to the senate officers to have the proposal heard at senate. After this appeal, the senate officers met with CAAC to hear their concerns directly. We made a decision, based on the appeal by the proposers and the extraordinary circumstances surrounding the CAAC vote articulated to us directly by the members of CAAC, to move the proposal to the Faculty Senate Executive Committee. The proposal passed 6-3-0 in Exec, and hence, it will now be up for consideration by the full Senate.

This curricular proposal has clearly generated much debate. There are important points to consider concerning the merits or lack thereof of this proposal. The debate that follows should concentrate on following the normal processes of respectful discussion and reflection.

L. Eberman: This is a thirty-two credit university program that will be housed in the College of Arts and Sciences. This program has flexible paths that allow for a student to have focused program with a professional goal. This program would target non-traditional students. Chris Olsen has highlighted our recent enrollment challenges. We have to take action if we would like to see Indiana State University keep moving forward.

D. Selman: Is this program available or open to transfer students?

L. Eberman: This is targeting students with seventy-five to ninety credits who have been out of college at least two years, and has a path through Foundational Studies.

D. Israel: Could you speak to the differences between this and a similar program in the College of Technology?

L. Eberman: The ACE program in the College of Technology is focused on organizational leadership where this program allows the student to focus on other forms of leadership that are aligned with their professional goals.

M. Badar: I would like to read a statement from a chairperson in the College of Technology. The process does not allow me, as the Chair of affected department by this new Leadership and Professional Development (LPD) program, to be more vocal. Therefore, per instructed, I am sending my concerns and questions to you, our COT representatives at the Faculty Senate, and asking you to raise these questions and concerns for me at the upcoming faculty senate meeting. Since people outside COT may not be familiar with ACE program, please allow me to first briefly introduce ACE program.

The Adult and Career Education (ACE) program in College of Technology is an online BS degree completion program which consists of a 24-hour core and an 18-hour area of specialization and was designed for adults who have a minimum of 60 previous college credits and have yet to complete their undergraduate work and earn a degree. The ACE program offers online accelerated 8-week courses, and granting college credit for skills/competencies previously acquired through their life/work experiences through a process of prior learning assessment. The ACE program began serving adults in the fall of 2010 and holds an articulation agreement with Community College of Air Force. ACE is a mature and a more flexible program compare to the new LPD program.

1. Clearly, the ACE program serves the same purpose as the LPD program proposal claimed to be. Under the campus-wide budget cut, why are we creating a new program when a similar program ACE has thin resources? Why not invest in the existing program instead of having two similar programs at ISU? ACE could do even more than it already does if it is also given resources to advertise it, hire adjuncts, and compensate the director as the LPD program requested.
2. The proposed program will directly compete with existing ACE program and create confusion among stakeholders. If the proposed program is approved as stated, a precedent will be set that it is okay to duplicate a program at ISU.
3. Why was a rejected proposal by CAAC, formed by curriculum expert faculty, necessarily moved to the Senate Exec and to the Faculty Senate? What were the reasons for the decision to move the rejected LPD proposal to the next level? A clarification on how the *145.4.5 Channels of Legislative Action* was practiced in this case would be helpful for future reference.

Ever since this new program proposal launched in Sept. 2021, I have sent out two documents: one to Academic Affairs during the “public display and comment” period which was uploaded in Curriculog and one to CAAC. Hopefully, these documents will provide a better understanding about this proposal and our perspective and concerns on this proposal for you.

K. Yousif: I responded to number three in my opening remarks.

L. Eberman: I have clearly articulated the differences between these programs and have done so at every level. The statement from the ACE program is that they are too similar, but when asked to provide specifics they are unable to do so. The core size is smaller, the total number of degrees is smaller, the target population is different, the focus of the core is different, and the cross-calibration across campus is different. When we can offer programs that can complement the options for an array of potential students versus hyper-specialize them in the current programs we offer them is better. This is one of the reasons we are suffering in the degree completion area.

C. Olsen: I don't see competition and I agree they are very different programs. There are five hours versus twenty-four and a large array of program possibilities. I would like to see both programs succeed. I know the ACE program has had a decline in numbers over the past couple of

years. In terms of resources this will be coming out of the College of Arts and Sciences budget. This not only will serve students in the College of Health and Human Services and the College of Arts and Science but students in many other colleges. I don't see any overlap. We need this for that larger student market.

T. Nesser: It says no new resources are needed but I see four new classes.

L. Eberman: These classes will be generated by enrollment needs. They will be covered by people that are in administrative positions or current faculty at an overload rate.

T. Nesser: In the past overload has been frowned upon. The faculty is stretched thin so I question the resource angle on this.

B. Yousif: After doing modeling on the general studies program I don't think this will cost more than \$10,000. We have not been promised any new resources. We are graduating more students from our general studies program each year and that is an internal program. This is somewhat experimental and we are not investing a large amount of money.

C. Olsen: In terms of funding existing programs I would underscore that this is a really small investment that our research tells us can yield big dividends. If this goes from zero to five-hundred that is great and we will have to find ways to teach those students and that is true about any program we have. There is not additional money going to the College of Arts and Sciences. If the College of Technology wants to invest in the ACE program I am in support of that.

D. Selman: There is a department on campus that was built to house new programs exactly like this. That was the purpose of Multidisciplinary Studies when it was built and that was its goal. Why aren't we already using an administrative unit that is in place? Dennis Ballard is already rejecting overload pay for the current and previous semesters. Many of us have continued to teach out of the kindness of our hearts. I am disturbed when the plan is to base a program on overload pay. We are creating an administrative position for a program that has no faculty. We can't just keep adding to the plates of faculty. As faculty we need to step up and say no. We should invest that \$10,000 in the human resource program and develop it out more instead of creating a new program.

C. Olsen: One they are completely different programs. In terms of staffing overloading is not the first choice but the last choice. Course reassignment will always be top priority like we do in Honors and General Studies. We have done this successfully in other programs. We are talking about one 3 credit course. It a different kind of commitment for a radically different program

D. Selman: Is there a timeline or benchmark to gauge whether this is successful or is this a five or ten commitment and we will make a decision then?

C. Olsen: It will be assessed like all of our programs.

B. Yousif: The program is not based on overload and if it were it would not be a good program. The answer to question two, what kinds of number will be attracting: we will be watching those numbers but we are putting in a small investment with a potential high return.

D. Israel: The process was a good one. I feel like it was completely open. Chairs and faculty across the university were asked for input. I feel like this is the bones of something that could keep growing. Usually I would be in agreement with D. Selman that Multidisciplinary Studies would be the place to incubate things but this is geared towards recruiting a special population of students outside of the university. I too had concerns with how things were going to be taught. Overall, since we have declining student numbers and need flexibility. This should also allow us to keep more faculty. I was shocked to hear that it was voted down in CAAC and I am grateful for the explanation of why it came to us. We as Faculty Senate can be a set of new eyes but maybe we can have some kind of official process if there are future cases like this one.

E. Southard: I can see the differences in the programs and I don't think there will be competition between the programs. You can be certain that other universities are coming up with ways to get more students. As for the morale of the faculty, it won't improve until faculty numbers go up and the way to do that is with innovative programs.

R. Peters: You have heard as I have from CAAC and all of the other committees that the administration wants this degree. They want the opportunity to do this. I applaud their efforts. L. Eberman has stepped forward and has been the shepherd to bring the design forward. With all of that I have not heard one faculty member excited about this. I am recovering from COVID and cannot speak much further than that for now.

K. Yousif: Thank you.

L. Eberman: I hope that you feel better. I would challenge your argument that faculty haven't expressed interest. I think what E. Southard and D. Israel just said would be examples. We have cited multiple programs and departments all interested in partnering with this program. This might potentially offer opportunities for students in the ACE program if we can build certificates and tracks that also support that population. This program can be a better way to serve our community.

J. Gustafson: We have a request for a closed ballot and the vote will be conducted by online poll.

New Program: Civic Leadership Certificate

<https://indstate.curriculog.com/proposal:5675/form>

New program: Non-Profit Leadership Certificate:

<https://indstate.curriculog.com/proposal:5673/form>

Motion to approve both certificates, A. Kummerow, D. Israel: 31-0-0

M. Chambers: Political Science created two certificates as part of the Leadership and Professional Development Initiative. This is a nine-credit hour certificate. This is for those that are trying to complete their degree or might be looking for micro-credentials in certain areas. This is for those that are trying to build skills while working in non-profit. We are excited about this. It fits into both the micro-credentials and degree completion pieces of this. This one touches on non-profit management and fundraising. It covers some of the skills someone would need if they are trying to move up in a non-profit. These will be offered in eight week sessions.

New Program: Digital and Interactive Media Minor

<https://indstate.curriculog.com/proposal:5836/form>

New Program: Health Communication Minor

<https://indstate.curriculog.com/proposal:5838/form>

New Program: Journalism Minor

<https://indstate.curriculog.com/proposal:5835/form>

Public Relations Minor

<https://indstate.curriculog.com/proposal:5828/form>

New Program: Cultural Communication Minor

<https://indstate.curriculog.com/proposal:5837/form>

Motion to approve five Communication minors E. Southard, L. Eberman: 31-0-1

S. Kopaczewski: The communication minors allow for individual tracks which we are now converting to minors. We have updated the title on one to "Cultural Communication," which was approved by CAAC.

10) Alternate nominees for CAAC

Motion to Approve E. Southard, T. Nesser: 32-0-0

11) Informational Item: Rusty Gonser, Faculty Athletic Representation, annual report

R. Gonser submitted his annual report, required by Senate, to be posted on the Faculty Senate website.

R. Gonser: Angie Lansing is the point person for COVID between ISU and MVC. We only had to cancel seven contests last year, and about seven this year. Vaccination rate at 86.6% among Tier I individuals. Average GPA 3.338 Searching for new director of Athletic Studies. Seeking more money from NCAA for underserved institutions, but since our students are doing so well academically, we tend not to get those funds. Brooke Young helped secure some funds this time around. New MVC director came to campus, met with president and other stakeholders. Two new coaches in basketball. Director S. Clinkscales sends a special thank you to faculty for all you do for our students.

12) Information: Rusty Gonser, updated graduate faculty application

R. Gonser: We have updated the graduate faculty application process. There were questions about who should be doing what steps. The department chair will be the one that is responsible for turning in the form.

S. Selman: The form is very well done and moves us forward in important ways.

R. Gonser: The new process will be more efficient.

13) Adjournment 5:23 PM