

INDIANA STATE UNIVERSITY

FACULTY SENATE, 2016-2017

EXECUTIVE COMMITTEE

October 4, 2016

3:30 p.m., HMSU 227
Final Minutes

Members Present: L. Brown, J. Conant, R. Guell, D. Hantzis, T. Hawkins, B. Kilp, S. Lamb, C. MacDonald, L. Phillips

Members Absent: None

Ex-Officio Present: President D. Bradley, Provost M. Licari

Ex-Officio Absent: None

Guests: K. Butwin, L. Eberman, S. Powers

1) Administrative Reports:

a) President D. Bradley:

- i) It was a spectacular homecoming. Thank you for the part you played in that.
- ii) J. Powers and K. Cantrell made a presentation to the President's Council on completion rates. K. Cantrell led an effort last year to get our 6-year students graduated. She was successful, so we are going to step it up. A lot of these students do not need much more than an advisor. I think it's an effort that will pay off in terms of helping our students who are close, to finish. In some cases, changing a catalog year was all that was needed. For some, they need to change majors or drop a minor. Sometimes you need course substitutions to make it work.
 - (1) S. Lamb: She did a nice job on providing letters to departments asking for cooperation.
- iii) The Foundation changes have occurred. We now have a division of development that R. Carpenter is leading. Alumni Affairs is now reporting through University Engagement. Human Resources, Event Planning, and Marketing within the Foundation are now part of the University's Human Resources, Event Planning, and Marketing.
 - (1) S. Lamb: Are enrollment figures up?
 - (2) D. Bradley: J. Beacon and his staff reported that applications are up about 10% from last year and admits are up 30%. One of the problems from last year was the growing number of incomplete applications.

- iv) R. Guell: Was the pedestrian struck on Wabash affiliated with ISU and is she okay?
- (1) D. Bradley: The paper said she is in good condition. My guess is the initial thought was that she was hurt worse than she actually is. She is not a student. She is 25 and not currently enrolled. There's been no information if she was officially part of The Walk, but there's a good chance she was. The driver was not cited for alcohol. Whether she was jaywalking or what, I don't know.
 - (2) S. Powers: Yesterday, it was indicated that she was walking and texting and stepped off the curb into traffic.
- v) R. Guell: I would have anticipated one of the BOT items would be raises?
- (1) D. Bradley: No, we only take mine to the Board. Other raises are approved as part of the budget process. We are proceeding with a 2% raise.
- b) Provost M. Licari:
- i) At the Board of Trustees, I gave a seminar on thinking analytically about student success. I saw several of you there, so thank you for coming. The point of the seminar was that we launch and evaluate, and close and tweak and expand these initiatives thoughtfully, using data. I gave some examples of experiments that we have tried and did not yield results and have set those aside. I gave the example of the advising experiment in the University College where students were sorted into two groups with having advisors with a lighter load and advisors that have the standard load. The students in the group with the lighter advisor load had a 3% increase in retention rate. That was promising enough for us to run it again this year. Another initiative was the Course Transformation Academy that has not yielded a lot yet. Another course-based example that is promising so far is supplemental instruction in COT. We want to key in on gateway classes that have high DFW rates, thereby making it almost impossible for students to leave. The point was that we don't layer on initiative after initiative without assessing when things are not working—we make decisions. I think it was well-received.
 - (1) S. Lamb: I just wanted to talk about utilizing learning coaches effectively so students are forced to take advantage of them. We are doing that with the Meis Center. The Meis Center is developing processes so that students must take advantage of learning opportunities, in order to have a chance to improve their grades.
 - (2) R. Guell: What is the threshold percentage that's been established that makes it a profit-generating activity?
 - (3) M. Licari: 3% would easily. If we were able to raise freshman retention and graduation rates, it would be about 75 students and about \$600,000.
 - (4) D. Bradley: You have to look at more than that though.
 - (5) M. Licari: It becomes more than just cost-benefit of advisor salary.
 - (6) D. Bradley: I asked L. Ferguson to do a successfully-completed hours report in Blue Reports. We have to get more sophisticated. We could be incredibly more successful without changing our freshman retention rate if we increase our sophomore, junior, senior retention rates.
 - (7) M. Licari: If you do this, you increase enrollment overall. You are graduating larger numbers of students. This puts us in a more favorable position against the Commission's budget formula.

- (8) R. Guell: We did do Learning Communities in the past and there was a 5-6% impact over a number of years.
 - (9) T. Hawkins: Let's add this to the 15 minutes if we want to keep this particular discussion up.
- 2) Chair Report: T. Hawkins: I am going to limit my remarks today to some comments on the Agenda.
- a) S. Powers is here to provide us with details on the Positive Academic Leadership Conference that she has arranged for the end of October. It is my hope that we can get a better sense of the framework and goals of the Workshop so that we can use it in support of our own discussion on departmental leadership challenges.
 - b) K. Butwin is here to assist us in our discussion about the Student Grievance Procedures. I know that Bob had a question for her regarding another matter, so I added a line item to the agenda to allow her to address other issues that concern us.
 - c) Finally, L. Eberman will walk us through the FAC material that was passed last Wednesday.
- 3) Approval of Executive Committee Minutes
- a) Approve as amended (B. Kilp, C. MacDonald) Vote: 9-0-0.
- 4) Fifteen Minute Open Discussion
- a) B. Kilp: There were a bunch of incidents that happened during Tent City when the band played. I saw it and several students reported it to me. Some of them were groped while they were playing. Three students had their lips busted open from their instruments because drunk kids fell into the band, while a student came behind a band player and performed inappropriate actions. N. Pilato ended up stopping the event.
 - i) D. Bradley: N. Pilato needs to point out problems when they happen so something can be done. There was plenty of security there, but they can't see everything. I don't think any of those things are funny but we can do some things to ensure that it doesn't happen again.
 - ii) B. Kilp: There was a high level of drunkenness.
 - iii) D. Bradley: I was in Tent City and I didn't detect that at all. If anything, there was a lower amount than in the past.
 - iv) B. Kilp: I'm not trying to speak for anyone. I'm sharing what I was told.
 - v) D. Bradley: Where did that happen? In Tent City? I watched one song but didn't notice anything. I did not go to the west side of the stadium though. I will talk to J. Sherman and will meet with N. Pilato. It is individuals behaving badly and so we need individual information.
 - vi) D. Hantzis: I think we've done a good job. I turn this into a teachable moment with my students. There are family dynamics, students whose parents are going on the Walk. We do what we can. We have designated walkers and the sober bus. I was concerned when the band was back in the frat area. In any case, I am an alum. I love every minute of my homecoming. I am concerned, obviously. There were a couple of t-shirts that said "drink lives matter" walking down Wabash. This is not something we sponsor or created. I remember when it was not this organized.

- vii) D. Bradley: I agree about where one goes. The band is almost twice the size as it was 2-3 years ago. I will investigate.
- b) S. Lamb: I have been involved with student success reports in a few different departments. I have been enjoying the Blue Reports data. I do note that the data is quite variable from year to year. It changes year to year rather rapidly. I do think the more we pay attention to trends the better off we will be.
- i) D. Bradley: Getting students engaged makes a difference.
- c) J. Conant: Do we have an update on dean searches?
- i) M. Licari: Yes. I have hired a search firm for the BCOE dean search. I am adding a couple of community members to the search committee. B. Smith will chair the search committee and we will make sure that we have a good ad placed. The next search that I will do will be HHS. It is likely that I will also use a search firm for that as well. It is a complex college in terms of programs and types. I think it is important to have a big pool developed. Then, the last search will be CAS. It is less likely that I will use a search firm for that because of the likelihood of having a larger pool on our own.
 - ii) J. Conant: The earlier we get to interviews, the more likely the cream will not be skimmed off the top.
 - iii) M. Licari: I agree, but I don't want three dean ads going out at the same time. Also, for the searches, on-campus folks are welcome to apply.
- d) M. Licari: VP Beacon has indicated that he will be retiring at the end of this academic year. We will be doing a search for the next VP of that position. D. McKee and I will co-chair that search.
- i) R. Guell: Is it the hope to have that office run like it currently is?
 - ii) D. Bradley: Yes. I'll consider breaking it up if we can't find someone with his skills.
- e) D. Hantzis: I want to say something about the interim grading. I continue to feel ambivalent about it. I'm assigning a grade, but I've only seen the students 11 or 12 times in a Tuesday-Thursday class. They get a narrative description of how their grades are posted. I started thinking about all the things we are asked to do. Today we will be looking at policies and I think if we could get a report from Academic Affairs that let us know the impact of the work. I think it would be nice to practice all 360 degrees of communication. Is there a benefit to interim grades vs. midterm grades? Tell me the work myself and colleagues do inserting these grades, that the effort is worth it.
- i) D. Bradley: It was the students who wanted to have the grades.
 - ii) D. Hantzis: Mostly the freshmen.
 - iii) D. Bradley: I can look into it, but I think even having the students looking at the grades is important.
 - iv) D. Hantzis: I still have two students who have not yet attended and have not been withdrawn.

5) Academic Leadership Workshop

- a) S. Powers: Last year we sent a number of chairs out to professional development based on the chair task force that K. Hill-Clark and B. English chaired. They emphasized greater use of external development for chairs. Over the past year, we had a number of chairs sent out. We asked them to present at the retreat. D. Selman attended one at Rose-Hulman. Based off of the task force and her experience, I talked to M. Licari and

contacted this group to come here. We have had a huge response. So far 70 people have RSVP'd. It is Friday, October 28 from 8 a.m. to 3 p.m. They are long-time former chairs and have had various academic leadership roles. The theme is positive academic leadership. I am taking them to dinner the night before so if there were a few chairs that would like to go along I would be happy to take them with me. We have been doing sessions for new and new-ish chairs about various things.

- i) L. Brown: When I first became a chair those sessions were very helpful, so thank you.
 - ii) J. Conant: Thank you for including people who do not have a leadership role yet.
 - iii) D. Bradley: We want people who say they might want to be chair, to aspire to it.
 - iv) M. Licari: That'd be a good idea. We have about 10 spots left.
 - b) R. Guell: I suggested in August that chairpersons benefit from knowing about the tools developed for their use in negative cases. I hope that will appear on the agenda later.
 - i) M. Licari: When collegiality fails or when behavior cannot be corrected it would be useful to run through the tools.
 - ii) T. Hawkins: You may want to get people together about a month later to see what they have gotten from it and how they've implemented the information.
 - iii) S. Lamb: How are you able to bond with your faculty and inspire them to be motivated, succeed, and form a team? In the long run, if you are going to have to employ all of the disciplinary tools you might as well throw a bomb.
 - c) D. Hantzis: I think it would be nice to find a way to have people who are never going to be leaders to have access to some of this stuff. I know that people forget things and so I tried to focus on the problem instead of explaining where other people are failing. Have an open town hall targeted at faculty. We have a lot of chairs in shared governance. It would be nice to invest in faculty knowledge as well. You can't speak in code. If faculty are in the room, they don't know all the code we know. And they are hiding instead of asking. We should invest in knowledge development. We will be better faculty the more we know.
 - d) S. Lamb: There was a period of time when the Faculty Senate had a sparse number of chairs. Now we are a body with a large number of chairs. We commonly talk about chair issues. The Executive Committee has 4 chairs on it right now. Twenty years ago, this body thought of faculty in the singular, protecting the rights of faculty. Then people started generalizing faculty as the body of faculty. And we have become more interested in chairs issues and dealing with faculty problems. We need to have an institution that functions smoothly, but we need to have a faculty body that is in love with the institution. We have to be concerned with faculty issues other than providing mechanisms to chairs to deal with errant faculty.
- 6) Office of General Counsel Discussion
- a) K. Butwin: Updates on Title IX and complaints were provided.
- 7) Student Grievance Procedures
- a) T. Hawkins: Last spring, the Senate approved the policy and not the procedures. That's not a situation that we should allow to stand. I want to thank R. Guell and the Provost for finding a way to re-open this and achieve some compromise. We have had conversations, and I'm hoping K. Butwin can draft recommendations and bring that to

the Senate. I am passing around something I came up with based on a discussion with the Provost yesterday. The way the procedures were written as of April, if I were a student and followed the formal grievance path, representatives from Student Affairs and Academic Affairs would determine if there were any exclusions to it. What we have here is a “firewall.”

- b) T. Hawkins: Section C. Review of Grievance: “For grievances involving faculty, the designated representatives will submit the documentation to the officers of the Faculty Senate and the Provost, who will determine whether the Exclusion for Academic Freedom defined in Section 460.1.2 of the Policy applies. If the officers and the provost agree that a plausible case for an Academic Freedom exclusion exists, the grievance will be adjudicated by “_____.” The reason why I left this blank is because we have yet to determine the nature of the adjudicating body.
 - i) K. Butwin: This is for all formal grievances including faculty?
 - ii) T. Hawkins: Where there is an academic freedom issue.
 - iii) R. Guell: When it met the standard of plausibility, just the students would be removed from the adjudication process.
 - iv) M. Licari: The grievance needs to go forward but would do so without students at the table.
 - v) K. Butwin: I heard from students that they did not want to be excluded from half the process. Keep that in mind that I think this is potentially not consistent with what the students expressed.
 - vi) D. Bradley: You can strip the academic freedom component out, but we've had so few of these, we don't know what will happen. There is a triage process right now.
 - vii) T. Hawkins: The existing language states they will consult the Faculty Senate chair. Here, the representatives will present it to the Senate Officers and the Provost. They are then the ones who will determine if academic freedom is at issue.
 - viii) D. Bradley: I would take that original language. But the academic freedom has to trigger a super-majority. We have to understand that these cases are usually way more complicated than just one thing.
 - ix) B. Guell: I appreciate the willingness of the administration to reconsider. I regret the manner in which I presented my side in the Senate last spring. The President is right that in giving an open door on academic freedom, that all will take it. I would be comfortable with allowing students to be part of the discussion and stay in the room.
 - x) K. Butwin: So students are still able to be in the room and argue their point?
 - xi) M. Licari: This language we seem to be gelling towards will give us something to work with.
 - xii) T. Hawkins: We have next week's Exec and possibly the next week to get something together for Senate.

8) FAC Items

- a) Motion to Amend Attendance Policy 245.3.3.4
 - i) Vote to approve as amended: (D. Hantzis, L. Phillips). Vote: 9-0-0.
 - ii) L. Eberman: We discussed the policy and did research on proxy and electronic voting. The general consensus is that attendance is important for the debate. Proxy voting has a variety of mechanisms but none we came to a consensus on. The word “may” gives this group some latitude.

- iii) S. Lamb: It should be specified who makes the decision.
 - iv) T. Hawkins: The chair.
 - v) D. Bradley: Does the final phrase need to have something in it like “if so?” It says an alternate needs to be chosen.
 - vi) R. Guell: How many faculty members do we have that are disenfranchised by living in other states?
 - vii) M. Licari: Less than five.
 - viii) R. Guell: If we are going to get to your goal in enrollment in graduate distance programs, we may have a bigger proportion of faculty who are disenfranchised.
 - ix) L. Eberman: We also have choices in how we do service. I think it is possible as we grow in this way that we will revisit this. Currently, they serve on College standing committees and it works there.
 - x) D. Hantzis: FAC did a good job. I think D. Bradley is right regarding where the responsibility will be rendered. I’m concerned about a temporary alternate and an alternate. The temporary alternate is the one who replaces during a sabbatical semester.
- b) Motion to Create Notice of Error 350.2.9.1.3.3.1
- i) Vote to approve (C. MacDonald, L. Phillips). Vote: 9-0-0.
 - ii) L. Eberman: The request for a mechanism for faculty error came from R. Guell. We didn’t think there was an issue with faculty doing grades, final grades, etc. because we are notified many times. It was more of an issue of addressing faculty when repeated issues occurred. It puts some strength behind the importance of these duties.
 - iii) R. Guell: I wanted to create a reporting mechanism instead of the badgering. I don’t think faculty get that follow up email that said “we have noted”. It was simply to create that messaging system, not to create an additional admonishment system.
 - iv) D. Hantzis: I asked S. Powers at FAC and she said faculty do receive these emails.
 - v) D. Bradley: If you don’t do what you are asked, S. Powers will tell you.
 - vi) R. Guell: J. Conant badgered me to do my attendance report and there was one left open and it was administratively put on there. I could have been reported and I’m not sure if I would have been communicated with.
 - vii) L. Eberman: The negative impact on students is huge. As much as a onetime, one student “oops,” can have significant impact.
 - viii) D. Hantzis: Final grades not being turned in can have a significant impact.
 - ix) D. Bradley: The letter is just a piece of data that may be used at some point or not.
 - x) D. Hantzis: Faculty can respond to it.
 - xi) R. Guell: I hope my underlying point for it to be a charge is done. I hope it goes back to S. Powers to email when something doesn’t get done.
- 9) Adjournment: 5:39 p.m.