#3

INDIANA STATE UNIVERSITY

FACULTY SENATE, 2017-2018

October 26, 2017

3:30 p.m., DEDE III

Approved

Members Present: Y. Bai, L. Brown, S. Buchanan, B. Bunnett, M. Chambers, M. Cohen, D. Cooper-Bolinskey, E. Gallatin, K. Games, J. Gustafson, T. Hawkins, L. Henson, M. Howard Hamilton, D. Israel, B. Kilp, J. Kinne, S. Kopaczewski, A. Kummerow, J. Liu, N. Nichols-Pethick, J. O’Keefe, A. Payne, L. Phillips, J. Potts, B. Roberts-Pittman, A. Solesky, F. Stewart, S. Stofferahn, J. Weust, M. Williamson, E. Wittenmeyer, K. Yousif.

Members Absent: M. Hutchins, X. Li

Ex-Officio Present: President D. Bradley

Ex-Officio Absent: Provost M. Licari

Guests: L. Eberman, C. Fischer, C. MacDonald

1. Memorial Resolutions
	1. C. MacDonald: Frank Jerse

Dr. Frank “Bill” Jerse was Professor of Educational and School Psychology from 1964 to 1993. During World War II he served in the U.S. Army and fought in the Battle of the Bulge. As a result of his military service, he was awarded the Purple Heart with Oak Leaf Cluster, the Combat Infantry Badge, the Bronze Star, and the European-African-Middle East Medal. After the war, he earned his bachelor’s degree from the University of Illinois, a master’s degree from the University of Wisconsin, and a doctorate in educational psychology from the University of Northern Colorado. While at ISU, he served as a Professor, Director of the Division of Educational Psychology, Department Chairperson, Assistant Dean, and Acting Dean of the School of Education. In 1977 he was awarded the Caleb Mills Distinguished Teaching Award, and he truly loved teaching, often saying, “I have a hobby, and I get paid for it.”

Dr. Jerse was instrumental in the development of community health resources, including Hamilton Center which presented him with the Hamilton Center Distinguished Veteran Community Service Award in 2016. He was a member of the Mental Health Association of Vigo County of which he was past president and an emeritus member of the board of directors.

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.

* 1. L. Brown: John Martin

Dr. John Gares Martin, Sr. of Warsaw, Indiana passed away on Thursday, March 9, 2017 at Mason Health and Rehabilitation Center in Warsaw at the age of 87.

He was born on December 12, 1929 in Canton, Ohio to Catherine Angela (Boylan) Martin and William Earle Martin. On July 19, 1952 in Troy, Ohio he was married to Rose Marie “Okie’ (Brown) Martin, who passed away on October 27, 2010.

Martin received his B.A. in Music from Bryan College in Dayton, Ohio, and received his Master’s Degree in Religious Education from Grace College and Theological Seminary in Winona Lake, Indiana. He also earned his Master’s Degree in Music Education and Doctorate in Education from Ball State University in Muncie, Indiana. He was a resident of Kosciusko County, Indiana for over 60 years, and attended Warsaw Community Church.

Dr. Martin was an Associate Professor of Secondary Education at Indiana State from September 1, 1969 until May 4, 1991. He retired with 22 years of service to the university especially in the form of student teaching supervision in Northern Indiana.

THEREFORE, BE IT RESOLVED that the Faculty Senate of Indiana State University express to Dr. Martin’s family its sincere sympathy and condolence, and that it further express its appreciation for the service, care, and dedication that John Martin gave to his students, the faculty, and the university.

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

* 1. L. Brown: Warren Wold

Dr. Warren Wold passed away May 25, 2017 at St. Mary’s Hospital in Rochester at the age of ninety. Warren Joseph Wold was born April 21, 1927, in Minneapolis, to Helmer O. and Myrtle M. (Johnson) Wold.

In 1946, after spending a year in the US Army as a signal supply technician, Wold enrolled in college earning a Baccalaureate Degree from the University of Wisconsin – Stout. After graduation, Wold began his career as a design draftsmen, but in 1953 he accepted a teaching positon at William Palmer High School in Colorado Springs, Colorado. It was then on August 20, 1955, that Wold married Muriel E. Fuhrman. A year later, Wold completed his Master’s Degree at the University of Wisconsin – Stout and he and his wife moved to Terre Haute, Indiana, where he had accepted a faculty position at Indiana State University. In 1965, they moved to Brookings, South Dakota, where he was a faculty member in the College of Engineering at South Dakota State University, returning to Terre Haute in the following years. Wold completed his Doctorate at Iowa State University in 1974.

At Indiana State, he was a Professor of Industrial Technology Education and worked at the university from September 11, 1959 until May 9, 1992. Wold retired from Indiana State with a total of 32 years of service to the university.

The following quote from emeritus Robert ‘Brad’ Lawson encapsulates how Lawson and his colleagues felt about Wold:

“He was a rather quiet person, absolutely dedicated to the subjects he was teaching, never ever late for anything (class, meetings, university requirements, student advisement, we could count on Warren). His life seemed to be dedicated to his family and his teaching. He never expressed goals to provide department leadership or administration. He was truly an academically prepared mechanical technologist. He purchased ISU Men's Basketball tickets every year he was at ISU. When he retired his family returned to Minnesota and we received little word from him. He absolutely dedicated himself to quality teaching!”

THEREFORE, BE IT RESOLVED that the Faculty Senate of Indiana State University express to Dr. Wold’s family its sincere sympathy and condolence, and that it further express its appreciation for the service, care, and dedication that Warren Wold gave to his students, the faculty, and the university.

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

* 1. L. Brown: William McCarty

Dr. William G. McCarthy, 90, Terre Haute, passed away Aug. 26, 2017. He was born Sept. 26, 1926, in Mill Valley, Calif., to William Matthew McCarthy and Honora Josephine Nolan McCarthy.

Dr. McCarthy was a graduate of the University of California, Berkeley, and earned his doctoral degree from Stanford University. He was a veteran of the United States Army Air Force during World War II, serving in the Aleutian Islands in Alaska. He studied to become a master naturalist for the state of Indiana and founded the Prairie Hoosier Music Group. McCarthy also volunteered for the Red Cross. Outside of work, he especially enjoyed spending time with his wife, children, and later grandchildren.

He was a faculty member in Elementary and Early Childhood Education. Dr. McCarthy worked at the university from 09/01/1969 until 05/11/1991; retired with over 21 years of service.

In addition to his time energy and time spent at Indiana State, McCarthy and his wife, Susan, established an endowment fund in their name with the Indiana State University Foundation. This endowment grants funds to faculty members or administrators who propose projects to support children's literacy or to reduce poverty.

THEREFORE, BE IT RESOLVED that the Faculty Senate of Indiana State University express to Dr. McCarthy’s family its sincere sympathy and condolence, and that it further express its appreciation for the service, care, and dedication that William McCarthy gave to his students, the faculty, and the university.

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

1. Administrative Reports:
	1. President D. Bradley
		1. The Hulman Center project has been approved. It is slated to begin in March or April of 2018 and will take about 21 months to complete so it should be completed around November or December of 2019. Construction will make things complicated, it will interrupt freshmen during the fall convocation and we may have to have three different ceremonies for May’s commencement because of the lack of seating. It the end, though, it will be much improved.
		2. Thank you to everyone who came to the gala on Friday night. Cheri and I really enjoyed ourselves there just as we have over the last nine and a half years. If you did not go to the gala there is a reception on Nov. 6th in the Heritage Ballroom. Everyone is welcome. In addition, on December 6th we will host a reception at Condit House.
		3. If you happen to live under a rock and are unaware, there is a presidential search going on. We have a candidate here next Wednesday and Thursday so come and ask some good questions.
	2. Provost M. Licari
		1. None (absent)
2. Support Staff Report: E. Phillips
	1. None (absent)
3. SGA Report: T. Smith
	1. None (absent)
4. Temporary Faculty Advocate: T. Tesmer
	1. I am a lecturer here in the Department of Communications. I was recently selected as the Temporary Faculty Advocate (TFA). I have reached out to about 240 plus temporary faculty here and am gathering information about their concerns. Currently the biggest are parking, pay, and email. Temporary faculty’s ISU email addresses deactivate 30 days after separation. I am compiling as much information as possible. Thank you.
5. Chair Report: L. Brown
	1. I was pleased to see so many students, staff and faculty at Tent City and the Homecoming game. Behavior was good, everyone was steady on their feet!
	2. We are scheduling 305-related workshops for chairs and faculty serving on personnel for mid-November. A reminder that departments should be looking at their Promotion and Tenure (PT) documents. Mike [Licari], Lindsey [Eberman] and I will be there to answer questions.
	3. I have heard that some of you are not listed on Curriculog as members of the Faculty Senate. If you are not getting Curriculog-related email messages, please let Susan Powers know so you have access to the material.
6. Approval of Faculty Senate Minutes of September 21, 2017
	* 1. Motion to approve (A. Payne/M. Howard-Hamilton); Vote: 32-0-0.
7. Fifteen Minute Open Discussion
	1. L. Henson: I just wanted to mention that there is a local group, “Collaborate for Progress,” that is brings together the NAACP, the League of Women Voters. It is working on organizing a “Sycamores Vote” initiative. Please contact me if you are interested in participating.
		1. D. Bradley: Check with Carly [Schmitt] who heads up the American Democracy Project.
		2. L. Henson: Yes, we are in contact with Carly and the ADP.
	2. K. Games: I know you will be holding workshops [re: 305] next month. Is there a proposed timeline, when does the Provost want the departmental changes to be made? as soon as possible?
		1. L. Brown: Yes, I would say as soon as possible. At least by the end of the spring semester.
		2. D. Bradley: The new policy was in effect the day the BofT approved the new 305. Departments need to be use the new policies to their benefit, write and approve their revisions yesterday. Otherwise decisions will fall to the deans and the provost.
		3. T. Hawkins: You want to think about your colleagues going up for promotion and/or tenure next year. Clear departmental guidelines will make it easier for them. The sooner they know, the better.
	3. M. Chambers: Do you have a timeline on faculty searches?
		1. D. Bradley: Many should be approved before Thanksgiving. One is ongoing since it failed last year. If your department knows of someone who will not be here next year, then we can get a search started but the search might not be in the department from which the name comes.
	4. B. Kilp: My department is under the impression that PT [305] changes should be coming from the college first, is that correct? We keep putting off making changes, we are waiting for the College.
		1. T. Hawkins: The department is the first level of review and the most specific. The college language is there to reinforce what the department says. You would want faculty in Music to meet specific criteria that cannot be specified in the college-level document. You would not want faculty to have to default to the more general college-level guidelines, which have nothing to do with Music. There is no reason for the department to wait for the college.
		2. B. Kilp: Okay, I just wanted that on the record.
	5. A. Kummerow: I appreciate faculty searches are on a timeline now. Can you tell me more about staff searches?
		1. D. Bradley: You would have to talk to Caroline [Mallory] and to Mike about staff positions. Those are approved on a rolling basis.
	6. L. Eberman: Based on what President Bradley just said, if someone went up for promotion or tenure this year, would the new university guidelines supersede what a department has now? Could people appeal a department’s decision?
		1. D. Bradley: I would say yes. The Board’s guidelines [University Handbook] are what should be followed. Departments’ guidelines should be in alignment with their college’s which should be in alignment with the university’s. The new guidelines are meant to give additional opportunities to people. There are new ways now to give faculty some worth, value.
		2. T. Hawkins: There is some awkwardness about where we are right now, that is why there is such a need for departments and colleges to move so that the changes can be consistently enforced. “Supersede” is not the appropriate way to look at this because the university’s language does not mention anything about departments’ guidelines. If someone puts a portfolio together that does not meet the department’s expectations, the department makes that case and the portfolio moves up to the next level. That is how the process works, the handbook is there for interpretation. If a case comes up that involves the Provost, he makes a decision based upon his interpretation of the handbook. This is why departments and colleges need to revise their language so that they are in accord with the new 305, University Handbook language. If departments do not make changes, people will be caught in the middle. The university language does not refer specifically to any department or discipline.
			1. L. Eberman: I think that the process for going up to Full [professor] is fundamentally different than going up for tenure.
			2. T. Hawkins: We have a mechanism, we have to continue with the mechanism we have. I do not doubt that right now some people will be caught in the middle. Hopefully next year will be a lot easier.
	7. S. Stofferahn: The Biennial Review (BR) is now finished, a sigh of relief. Is there any news on salary adjustments? Will they be similar [to previous year’s adjustments]? Any surprises?
		1. D. Bradley: There will be no big differences.
	8. Y. Bai: For the PT revisions, do they apply to everyone from the moment they are approved? If you apply for promotion or tenure the day after the changes are approved, you are covered, including new hires?
		1. D. Bradley: They apply to everyone.
		2. J. Kinne: What if the new requirements are more stringent?
		3. D. Bradley: That should not be an issue.
		4. L. Eberman: Just so everyone knows, FAC will be reviewing departments’ new guidelines. Once they are approved by the department, they go to FAC. It is our job to make sure a department’s guidelines do not compete with the university’s guidelines. PTOC reviews departments’ guidelines periodically. We are not copyeditors, our job is make sure the guidelines align.
	9. D. Israel: I have a question with regard to the notifications sent out about the recent shooting on campus. The updates were good. It sounded as though students who did not have access to electronic alerts were kept informed by their RAs. Can anything else be done to reiterate that guns are not allowed on campus?
		1. D. Bradley: I do not think that anyone is not aware of the fact that guns are not allowed on campus. The police can cite him for having a gun even though he shot himself. It is up to the county prosecutor to charge him for discharging a firearm on campus.
		2. D. Israel: If you were not following the ISU updates and just getting information from the news, nothing was said about guns being illegal on campus. Parents might have wondered why there was a gun on campus.
		3. D. Bradley: When something happens the police and first responders are not putting extra comments in their reports such as “he is not supposed to have a gun here.” I will talk to Willie Banks, Joe Newport, and Diann McKee about reiterating that guns are not allowed on campus.
		4. J. O’Keefe: Aside from what happened, I just want to say I appreciate the university police telling the community about what was going on through the alerts system.
		5. D. Bradley: I think our police to a great job. They seem to always figure out what is going on and are not hesitant about alerting campus. I guarantee that other large colleges have just as much going on but the issues are not reported to the public.
	10. M. Howard-Hamilton: I appreciate the care that the campus police have not only for the students, but for the faculty and staff as well. Last week a colleague and I were called the n-word on campus when leaving our offices. The police found those responsible within forty-five minutes.
		1. D. Bradley: Mary, I am sorry that happened. I had no idea. Let me say that if you have any fear or are uncomfortable in any way, call the university police at ext. 5555. They will help, escort you, whatever you need.
	11. L. Maule: We also have some great students who helped the man who shot himself. Some ROTC students put a tourniquet on his leg so he did not bleed out.
		1. D. Bradley: It actually happened on the street right in front of the police station.
	12. E. Wittenmyer: I just wanted to say that our students react very well in the classroom, too, in situations in which the police are needed. I had a student threaten me with bodily harm in my classroom. The other students quickly called the campus police and they were there within minutes to apprehend the student.
		1. D. Bradley: Our students, unfortunately, are used to how to handle these violent/harassment situations while those of us who are a little older are more aghast.
8. FAC Items: L. Eberman
	1. Second reading and vote: Revision of 245.3.3.5 and strike 245.3.3.6
	2. Motion to approve (E. Gallatin/ M. Chambers); Vote: 31-0-1
	3. J. Gustafson: Are these processes already defined in the Handbook or will that need action?
		1. L. Brown: They need action. They will have to be voted on by all regular faculty.
		2. E. Gallatin: What is the timeline?
		3. L. Brown: A Qualtrics survey will come out via email in a few weeks.
		4. E. Gallatin: A vote will be taken then in time to bring the changes to the December BoT meeting.
9. CAAC Items: C. Chao, Y. Peterson, C. Fischer
	1. Approval of Entrepreneurship Minor
		1. Motion to table (J. Kinne/A. Payne); Vote: 30-1-1.
		2. K. Yousif: I would move to table since there are no representatives here.
	2. Approval of Human Capital Management Minor
		1. Motion to table (J. Kinne/A. Payne); Vote: 30-1-1.
	3. Suspension of Outdoor Recreation Leadership Minor
		1. Motion to approve (T. Hawkins/L. Phillips); Vote 31-0-1
		2. D. Israel: How long has it been empty?
			1. S. Powers: Years.
			2. K. Yousif: Can you be more specific?
			3. S. Powers: We have had a few students in ten years.
			4. L. Phillips: We learned in Exec that there are just a few students left, they will be able to finish it out.
			5. S. Powers: It will be completed through independent study. They just could not offer the classes.
	4. Approval of Revisions to Foundational Studies Learning Outcomes and Category Learning Outcomes
		1. Motion to approve (J. O’Keefe/J. Gustafson); Vote: 29-0-0.
		2. C. Fischer: This proposed change would affect what is now called Historical Studies. We would rename it “Historical Perspectives” along with some other changes I will go over here. First, there was some concern that there were a lot of freshman and sophomore FS classes, but fewer upper division offerings. Second, we also found that students, especially freshmen, were not doing very well in their Historical Studies courses. In general, ISU is not where it should be with regard to critical thinking (next week, we will be having a roll out for our FS critical thinking assessment). These observations led the Department of History to make some changes. We [HIST] took our survey classes [HIST 201 and 202] out of the rotation. We ran a pilot project with six faculty to focus more on writing, critical thinking, and critical reading in an effort to really focus on the Historical Studies’ learning objectives. Overall, students did better and the faculty had a better experience. We brought these results to the University College Council [UCC] and began working on the revisions you see here. In terms of the learning objectives, we sharpened them and got rid of ‘faculty speak.’ Historical Perspectives courses will now include an information literacy assignment, students will have to read critically and analyze critically. There will be a pre-requisite so that students cannot enroll in a Historical Perspectives class until they take Freshman Composition. We chose this instead of a credit hour requirement so that students can take the class when they are ready. Also, the class size will be capped at thirty. UCC decided to reopen the category so that anyone can submit a course for approval and people who are teaching HS courses now will have to resubmit. Proposals would be sent in in the fall [of 2018] and up and running in the spring of 2019.
			1. J. Kinne: Was this the highest priority for FS? Why start with History?
				1. C. Fischer: There were patterns that were noticed particular to History.
				2. L. Maule: History had a high level of DFW [Drop/Fail/Withdraw] rates. It was clear that students were not doing well in those classes based as they were upon critical reading and writing skills. We were already pushing students who had not completed their freshman writing classes not to take history. There is no mid-way developmental writing course in the current FS structure.
				3. J. Kinne: What areas are next?
10. L. Maule: Laboratory sciences. Math is doing good work. We are looking at how classes should be sequenced.
	* + 1. K. Yousif: Okay, I see the loss of students from their freshman to sophomore years, the numbers associated. I am concerned that other FS categories will have to absorb those students who are being pushed out of History in their first year. Of course some of us are not focusing on critical reading because our courses are getting larger. I have classes of 35, 40, 45 students.

L. Maule: Your frustration is legitimate. The absorption process is already happening.

L. Maule: The other thing is that more and more of our students are bringing in History credits. When they bring in fifteen or thirty credits of college challenge or advanced placement, they are usually history credits.

* + - 1. D. Israel: So what I am going to say is slightly redundant. I think this is great and will be great for our students. I know that we always say that these changes will not require any new resources. But, if we are going from 45 to 30 students, we should be asking for more resources not in History but in those other areas where students are moving. It would be great for the University College to bring in more tenure-track people to teach those FS critical thinking classes.

D. Bradley: I totally agree, but it all needs to be looked at as a zero-sum game. If UCC decides that freshman classes need to be smaller then it means that the upper level classes will have to be larger. I think that some of our upper level classes are of dubious value and that the smaller FS classes would be a better tradeoff. The discussion needs to be driven by the faculty.

* + - 1. A. Kummerow: Can you explain the transfer issue a little more.

D. Bradley: If a student completes thirty credits at any institution in Indiana, we are required to give them FS credit. I am not sure if it is a state law of the Indiana Commission of Higher Education (ICHE) policy. If they take college challenge courses or advanced placement we give them credit as well.

A. Kummerow: We have a lot of out-of-state students.

D. Bradley: We are not going to treat out of state students differently. We will try to give them credits.

L. Maule: If a student takes a class with the same learning objectives in Indiana or Illinois, we will give the credit.

D. Bradley: There is a transfer credit core beyond that as well. The goofy thing about the transfer credit core is that we do not have a legal obligation to look at pieces of it, but you cannot operate that way today. You will be spending all the time talking with students and their parents. I think that in five to ten years, a lot of our freshman will be coming in with almost thirty hours.

A. Kummerow: Are we going to have to rebuild our transfer criteria?

D. Bradley: We do not get to look at other institution’s learning objectives.

L. Maule: If they bring in History as part of the transfer core then History counts and it is not looked at. We always look at individual courses to make sure they meet our learning objectives.

D. Bradley: We cannot be legalistic. If the classes are almost identical then we will take them.

L. Maule: Our program has integrity. We chose our learning objectives for a reason but we try to help students transfer as much as possible. Our Ethics and Social Responsibility FS category is unique, those courses do not usually transfer.

* + - 1. J. Gustafson: As someone who was part of the pilot, I would say that these new objectives are more in line with what we have been doing for a while. They are more in line with a college level course than with what students would likely be taking in high school.
			2. J. O’Keefe: There were a couple of typos I noted on the print out.

L. Brown: I will double check that everything is correct in Curriculog.

1. Adjournment at 5:00 p.m.