#6

INDIANA STATE UNIVERSITY

FACULTY SENATE, 2017-2018

January 18, 2018

3:30 p.m., DEDE III

Approved

Members Present: Y. Bai, L. Brown, B. Bunnett, S. Buchanan, M. Chambers, M. Cohen, E. Gallatin, K. Games, J. Gustafson, T. Hawkins, L. Henson, M. Howard-Hamilton, M. Hutchins, B. Kilp, A. Kummerow, X. Li, J. Liu, M. McInerney, 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: J. Kinne (on sabbatical), D. Israel (on sabbatical), S. Kopaczewski (on sabbatical)

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

Ex-Officio Absent: None

Guests: J. Conant

1. Memorial Resolutions
   1. J. Conant: Katharine H. Y. Hsiao (1923-2017)

Katharine H.Y. Hsiao, emeritus professor of economics passed away on December 6, 2017. Katharine was born in Peking, China, where her father was a government official prior to the war with Japan. After the Japanese army invaded China, she moved to Shanghai and then went to Hankou (Wuhan) to attend middle school. As the war continued, she fled south to Canton for a period, then to Hong Kong, when Canton was being bombed. Due to the war, Katharine attended college inland in Kunming, at National Southwestern Associated University, which was the united wartime college of Peking University, Qinghua University, and Nankai University.

As inland China was very underdeveloped she had to place a newspaper ad to hire 3 male student "guards" to protect her on the long, arduous journey to Kunming. At the University, the buildings were mud brick with very primitive facilities. The Japanese army targeted the college and bombed it repeatedly. She was forced to flee into the nearby graveyard more than 100 times before the presence of the Flying Tigers stopped the bombing in 1942. There, at age 16, she met Liang Lin Hsiao, son of a Nationalist official in charge of Overseas Chinese Affairs with Dr. Sun Yat-sen. Both studied Economics, as they were aware of the need for trained economists to help the country.

After graduation, Katharine met the Canadian Ambassador in Chungking who was seeking a Chinese teacher. After a few years, the Canadian Embassy sent her to school in Canada. By that time Lin was studying at the University of Michigan. After arriving in Canada she moved to Columbia University on scholarship where she worked for the Federal Reserve Bank, summarizing a number of books on the Chinese economy and then taught for six years at Moravian College in Pennsylvania. Due to the on-going conflict in China, both Katherine and Lin received economic aid and immigration status assistance provided by the US to Chinese students and were able to remain in the US. In 1959 ISU gave Lin a tenure track position, with the promise of a position for Katharine when she was ready. Katharine obtained her PhD from Columbia in 1966 and took up a position as Assistant Professor at ISU. Her book, *Money and Monetary Policy in Communist China*, was published by Columbia University Press in 1971.

At ISU, Katharine became very involved in faculty affairs, serving on the Faculty Senate, as President of the Faculty Women's Club, as a member of the American Association of University Women, and as Coordinator of the Women’s Studies Program. Katherine and Lin retired in December 1986 and then spent several years teaching and lecturing on a part-time basis in China. Together, they helped to educate the post-Mao era generation of economists, who are now leading the country.

**THEREFORE, BE IT RESOLVED** that the Faculty Senate of Indiana State University express to her family its sincere sympathy and condolences, and that it further express its appreciation for the service, care, and dedication which she gave to her students, the faculty, and the University.

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

1. Administrative Reports:
   1. President D. Curtis
      1. Thank you. I am really delighted to be here. My PhD from Indiana State has been the foundation of my entire career in higher education. I had capable, competent, and caring instructors, the program was rigorous and I have benefited. Indiana State is a great institution. You know that, you have chosen to be here. The faculty have a great reputation. Walt Sullens was a brilliant statistician and teacher. I had dinner last night with his family. He was as a role model for teacher-educators. I am also very grateful to Will Burn and Bud Elrod, my dissertation committee members. I strove to emulate them on the committees I later served on or chaired. I have a great appreciation for Indiana State and I am thrilled to come back here in this capacity. You all have my undying support. They always say when you enter administration that you have ‘gone to the dark side,’ but I still respond first as a faculty member, that role never goes away. I miss teaching every day, which makes me both admire and envy all of you. I do not think there is a more rewarding career than to be that transformational force in young people’s, undergraduate and graduate students’, lives.
      2. I also have to say that I commend and appreciate the support I have gotten from Mike Licari. I want to give more opportunity to senior leaders to be more independent. I have a clear directive from the BoT for this presidency to be externally focused with alumni, the community, and the State Capitol. I want our legislators in Indianapolis to say ‘Oh no, here she comes again!’ My message is going to be clear and strong. I have confidence in and rely on the provost to do what has to be done here. I ask that you have patience. There may be times I will direct you to the provost when I am asked a question. I am going to be relying heavily on him and the VP’s.
      3. I was asked the other day by a local news reporter about how it feels to step into Dan Bradley’s shadow. I can tell you that I would not have been as interested in this position had he not been president before me. This is a handing off of a baton. With Mike and the other vice presidents, we will make this a glorious chapter.
   2. Provost M. Licari
      1. I have nothing nearly as inspirational, but welcome back. Life is back on campus, especially since classes started. We do have a fair amount to accomplish this spring, two major goals. The first is addressing the roles and responsibilities of chairs and department-level administrative assistants. This is related to the larger issue about ensuring that a department chair’s job is doable, attractive, a role we support and develop. We want chairs to have the resources to do the job well. The second is P&T document revisions. The heavy duty leg work is coming. As you will recall, those revisions need to be done by the end of February. Make sure to remind your colleagues.
2. Support Staff Report: E. Phillips
   1. No Report
3. SGA Report: T. Smith
   1. No Report
4. Temporary Faculty Advocate: T. Tesmer
   1. On behalf of the temporary faculty, I want to say ‘Congratulations’ to President Curtis and welcome you. Thank you for your willingness to come back and serve. We look forward to working alongside you.
   2. Jeff [Kinne] has been helping with the TF parking situation. I will wait until he is here to address the issue.
5. Chair Report: L. Brown
   1. I certainly echo the welcome for President Curtis. I am pleased to report that her message is consistent with what she has been saying to the officers all along. Thank you.
   2. Mark McInerney will be filling in this semester for Dianna Cooper-Bolinskey who has resigned from the university. She was also on EC. EC will go on with eight members for the rest of the semester. There are no provisions in the handbook [for replacement of EC members]. Thank you to Andre Kummerow, who is willing to be the EC liaison to SAC, which was Dianna’s liaison assignment.
   3. We do not much on the agenda today because we were so efficient last semester and committees have not yet met. I did not want to cancel the meeting since it is President Curtis’s first one. It is important for her to get to know the senators. This is the lightest meeting we will have this semester. Look forward to further changes to the 900’s involving data security. The other big item is the review of the biennial review. I have heard from FAC that over two hundred people sent feedback. FAC is going to be looking at the responses and will bring recommendations to the Senate. We will have a couple of meetings devoted to the BR review.
6. Approval of Faculty Senate Minutes of December 7, 2017
   1. Motion to approve (B. Kilp/J. O’Keefe): Vote 31-0-2.
7. Fifteen Minute Open Discussion
   1. M. Howard-Hamilton: Welcome back everybody. The Dr. Martin Luther King Jr. banquet is being held tomorrow night. We are asking faculty and staff who are attending to wear black to show our support for the #metoo and Black Lives Matter movements and, in general, to be in silent solidarity with anyone who is oppressed given today’s cultural and political climate. I wish I could be as eloquent as Oprah, google her speech to see why this is so important. This is just one of the important things we will be doing tomorrow night at the banquet.
8. Senator Introductions and Responses from President Curtis
   1. [Senators introduced themselves to President Curtis]
   2. D. Curtis: I am curious to ask questions, everything is game. What do you hope to see from the new leadership?
      1. K. Yousif: I am hoping for a greater connection between faculty and administrators. It would be great to have our executive administrators visit our classes, particularly our Foundational Studies courses. I would like them to see our students and the realities we face. Many times the decisions that the administration makes seem disconnected from what is going on in the classroom.
         1. D. Curtis: When is your next class?
         2. K. Yousif: 9:00am tomorrow.
         3. D. Curtis: Send me the information.
         4. T. Hawkins: I am not sure whether that will be doable. Deborah has already agreed to substitute for me [laughter].
         5. D. Curtis: Tim, I told you if I showed up to a history class it would be the ‘History of Deborah Curtis’ [laughter].
      2. L. Henson: I would like to see the administration make more timely decisions about faculty positions so we can conduct searches more effectively.
         1. D. Curtis: Okay, so how are we positioned to attract faculty to ISU?
         2. T. Hawkins: I think we are poorly positioned. We are on the back of the hiring because of the calendar. The larger our pools, the better the candidates. We should be going to conferences to choose from among the candidates rather than choosing from who is left. We have been advertising after people have already moved on.
         3. L. Brown: The ability to hire diverse faculty and staff is one of our big strategic initiates and is something we need to work on.
         4. M. Howard-Hamilton: Pre-doctoral and post-doctoral fellowships, opportunities to sell to young, creative faculty members who will then have a chance to be mentored by the best of our faculty. We should think about teaching load reductions in order to accommodate good mentoring, create a give and take with senior faculty.
         5. M. Chambers: I think we are well positioned to attract people who are seeking a good balance between research and scholarship and good teaching. I think we have been able to get people who are balanced. At ISU we have the opportunity to teach students, to serve, to engage in scholarship as well. We can capitalize on this kind of balance if we can get the position announcement out early enough. This can help with diversity, too, if we are not on the back of the calendar. If we want to attract scholar-teachers who are also interested in becoming involved in the community, we need to get the announcements out earlier.
         6. K. Games: We need to be strategic in our advertising. We want ISU to be a destination, not a stop-over. You can make an impact on the community here and have the four parts of faculty life overlap. That is why I love it here at ISU. If we market correctly, others will as well.
         7. D. Curtis: Where do we place openings? In the standard venues? Do we have a page where prospective faculty and staff can go to see why you all chose to come here, perhaps some video testimonies?
         8. K. Games: No.
         9. D. Curtis: Think about the power of that. Hearing one or two or five of you talking about why you came here and why you stay.
         10. M. Chambers: I may be volunteering myself, but I came here because it was the only job I had. I was told ISU was mainly a stop-over but that some people had stayed. I stayed because of the opportunities. I had a fellowship that enabled me to buy out my teaching for a year, which allowed me to study at Harvard. I took on administrative responsibilities, taught, and engaged in scholarship. It was attractive because I could grow here, in all of these areas. We offer so many ways to move beyond just being an instructor and a scholar. There were opportunities to do something else if I wanted to. ISU is small enough for faculty to be tasked to help, but not so small that people are forced to.
         11. F. Stewart: I started here as a student. All of my degrees are from ISU. I did a 2 plus 2 program and got my Associate’s, Bachelor’s, and Master’s degrees and my PhD. In 1994 I was a student recruiter. I was a first generation student. II appreciated the time and effort the faculty spent turning me into a young professional and a nurse. I interviewed elsewhere but ISU won me over. I grew up in Sullivan so I was already a part of the community. Students are a great investment, they may become future faculty.
         12. Y. Bai: I came to ISU three and a half years ago, it was my first career job as an assistant professor. ISU is very supportive of my research. It offers internal grants. We got a grant just recently. I appreciate the leadership from the dean and the college. I agree with Mike about research and teaching, about being able to do both. Bringing your research into classroom is stimulation for the students. I am excited about the future. It makes me feel like I made the right decision.
         13. J. O’Keefe: What drew me here is that the students. They are impressive, a diverse group. A lot of them are first generation college students. Somebody who wants to be a strong teacher can be here. We should advertise our high quality students in our position announcements. You can also do scholarship along with teaching, which means our grad students are learning how to do both. To Keri’s point, you can see how teaching and scholarship intersect for us and our students.
         14. E. Wittenmeyer: I have been at ISU forever. This is my alma mater for all of my degrees, I am currently working on a PhD. I started here when ‘females in electronics’ was not cool and I was the only female. My mentors would not let me quit. I had a wonderful career at Pfizer and then came back to ISU to work on a grant. After the grant, I was asked if I could program and if I could teach as well. I am still the only female in the department. In the College of Technology I work closely with the females. I came back to teach because it is a pay-it-forward for me.
         15. L. Henson: I am from Paris (IL) and an ISU alum. I grew up between Eastern Illinois [University] and ISU. What drew me here was the availability of news media. I came back because I care deeply about what this community, about what it is going to be moving forward. Supporting projects such as Riverscape and other economic development projects is so important, especially since we heard Sony is now laying off a lot of employees. We should assist the community in recruiting. There is a long history between ISU and local leadership. We are on the cusp of a new era. President Bradley was very supportive so I would like to see more of that as well.
         16. J. O’Keefe: If you serve alumni they will come back. It seems obvious that we could cultivate that within our undergraduate programs.
      3. M. Howard-Hamilton: In reference to our student body, they are blue collar, no collar, I love them all. We have a lot of African American and minority students. We need more upper level administrators and faculty who reflect our student demographics. When we look at the administrative leadership on campus, we have a record three department chairs who are African American. Very few African Americans have a chance to be leaders on campus, students need to see that.
         1. D. Curtis: When I was the Dean of the College of Education at Illinois State, I could never manage to hire minority faculty. There seemed to be too many people vying for the positions. Having a big pool is one thing but how will get them then keep them?
         2. M. Howard-Hamilton: In terms of retaining minority faculty, I am willing to contribute a lot of information about that. I think that my non-black colleagues should also answer that because they create the environment here. I have ideas but I cannot keep everybody here unless there is a support system.
         3. X. Li: Do we have the opportunity to hire anyone who we know [would be a good candidate]? There is a minority candidate that I would have liked to have hired last year but because of the hiring calendar we were not able to. If I find out they are still available, can I bring them to campus to interview?
         4. M. Licari: Yes, that is still in the realm in the opportunity. Joint appointments are still a possibility.
      4. D. Curtis: I want you to understand our faculty members are our greatest asset. That is what students come here for. Mike and I are going to work very closely to accomplish these goals. And, when I am in a building for a meeting, if I stand outside the door and watch your class, just ignore me, I want to soak it up. I would hesitate to walk in and change the dynamic change but, if you want to invite me, I would love to come. Thank you.
         1. A. Kummerow: What about online classes?
         2. D. Curtis: Do you do synchronized activities? If so, we can put our heads together and figure something out.
         3. E. Wittenmeyer: I would like to send you our senior presentation dates and invite you to come to our class to see what we are building.
         4. D. Curtis: Let’s put it on the calendar.
9. Adjournment at 4:21pm.