**AAC Annual Report, AY 2017-18**

The Administrative Affairs Committee (AAC) is responsible for monitoring and reporting on university administrative matters for Faculty Senate. The majority of this committee’s work for 2017-18 concerned four major agenda items, outlined below:

1. **Staffing Report:** AAC worked with this year with FEBC and FAC to establish some groundwork for the regular completion of a standardized annual Staffing Report. This was necessary because the staffing report appeared irregularly in a variety of formats over the years, and basic processes were not in place to complete such an enormous project. Below is the result of our work:
	1. **Process:** As a matter of process, it was decided that AAC will establish a sub-committee, chaired by the AAC vice-chair, to complete the annual Staffing Report. They will be responsible for requesting, collecting, analyzing, and reporting on staffing data in the form of a narrative with data tables to the AAC committee, and from there to Faculty Senate. For formatting and guidelines, AAC suggests referring to Richard Lotspeich’s “Guidelines for Preparing the ISU Staffing Study for the Faculty Senate” (2011)**.** After discussions with FEBC and FAC, to avoid redundancies, we suggest that the following questions be addressed in the report data and narratives:
		1. How is the distribution of positions (measured both by headcount and by FTE) changing year to year between faculty types?
		2. How is the distribution of non-faculty (staff, administrative, executive, etc) positions changing between employee types?
		3. How are salaries devoted to faculty work vs non-faculty work changing?
		4. How is SCH production distributed by faculty type – including by non-faculty instructors?
	2. **Data:** We met with Institutional Research, along with representatives from FEBC and FAC, to set up a regular system for requesting and collecting information that will serve as the data set for future reports. Institutional Research is now prepared to respond to an annual request from AAC to deliver the proper data sets in an appropriate format. It is expected that with time and experience, and the changing needs and uses of the report, this data request will slowly evolve to meet current needs. Institutional Research will expect a request for the following data sets each Fall semester from AAC:
		1. Summary of faculty employment, both by headcount and FTE, sorted by faculty status (TT; non-TT; instructor/senior instructor; temporary)
		2. Summary of non-faculty employment, sorted by type (staff, administrative, executive, etc).
		3. Summary of *all* Student Credit Hour production, broken down by faculty type, and to include non-faculty SCH production (graduate assistants, staff members, coaches, etc.)
		4. Salary data, categorized by faculty categories and into staff, administrative, executive, and other types.
	3. **Remaining challenges:** We encountered several major obstacles which will need to be resolved in 2018-19:
		1. **Inconsistency of data**: Terminology changes frequently at academic institutions. In the data provided from IR, faculty, staff, administrative, and executive categories and sub-categories are defined in different ways year to year, making comparisons over time difficult. Standard definitions need to be agreed upon and regularized in the data collection process.
		2. **Late delivery of information:** Institutional Research is unable to provide data for the previous academic year until late February. This leaves the committee a short amount of time to complete their work, during the busy end of the Spring semester, in order for the report to be delivered to Faculty Senate in early April.
		3. **Coordination with FEBC and FAC**: It was proposed that AAC, FEBC, and FAC produce a joint report each year. We strongly recommend that the report be solely the responsibility of AAC in the future, for considerations of coordination and efficiency. Additional reports from FEBC on FAC on related issues should remain separate, or attached as an addendum.
2. **Presidential Search:** AAC monitored and reported to Faculty Senate on the Presidential Search in Fall semester 2017. While much of the work in the early stages of the search process was confidential, we did maintain contact with Jeff Taylor, the chair of the presidential search committee, and reported back on the progress of the search to Senate and Senate Exec. We were pleased with the quality of the candidates they identified, the wide range of input they solicited from groups across the university, and the successful completion of the search under a short deadline.
3. **Proposed Pearson contract:** Members of AAC were active in exploring the advantages and disadvantages of the proposed contract with Pearson to advertise and deliver online curricula for several campus units. After reading the market analysis report and attending the presentation by Pearson officials on campus, AAC delivered a list of concerns to Senate that included faculty authority over curricula, privacy of student data, advising structure, and cost effectiveness. These concerns were expressed widely by groups across campus and were cited in the decision to discontinue negotiations between ISU and Pearson.
4. **Presidential Council on Inclusive Excellence:** AAC met twice with Dr. Leah Reynolds on inclusive excellence initiatives across campus and offered input and feedback on several proposals. A variety of concerns were expressed by AAC members over the progress of inclusive excellence and diversity initiatives on campus. Diversity plans need to be updated, and used, across the campus community, perhaps modeled on the College of Education diversity plan. More bottom-up efforts are needed to meet the top-down work from the Office of Equity, Diversity, and Inclusion. In particular, we lamented that many of the greatest challenges to recruiting and retaining diverse faculty, student, staff, and administrative groups were external to the university. We encouraged initiatives to grow engagement by ISU faculty and staff with the Terre Haute and greater Vigo County communities.

Submitted respectfully,

James M. Gustafson
Chair, AAC 2017-18