

UNIVERSITY FACULTY SENATE
EXECUTIVE COMMITTEE
HMSU Room 227
February 2, 2010, 3:30 p.m.

Present: S. Lamb, A. Anderson, R. Guell, C. Lunce, C. Hoffman, C. MacDonald, D. Richards,
V. Sheets
Absent: J. Fine
Guests: J. Beacon, T. Demchek, J. Gatrell, L. Maule, R. Peters, H. R. Gumadi
Ex officio: R. English

- I. Approval of the Minutes of January 19, 2010. V. Sheets/D. Richards 7-0-0.
- II. Chair report – S. Lamb

Colleagues,

Last week was a very trying week for the campus. Many of our colleagues were informed that their positions had been terminated. Some were told that they no longer had a job at ISU. Almost all facets of the University were affected.

I do think that the President and the University attempted to proceed in a most humane fashion. He was extremely receptive to any idea that would make the entire process less painful. He initiated many ideas himself.

Regardless, our concern must be with our colleagues who are most negatively affected. Anything that we can do individually or as a group to help with their hardship would be appreciated.

It is the hope that the retirement incentive plan which is scheduled to go to the Board will attract many an individual. Some of those positions that are vacated will have to be filled. If so, some of the individuals affected who had less seniority will be able to be reabsorbed into the vacated lines.

The original retirement incentive plan was altered by the administration after input from governance bodies.

- 1) The three tier approach was adopted,
- 2) Accessibility to the plan was increased beyond anything that we proposed: the plan was opened to those who are at least 55, and have at least 9 years of service (Recall in the Faculty Senate Plan, the rule of 72 had as minimums 55 years of age, and 10 years of service, plus the additional restriction that age plus service had to sum to 72; that restriction is completely gone) and;
- 3) Accommodations are being made to provide access to a health benefits 'bridge' for individuals who take advantage of the retirement incentive plan at age 62 with at least 15 years of service who would not be eligible for the ISU health benefits plan.

However, there does not exist in the final plan the additional protection requested for those in the 50 plus category, and the amount of the severance payment will be only 40% for those who presently have less than 15 years once they reach retirement age with 20 years of service. The original administrative plan had this severance payment at 50%.

The Governance process improved the package. I do want to thank Kevin Bolinger, and all members of the FEBC, including Bob Guell for their tremendous efforts on behalf of the University Community. Kevin worked within very tight time deadlines. He has worked wonders. The administration also did everything possible to expedite the flow of materials through the governance process.

III. Administrative report – Robert English

President Bradley has a RHIC meeting (Rural Health Innovations Collaborative Operations Group) and, after that, is leaving for Washington, DC. Provost Maynard is attending an AASCU Provost conference. I believe that AASCU scheduled the conference last spring and then had to cancel because of financial hardships.

Thirty- nine positions were eliminated from Academic Affairs: 26 hourly and 13 salaried.

There are three pools or camps of individuals who have been affected by the budget reduction.

The first camp is where the position was eliminated, but the person affected has enough length of service with ISU that he or she should be able to be transferred to a similar position. This transfer will occur in spring 10.

The second camp is where the position was eliminated but the person does not have enough length of service with ISU and will no longer have a position after May 14th.

The third camp is where a position was eliminated and the individual will elect to take early retirement and will give notice by April 1.

April 14 is the beginning of the formal notification period for elimination of positions. ISU must give at least 4 weeks notice. May 14 is the last day of work. The concept was that positions would be eliminated first. Those individuals who elect to participate in the early retirement will produce vacant positions. Individuals with higher levels of service will be eligible for the vacant positions that are due to early retirement.

There are timing issues revolving around the early retirement notification date being April 1st and the position elimination notification being April 15th. The Provost will deal with these timing issues. I talked with Diann McKee, and the Provost will develop a plan on how to deal with this issue.

The President's has provided direction so that the decision process on who will fill which position will involve input from Chairs, Deans, and Provost.

There were 15 P & T reviews, plus 1 early promotion, and 7 promotions only. A total of 23.

Three open sessions concerning the recently announced budget reduction plan have been scheduled as follows: Thursday, Feb. 4, 11 a.m. – noon, Wednesday, Feb. 10, 2 - 3 p.m. and Tuesday, Feb. 16, noon - 1 p.m. in HMSU Dede II.

IV. 15 Minute Open

a. Questions asked of B. English by R. Guell:

- 1) Will retirees be able to choose the timing of their payment so as to minimize tax consequences (especially if they choose a December retirement?) Answer: "I don't know. It has been asked. I will ask again."
- 2) Will the precise positions affected by the cuts be announced? Answer: "I believe so."
- 3) Can you provide the gender breakdown of the position eliminations? Answer: "I will see."
- 4) (On behalf of FEBC) Will 3-yr contracts for special purpose faculty be honored? Answer: "Yes."
- 5) (On behalf of FEBC) Because salaries are public information and because Board of Trustees minutes are public information, will the administration provide to FEBC a list of the names and amounts of the equity adjustments that were made at the end of the year? Answer: "I agree that the information is obtainable from publicly available information and see no reason why the administration cannot provide it to FEBC, but I will have to ask."
- 6) The budgetary units (OOP, AA, SA, EMM&C, and BA&F) were somewhat altered in the announcement of the President about where position cuts were – publicly he collapsed Academic Affairs and Office of the President into the Office of President and Provost. Does this foretell the President's intention to formally recast the budgetary units of the University? Answer: "I don't know. I will ask." The units were not collapsing units. The Board agenda will show changes in budget.
- 7) The President unequivocally stated in a private meeting, when asked about a specific unit, that the unit would not exist after the cuts were announced, yet that unit was not named in the list of cuts. Does that mean he changed his mind? (For the purposes of the minutes, though I named the unit in the meeting, I do not believe the unit name should be mentioned.) Answer : "I will ask."

- b. V. Sheets – appreciate that the budget reductions were the result of prioritizing rather than attrition. Do these reductions achieve the necessary budget cuts? (For example, will we be able to fill empty positions as they become available?, etc.). B. English: These cuts will allow us to meet our financial goal. Certainly, no one knows yet of all the

people who will take early retirement, but people will be required to make decisions by April. The Board of Trustees still needs to review/approve the early retirement package proposal. They will meet on February 18 to do so. In answer to your question, though, we do predict that these cuts will allow us to meet our financial goal.

- c. What about Special Purpose faculty? Will their contracts be honored? Yes they will.
 - d. C. Lunce indicated interest in serving on the Diversity Council. Other nominations came forward.
 - e. S. Lamb- Regarding budget reduction cuts –A great deal of budget reduction came about through the elimination of technology software/hardware. Some reductions occurred because of switching from one technology source to another. It would be beneficial if we were made aware of those changes and the savings that occurred.
 - f. C. Hoffman- Retirement incentives and tax consequences: Can something be arranged to minimize effect of double income – perhaps a “retirement leave” to roll incentive payment into following year? R. English – will pass this point on to the president.
 - g. Gender breakdowns of the people affected by cuts.
 - h. D. Richards- Students taking courses (particularly on-line courses) at other institutions: Budgetary consequences ? (e.g. students taking courses at IVY Tech rather than ISU). Concerned about budget implications as well as quality implication. R. English – will talk to Nancy Rogers – there needs to be more data on this. It is an administrative concern as well. There are significant dollars involved.
- V. CAAC motion concerning Definition of School. **Full text of motion follows.** Overview given by R. Peters, Chair of CAAC.

A “school” at Indiana State University is an academic unit located within a college that is administratively equivalent to a department in terms of structure, function, and leadership (customarily designated as head, director, etc.) To become and/or maintain the designation of “school” such units should reflect the following characteristics: (1) a significant student enrollment; (2) multiple sources of revenue, including external funding, endowment, or other significant financial resources; (3) multiple academic programs (majors, minors, graduate, undergraduate) based in an integrated disciplinary curriculum; (4) provide evidence that the term “school” is a common, recognized designation in the field; and (5) provide evidence of a clear benefit to the University.

- a. Definition needed for qualification/justification in formation of a “school”. Perception of “school” perceived differently at different colleges/universities. In our definition, a “school” cannot contain departments as sub-units.
- b. Student enrollment – number of students required in a particular course/program is not specified. Cases will have to be made on an individual basis.
- c. National recognition would be one criterion. Would that be assumed? Also, a requirement for national recognition of faculty seems to be implied in the document. R. Peters: yes, that is correct. R. English – the president was concerned about uniqueness of certain course offerings. R. English – would be good to give the provost an opportunity to comment on this before it goes forward.

- d. What is important about term “school” if all it means is “departments” or “departments of distinction”?
- e. A lot of structure is not well-defined. There is flexibility as long as everyone agrees on rational outcomes. CAAC has considered external administrative impact. Some data have been collected but some problems remain.
- f. For some units (i.e., Music and Nursing) accreditation agencies suggest they should be schools. A school will have a director, but no departments. They can have multiple programs; no chairs. This allows for naming rights (of schools).

S.Lamb expressed concern about two issues: Given this definition, a School was not allowed the possibility of having departments as sub-units, and before the term school was permitted, a case had to be made that that term was used elsewhere in a similar framework. Why was that necessary?

B. Guell and D. Richards felt that little was to be gained by identifying a School as little more than a glorified department.

MOTION TO APPROVE (A. Anderson/C. Lunce 6-2-0).

VI. Graduate Council Item: Graduate Assistant Assignment Classification – Overview by J. Gatrell and T. Demchek.

Discussion:

- a. Explained benefits of classification.
 - 1) Define student role: intern v. graduate assistants, but recognize some people.
 - will have a combination of the two. Want to maintain flexibility.
 - 2) Inherent need to prioritize support for academic programs.
 - 3) Growing numbers of positions, especially student workers, who need to be supported and trained.
 - 4) By defining these broadly, students who suspect abuses/problems can refer to specific documentation that would be understandable to third parties (e.g. TA's v. Grad assistants). Necessary to have a document.
 - 5) Introduce language appropriate to departments.
 - 6) Need to create and generate form whereby students know what their expectations are.
 - 7) Another piece is the term limits of service/work. TA's and grad. assistants need to abide by the University calendar in regard to hours worked, submission of grades, etc.

Friendly amendment clarifying term limits added. (C. Hoffman/A. Anderson) –

APPROVED (V. Sheets/C. MacDonald, 8-0-0). **See full text below.** (J. Gatrell/ T. Demchek presented the classifications.)

Approved 1/26/2010 7-0-7 by Graduate Council

Types of Graduate Assistantship Positions

Graduate assistantships are intended to provide students with professional experiences that complement their programs of study. As such, assistantship duties should be intentionally designed to enhance the educational experience of ISU students. For this reason, assistantships that support academic programs should be given the highest priority in the allocation and assignment processes. In an effort to

provide general (not prescriptive) guidelines, four types of graduate assistantship (GA) positions are recognized by the guidelines: Teaching Assistantships, Research Assistantships, Clinical Interns, and Administrative Interns. All awards should clearly articulate the general responsibilities of the appointee at the time of the offer, including any appointment that may combine one or more of the sets of duties defined below. The definitions, duties, and general expectations of the four types are outlined below:

Teaching Assistantships (TA). *The TA position is defined as a GA whose responsibilities are instructional in nature and support the teaching mission of the University. A full time TA position would be primarily responsible for at least 3 credit hours of classroom or laboratory instruction and/or the equivalent of associated responsibilities (e.g., course preparation, grading, organizational meetings, office hours, tutoring, program development, assessment, and/or support of instruction in other sections) totaling 20 hours per week. Part-time assistantships will be expected to perform the duties described above in a proportion equivalent to the assignment and consistent with the GA guidelines. The term of the appointment begins the Thursday prior to the start of a given semester or term and ends at the close of the grading period.*

Research Assistantships (RA). *The RA position is defined as a GA whose responsibilities are to support externally- funded? faculty research and/or an established research agenda consistent with the mission of the academic program, college, or university. RA positions support the research mission of the University. The expectations are that full time RA positions will perform 20 hours of service per week. Part-time assistantships will be expected to perform the duties described above in a proportion equivalent to the assignment and consistent with the GA guidelines. The term of the appointment begins the Thursday prior to the start of a given semester or term and ends at the close of the grading period.*

Clinical Interns (CI). *The CI position is defined as a stipend funded placement in a clinical professional setting. CI appointments are closely associated with required clinical experiences in select programs. The expectations are that full time CI positions will perform 15-20 hours of service per week (depending on the program). Part-time assistantships will be expected to perform the duties described above in a proportion equivalent to the assignment and consistent with the GA guidelines. The term of the appointment begins the Thursday prior to the start of a given semester or term and ends at the close of the grading period.*

Administrative Interns (AI). *The AI position is defined as a stipend-funded placement in an administrative office. The range of administrative activities will vary depending on the placement. The expectations are that full-time AI positions will perform 20 hours of service per week. Part-time assistantships will be expected to perform the duties described above in a proportion equivalent to the assignment and consistent with the GA guidelines. The term of the appointment begins the Thursday prior to the start of a given semester or term and ends at the close of the grading period.*

Term of GA Appointments

The term of the appointment begins the Thursday prior to the start of a given semester or term and ends at the close of the grading period. Failure to meet the calendar responsibilities of the appointment may result in termination and/or the appropriate

proration of the stipend. The performance of GA duties outside of the normal academic calendar will be funded through supplemental stipends (usually one-time-only payments) using departmental or external resources. The performance of duties outside of the published ISU academic calendar must be clearly articulated at the time of appointment.

VII. Discussion of Enrollment Report – J. Beacon, VP Enrollment Management

Overview of the following reports:

a. “Indiana State University Undergraduate Admissions Report For Fall Semester 2010,” dated January 15, 2010.

b. “Indiana State University Undergraduate Admissions Report For Fall Semester 2010”

dated February 1, 2010.

Comments on reports:

- 1) Significant growth apparently generated by fee waivers, Presidential Scholarships, and availability of need-based scholarships.
- 2) We're in our most critical period now—will know more going into month of May.
- 3) Recent budget cuts...how will this impact enrollments? We must have adequate support staff to process applications. That is why many of our cuts came from EAP. Staffing is OK now but not ideal.
- 4) Transfer scholarship? Added some incentives (e.g. text books scholarships).
- 5) While the initial spike in applications was due to the state's insistence that no fee be charged during the early application period, there still seems to persist some continuing positive indicators and trends. We hope that they continue into the future. We are trying hard to do everything possible to lock in the gains made so far.

S. Lamb stated that he appreciated J. Beacon's report and his work with the various colleges on enrollment activities.

VIII. Foundational Studies Update – Linda Maule Provided overview of Foundational Studies

Program.

- Input from CAAC
- L. Maule – beauty of program is that there is a three-year review process and data related to courses will be available.
- Addressed quality of program and faculty concerns. A lot of work accomplished to ensure course quality.
- Future conversations anticipated regarding plans for a rapid transition from Gen Ed 2000 to Foundational Studies, but no student would have to take even one more course than anticipated because of the change.

S. Lamb stated that he appreciated L. Maule's overview of the program. He also thanked B. Guell for his leadership related to the program.

IX. Rules of Engagement (Informational)

WFIU proposes to expand an existing partnership between WFIU (IU) and ISU for delivery of public radio services to their communities.

Response from Provost's office? Has not yet been approached with a proposal yet. When we know what proposal will be, will inform EC.

X. Moved into Executive Session at 5:15 p.m.

Moved out of Executive Session and adjourned at 5:18 p.m.