Approved February 21, 2012  EC #16

9-0-0

UNIVERSITY FACULTY SENATE

EXECUTIVE COMMITTEE

FEBRUARY 7, 2012

3:30 p.m., HMSU 227

Present: S. Lamb, K. Bolinger, J. Conant, R. Guell, T. Hawkins, B. Kilp, J. Kuhlman, C. MacDonald, T. Sawyer

Ex office: Provost J. Maynard

Guests: Y. Peterson (AHS), J. West (FAC)

I. Administrative report

 Provost J. Maynard:

 a. President is out of town this week.

 b. The Board of Trustees are meeting next week.

c. The administration has looked into the issue of temporary faculty members who had health benefits removed last fall and has decided to restore health benefits to these faculty members on a one-time only basis. These are faculty members employed on a semester basis who are teaching at least 12 hours this semester and who taught at least 12 hours last semester.

 S. Lamb: Expressed his appreciation and thanks to the president and the provost for helping to restore health benefits to these faculty members who had already counted on receiving this insurance.

 d. *The Faculty Awards Banquet* originally scheduled for April 29, 2012 has been rescheduled to Tuesday, April 17.

e. I had a phone conversation with Ken Sauer, Assoc. Commissioner this afternoon regarding their decision to withdraw the proposal for a B.S. in Civil Engineering Technology that was scheduled to go before the Indiana Commission for approval this Friday. It was pulled at the last minute. After an extensive conversation with the Commission, it was decided that the program would to be placed on the agenda for the next session. The Commission fully expects that within the next three to four weeks the Bachelor’s degrees statewide will be limited, by the legislature, to 120 hours. There may be a loophole (exceptions) for some BA’s. Some type of caveat will need to be set, and this process will need to go through departments/colleges. A conference call has been arranged for all provosts next week in order to begin discussions. ISU needs to start thinking about this. This is expected to go into effect by fall 2013.

 K. Bolinger: Is there a universal definition of credit hour?

Provost Maynard. There is. Think about intent which is will allow some ease in graduation. To put this in place requires an extraordinary amount of work for everyone. We will need to decide if CAAC will be the body to do this or a special group. The Registrar office will be involved, the faculty governance process, etc.

f. We began conversations with IVYTech several months ago about exploring a model to teach developmental mathematics on ISU’s campus. ISU will be allocating classrooms and office spaces for this purpose. IVYTech will hire two or three faculty members. ISU will pay them on a contractual bases. We are also working with Dean John Murray and are very close to getting the details together.

 R. Guell question to the provost: Courses that have the prerequisites…how could you possibly say e.g. Math 131 has its prerequisite taking a course at another institution.

 Provost: We’re going to do this for one year and see how it works…what we’re doing is kind of an experiment replacing one course number with another. If we are pleased with the process, we’ll suspend the old course numbers, and if not, we will go back to our original plan. We are proposing to do this on a one year basis and see how it works S. Lamb: The state has mandated this?

Provost Maynard. Yes. The state has mandated this. That is they recognize that we have to make developmental courses available to students but we cannot be the ones to offer them. There will be recognition of our mission profile.

R. Guell: Will we know if the standard of treatment for the (Ivytech) faculty adjuncts who will be doing it will be similar with regard to what ISU has done with salary and benefits?

 Provost: Yes. They’ll teach 15 hours…have office hours and will get benefits. They understand we want high quality faculty who want to teach.

II. Chair report: No report

III. 15 Minute Open Discussion

 a. K. Bolinger: Regarding reduction in total credits to 120, how would the 30 hour general core play in the reduction of hours strictly targeted out of commission studies?

 Provost: Our program is never less than 40. The 30 hour transfer courses would remain.

 K. Bolinger: You would have to know what was in that 30 hour transfer core before you could target them anything.

R. Guell: What is likely to happen is that 30 goes to specific “ways of knowing” that we will be able to maintain the “ethics and social responsibility” requirement that is part of our mission with regard to community engagement, experiential learning. We have 9 hours of the “upper division integrative electives.” The Foundational Studies Council has informally figured that we would be asked to reduce that from 9 to 6.

 Provost: In many ways this helps student flexibility though there may be problems when students make a decision to go from say Accounting to Sociology - then there would be a whole new set of rules in place…(there is not flexibility in the curriculum)

R. Guell: It’s the majors that are highly sequential where you don't get on the railroad track early, you will never graduate on time.

b. C. MacDonald: Regarding Faculty Recognition Awards dinner being moved to April 17…we might want to look at Executive Committee meetings for the spring. I noticed on the original schedule that we are scheduled to meet on spring break?

 c. B. Kilp: Among all the problems in education as far as outcomes is the constant cutting back of content knowledge. Cutting content causes problems and why ISU sees itself in our present predicaments. ISU feels there are central elements musicians need to know (whether or not they are teachers or performers) so instead of cutting, we reduced the amount of hours that it was worth (same as when I was an undergrad) and one would say that that’s the way it is, etc. etc. if one was a Music major. Everything we do here is compared across disciplines as if everything we do is the same. We have to have 120 hours…whereas one particular major doesn’t need that many hours though some may need more because of the content – the way faculty need to do their job(s) is different. So, if we are going to mandatorily tell someone to cut something without having a discussion about what that means – this is forcing us into more and more mediocrity. All we are doing with *Student Success* and bringing back students is having my (Music) 4.0 and 3.5 students leave because they do not want to be surrounded by people with zero grade point averages; why we have the reputation that we do; and why I just lost another top student because he received a better scholarship offer, and ISU only offered $2,000. We are not going to improve our image by doing this. We solve one problem and don’t look at what the implications are – thus, one problem begins to create another. We are never looking at the whole picture (e.g. problem with grade point average).

 S. Lamb: I like your view especially about removal of content. I do see that happening in one discipline after the other…removing the rigor. At times, it’s too much for our students to handle (e.g. linear programs now handle by computers). If you don’t have the understanding, you don’t have the love, and if you don’t have the love, it is not your discipline. To me, it’s sad.

IV. **MOVE TO APPROVE** The Executive Committee Minutes of January 24, 2012. (T. Sawyer/J. Kuhlman 8-0-1.

V. FAC concerns, J. West – presented rational of following charges. Discussion

 In regards to FAC Charge 3, revision of a previous recommendation

 Charge 3 E-SIR

 Review results of on-line course evaluation system (E-SIR) and make recommendations for continuation/expansion of use (a continuing charge

 Revision of Recommendation (3) Further Recommendation on Access to data: *Apart from aggregate data, no data shall be shared except with the responsible faculty member.*

 (Considered in Exec and Tabled on January 10, 2012).

 Revised Recommendation (3)

 *Apart from aggregate data, no individual faculty member's data shall be shared except with her/him.* ***Faculty members may use their data at their discretion.***

 The vote to accept the revisions was conducted at the January 19, 2012 FAC meeting.

 **MOTION TO TABLE** (C. MacDonald/J. Kuhman, vote 9-0-0).

 S. Lamb: Request J. Conant design a charge for FAC’s consideration.

 In regards to FAC Charge 9, J. West rationale/discussion

 **MOTION TO ACCEPT** (C. MacDonald/J. Kuhlman Vote 8-1-0).

 **Charge 9 Chair Authority in Scheduling Classes**

 Consider class schedule planning--how to protect chairperson and faculty roles in scheduling and offering courses while promoting communication among depts., colleges, and FS and ensuring student needs are met.

 The committee voted to approve the following statement concerning the issue:

 *The Faculty Affairs Committee finds that the University Handbook places scheduling authority in the hands of the department chairs and their departments. This authority is subject to university policies and procedures. However, it is not subject memoranda, guidelines, or any other administrative documents which have not been approved by formal university-wide policy-making bodies. We further recommend a faculty-led multilateral review of section 350.2.6 of University Handbook with the aim of suggesting revisions which will clarify the role of faculty governance in making University policies and procedures on course scheduling.*

 The vote to accept the revisions was conducted at the January 19, 2012 FAC meeting.

 **MOTION TO STRIKE “However – bodies and the word further (**T. Hawkins/R. Guell vote: 3-5-1)forward to Faculty Senate, February 23, 2012.

VI. Eliminate Geography Program for Teacher Licensure (File 4) (vote: unanimous.)

VIII. Eliminate MS Family and Consumer Sciences (for teacher licensure) Y. Peterson presented rationale. (vote: unanimous)

X. Possible Charge for SAC from Student Success Council

 Memo from J. Schriver, Assoc. VP for Student Success:

 The Student Success Council has discussed the impact of WF grades on students and would like the Student Affairs Committee to review the issue and make a recommendation about whether WF grades should be retained, and if they are retained, whether they should impact the gpa.

 To give you a little background, our current policy is that WP and WF grades are assigned to students who withdraw after the 10th week of the semester.  A WP grade indicates the student was passing at the time of withdrawal, and a WF grade indicates the student was not passing.  WP grades do not count in the gpa.  WF grades count in the gpa in the same way an F would count.  Thus, students who withdraw from the University and earn at least one WF grade essentially earn a 0.00 gpa.  This might result in academic dismissal, and it certainly impacts the overall gpa.

**Probation Advising Program for First-Year Students**

**Spring, 2012**

 The Office of Student Success, in collaboration with the Associate Deans of each College, has developed an advising program for first-year students on academic probation. Each of the Colleges has agreed to implement the program in similar ways and to record information about student participation for assessment purposes at the end of the term.

 **Advising Program**

 The Probation Advising Program consists of the following:

* Initial meeting at the beginning of the spring term with an academic advisor to complete a Needs Assessment Questionnaire and to review the students’ spring schedule. Students’ schedules will be reviewed to determine whether courses should be repeated or schedule should be modified in other ways.
* Bi-monthly in-person meetings with an academic advisor where academic progress and obstacles to success are reviewed, support is provided, and reinforcement is offered.
* Advisors will touch base via phone or email weekly with students.
* MAP-Works will be used for advisors to communicate with others on campus who may be able o assist students (e.g., res life staff).

 **Academic Advisors**

 Each College will determine the appropriate individuals to serve as academic advisors for the program. Several of the Colleges will use professional advisors, whereas two of the Colleges have asked faculty advisors to be the primary contacts with students. Each of the units will be provided a stipend from Academic Affairs based on the total number of students participating in the probation program.

 The ISUcceed Program, which is administered by staff in the African American Cultural Center, will be assisting with the probation program. Students have the option of choosing to participate in ISUcceed or in their College’s program.

**Academic Dismissals**

**Fall, 2011**

Overall, *for all undergraduate students*, 454 students were academically dismissed following the fall, 2011 term, and 276 (61%) of these were first time freshmen who earned less than a 0.85 grade point average.

*Special Probation for First-time Freshmen*

First-time, full-time freshmen who earned less than 0.85 gpa in the fall, 2011 term were initially placed on Special Probation. The category of Special Probation is considered a “holding pattern” while determinations are made regarding whether these students could re-enroll for the spring, 2012 term.

|  |  |  |  |
| --- | --- | --- | --- |
| **College/Unit** | **# Special Probation** | **% of Unit’s Freshmen Class** | **2010 Comparison** |
| Arts & Sciences | 77 | 9.8% | 9.3% |
| Business | 30 | 9.8% | 8.6% |
| Education | 11 | 6.4% | 5.7% |
| Nursing, Health, & Human Services | 52 | 9.5% | 11.9% |
| Student Academic Services Center --- Academic Opportunity Program | 55 | 18.6% | 18.6% |
| Student Academic Services Center --- Exploratory Studies | 27 | 15.1% | 12.5% |
| Technology | 24 | 9.8% | 14.0% |
| **Total** | **276** | **10.9%** | **12.5%** |

* Had the freshmen dismissal policy remained at 1.00, an additional 28 first-time freshmen would have been placed on Special Probation for a total of 304 students. This would have been 12.1% of the freshmen class, which is consistent with the rates of freshmen dismissal in 2010.
* 77 (28%) of these students were already registered for the spring semester, suggesting an intention to return

Of the 276 first time freshmen who were on special probation, 124 (45%) earned a 0.00 grade point average in the fall term. Students who earned a 0.00 grade point average were distributed fairly evenly across colleges. This percentage (45%) of 0.00 gpas is slightly higher than the percentage in 2010 (41%).

|  |  |  |  |
| --- | --- | --- | --- |
| **College/Unit** | **# Special Probation** | **# with 0.00 gpa** | **% with 0.00 gpa** |
| Arts & Sciences | 77 | 28 | 36% |
| Business | 30 | 17 | 57% |
| Education | 11 | 5 | 45% |
| Nursing, Health, & Human Services | 52 | 26 | 50% |
| Student Academic Services Center --- Academic Opportunity Program | 55 | 25 | 45% |
| Student Academic Services Center --- Exploratory Studies | 27 | 12 | 44% |
| Technology | 24 | 10 | 42% |
| **Total** | **276** | **124** | **45%** |

*Re-enrollment of Students on Special Probation*

* 65 (24%) students on special probation re-enrolled for the spring, 2012 term.
* 8 students who earned a 0.00 gpa in the fall re-enrolled for the spring.

|  |  |  |  |
| --- | --- | --- | --- |
| **College/Unit** | **# Special Probation** | **# re-enrolled for spring** | **% re-enrolled for spring** |
| Arts & Sciences | 77 | 28 | 36% |
| Business | 30 | 6 | 20% |
| Education | 11 | 2 | 18% |
| Nursing, Health, & Human Services | 52 | 16 | 31% |
| Student Academic Services Center --- Academic Opportunity Program | 55 | 5 | 9% |
| Student Academic Services Center --- Exploratory Studies | 27 | 2 | 7% |
| Technology | 24 | 6 | 25% |
| **Total** | **276** | **65** | **24%** |

XI. **MOTION TO MOVE INTO EXECUTIVE SESSION**: 5:20 p.m.

 **MOTION TO MOVE OUT OF EXECUTIVE SESSION** and adjourn 5:22 p.m.