

**INDIANA UNIVERSITY SOUTH BEND ACADEMIC SENATE MINUTES
NOVEMBER 17, 2017 * WIEKAMP HALL 1001**

IN ATTENDANCE: ADAIKKALAVAN, ALLISON, ANANTH, BINDROO, BLOUIN, BORSHUK, BUSHNELL, CHANEY, L CHEN, Y CHENG, CLIFT, L COLLINS, CRESS, CURTIS, H DAVIS, DIELMAN, DUNN, EDMONDSON, ERVICK, W FEIGHERY, T FISHER, FONG-MORGAN, GERENCSEK, GERKEN, GIROD, HAKIMZADEH, HERNANDO, HINNEFELD, HOTTOIS, JANG, IMES, H JONES, S JONES, J JOSEPH, KAHAN, KARAKATSANIS, G KERN, B KERN, KOLBE, LABBE, LAMBERT, LEMANSKI, LEVINE, LIDINSKY, LUCAL, LYNKER, MATTOX, MCGUIRE, MCMILLEN, METTETAL, MOCIULSKI, MUNIZ, MURPHY, NILSEN, OAKE, OPASIK, PANT, PAJAKOWSKI, PARK, PEEK, QUIMBY, RESLER, ROTH, SAVVOPOULOU, SCHEESSELE, SCHULT, SCOTT, K SMITH, SOFHAUSER, THOMAS, TORKZADEH, TOURTILLOTTE, VANDERVEEN, VLAEMINCK, VOLLRATH, WELLS, WHITE, ZWICKER, L ZYNDA

CALL TO ORDER 10:02 AM

1) APPROVAL OF MINUTES FROM SEPTEMBER AND OCTOBER

- a) Addenda
 - i) Add attendee L. Zynda to September
 - ii) Add text of EVCAA email statement to September
- b) Both sets of minutes otherwise approved by voice vote without dissent

2) FACULTY AWARDS (PRESENTED BY EVCAA J. JOSEPH)

- a) JJ: These awards represent excellence in face-to-face and online teaching. The campus has seen the outcomes of your excellent work in the classroom. We have seen particularly four year graduation spikes. If we go back to 2006 when 4 year graduation rate was 4.4.% we have been gradually moving the needle on that. If we go to 2011 it was 9.3% and 2012 11.3%. By 2013 we have gone to 16.4%. Now that number is relatively small given the larger scheme of graduation but for us it is significant. So I want to thank all of you because we have lots of efforts throughout the campus but we also know from research that the most significant effort is the one that happens in classrooms. So we are so grateful, and this began to happen in 2013 when our chancellor asked us to rally around what happens in our classrooms, so we are seeing the numbers grow and we are really grateful. So the gratitude we express through these awards is really about everything that people do in the classroom. So I am please to present the first two awards for people who have distinguished themselves with excellence in online teaching and teaching with technology.
 - i) Excellence in Online Teaching Award
 - (1) J. VanderVeen, Sociology and Anthropology
 - ii) Excellence in Teaching with Technology Award
 - (1) H. Yin, Leighton School of Business
- b) I want to acknowledge this year's distinguished teacher. I want to discuss what that person should be, and is. The person has a long and accomplished record of teaching performance, the person is somebody who is effective with innovative teaching techniques and demonstrates a unique ability to motivate students. This person should also demonstrate dedication in preparation of chosen classes. Finally we ask that the person engages in processes of reflection. This year's awardee demonstrates all these traits and more.
 - i) Distinguished Teacher Award
 - (1) C. Borshuk, Psychology

3) PROPOSED NOMINATING COMMITTEE FOR 2018-2019

- a) Proposed Members: Deb Marr (Biology-COAS), Sharon Jones (Nursing-CHS), Jeremy Linton (Counseling and Human Services-SOE)
- b) No further nominations from the floor
- c) Approved by voice vote without dissent

4) CONSTITUTIONAL AMENDMENTS

- a) Changes in Placements of Periods and Correct Updates of Titles
 - i) Versions of the Constitution for item 5.a. Three versions:

- (1) 1) the current Constitution of the Academic Senate,
<https://blogs.iu.edu/senate/files/2017/10/ConstitutionAcademicSenate-thru-april-2016-1ioxraq.pdf>
- (2) 2) the Constitution with proposed changes in names, titles, and other easy corrections with those changes visible in red,
<https://blogs.iu.edu/senate/files/2017/10/ConstitutionAcademicSenate2017October-ezchanges-visible-1gsua3w.pdf> and
- (3) 3) the Constitution as it will appear if the Senate approves these changes
<https://blogs.iu.edu/senate/files/2017/10/ConstitutionAcademicSenate2017October-ezchanges-not-visible-15n95qs.pdf>

- ii) Discussion closed without dissent
- iii) Approved by voice vote without dissent to go to balloted vote.

b) Adding item 2.2.C of faculty legislative authorities from the Constitution of the Indiana University Faculty verbatim to the list of faculty legislative authorities contained in V.2.a of the Constitution of the Academic Senate for IU South Bend: "Standards and procedures for creation, reorganization, merger, and elimination of academic programs and units." This would become the ninth item in that list, with the intention of following this change with a consideration of existing IU policies for these kinds of changes, such as ACA-79.

- i) Discussion closed without dissent
- ii) Approved by voice vote without dissent to go to balloted vote.

5) ENDORSEMENT OF IUSB FACULTY STATEMENT ON TEACHER SCHOLAR MODEL (PRESENTED BY G. METTETAL)

- a) GM: It would be good to have this document endorsed by our Senate to have more authoritative coordination with other campuses in our system
- b) S. GERENCSEK: I don't think this will be a significant problem but I do want to observe that the fourth paragraph down is an accurate transcription from the IU South Bend faculty handbook on promotion and tenure. I want to know that the Vice Chancellor for Academic Affairs and the Chancellor have invited the Senate PTR committee to engage in discussion about some of those, especially in regards to colleagues who are now in the College of Health Sciences who are clinical professors where service might turn out to be an area of excellence. I don't think there's any reason not to go forward with this but I just want to note that that language is actually something that might well be undertaken in the future.
- c) GM: Agreed
- d) KS: Motion to close discussion
 - i) Discussion closed without dissent
 - ii) Document endorsed by Senate via voice vote without dissent
- e) GM: That original memo said that after each center director had done this for their campus then the directors would all get together and see if we could indeed come up with a model of teacher-scholars that all the regionals agreed on. But it's not like we must. So that's where it will go.
- f) S. OPASIK: It will also go in the archives of institutional memory
- g) GM: Okay
- h) SG: I wonder if it might also be posted to the Senate website.
- i) GM: Yes. Again, we could put it on the UCET website. Now that it's been endorsed we can put it anywhere we want.
- j) UNIDSPEAKER: Might it find its way into the HCL document?
- k) GM: We might do a link. We are still 95 words over our limit. But if it's just a link we could do that.
- l) J. HINNEFELD: I'd like to recognize the work of CLAS Dean Elizabeth Dunn for initiating discussions about the teacher-scholar model in the college some years ago.
- m) KS: Absolutely
- n) GM: Yes, this is heavily based on that particular document.
- o) KS: Josh (Wells, secretary), can you make sure the minutes reflect the idea of entering this on the Senate website in an appropriate location?
- p) J. WELLS: Yes, got it.
- q) KS: Thanks to Gwynn and so many colleagues who participated in that process and to the College of Liberal Arts and Sciences ahead of it.

6) CARNEGIE TASK FORCE UPDATE (PRESENTED BY GAIL MCGUIRE)

- a) GM: Addressing questions about the initiative, community engagement is not a fad, but is instead work that has been conducted strongly on our campus for decades, and the task force expects to celebrate existing work and expand the scope of what our campus does for community engagement, to give students the opportunity to conduct this work. Community engagement is a high impact practice, with proven strengths in retention and improved graduation. It is important that faculty document their community engagement activities in their annual reports. There are two boxes in the annual report module: "civic engagement" means anything involving community research/outreach/engagement, "service learning" involves students as part of their education.
- b) GM: Definitions of community engagement: Carnegie, "Collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for mutual benefit."
- c) GM: The IUSB definition of community engagement developed by the task force: "Community engagement at Indiana University South Bend connects our campus with the larger world in which we live through collaborative learning, research, and service."
 - i) Examples from IUSB
 - (1) D. Blouin, working with the city of Elkhart to provide service research methods conducted by students to enhance city services
 - (2) H. Jones, working with La Casa De Amistad with Spanish classes to provide tutoring in after school programs
 - (3) J. Durant, teaching an internship course that gets students community experience
- d) GM: Nobody will be forced to do community engagement teaching, for example my own statistics course would be unsuitable for it because of the intense classroom teaching that is necessary, however my race and ethnicity course will involve it. It is important, when possible, that students can learn to apply disciplinary content outside the classroom. As we learn how to engage in this high-impact practice, there will be derivative benefits to all faculty who can learn from the experiences of one another as we have from other initiatives such as first year experiences, international programs, and the honors program
- e) J. CHANEY: So can this be non-classroom centered?
- f) GM: Yes, it can be based on non-course-centered service
- g) UNIDSPEAKER2: Or research.
- h) GM: Yes, and research too.
- i) KS: This initiative gives us the opportunity to work with members of our community to address questions and issues that they help to frame, and provides a refreshing new outlook. The timeline for this Carnegie initiative is brief, so the efforts of all of us to contribute and document what we can is very important this academic year.

7) GENERAL EDUCATION TASK FORCE UPDATE (PRESENTED BY LYLE ZYNDA)

- a) LZ: This is mostly about procedure, what we hope people will do. The draft proposals have been distributed as a basis for discussion. We anticipate at least two stages of revision before anything goes to a vote. We would like to know what parts faculty like, and which they don't. Please discuss these proposals in your departments as whole plans and the individual components of each plan. Components have been selected in such a way that they represent a variety of options, in hopes of reflecting the broad and sometimes competing inputs that were communicated by the faculty in earlier surveys. Departments should consider what the changes mean for their programs, but also for the campus as a whole, for example the options for financial literacy might be considered as to how those might be accomplished or sourced in other programs. Email comments are welcome. We will also have a survey instrument for departments and individuals. We will have open forums. We will provide opportunities for feedback about the purposes of particular options. The last time general education was revised there was deliberate communication between the task force and many constituencies, and we want to continue that process this time so that there are no surprises and all parties have
- b) A. Pant: I have heard there is a requirement for integrative courses and community engaged courses, will these be additional credits tacked onto a program?
- c) LZ: Like first year seminars these will be styles of courses that enhance what we already have rather than standalone courses. There will not be a "community engagement 101" but instead courses that are tagged with the attribute. This will also be the case for integrative courses that exist in current programs.
- d) LZ: It is also expected that in the future students should finish their fundamental literacies before their junior year.

- e) S. GERENCSEK: What's the charge of the committee to make recommendations about the administration of the program?
- f) LZ: There are a number of items we did not make available today to avoid overwhelming our audience. We have a set of learning outcomes for all categories of courses. We have management suggestions for how different sorts of courses should be offered on a schedule. We have integrated assessment that is not appended but a detailed part of the system.
- g) J. VanderVeen: When will the vote for transition occur?
- h) LZ: We hope to vote on something in April. It will take a couple of years to prepare and implement.
- i) J. Wells: When will we have the open forums?
- j) LZ: Early in the spring 2018 semester, they will be announced via email and through the deans' offices

8) UPDATE ON NEW SUMMER BRIDGE PROGRAM FOR CONDITIONALLY ADMITTED STUDENTS (PRESENTED BY VICE CHANCELLOR LINDA CHEN)

- a) LC: This program is not about changing admission requirements, but to provide some directed conditions to those we categorize as "conditional admission" students who are starting college. These are the most at-risk students, in any given year this is 40-45% of entering students. It is hoped that this strong attention will give the students a better level of support to help them persist. The financial costs to experiment with this program are not particularly high for the institution but will serve to improve the retention rates among this population. It has been demonstrated that remediation has not been working at universities nationwide, nor have "boot camp" style intensive programs, however programs that teach students self-efficacy and a sense of accomplishment ("grit") may be successful. So we will have faculty develop paired courses thematically taken from general education requirements so that when students are finished they will have a couple of general education courses completed. Six credit hours will be taken over an eight week period, followed by 12 hours in fall and spring, our goal is that at the end of the first year these students will have 30 credit hours (full time completion) with a C minimum in their courses. The admissions and advising committee has also sent me a list of questions that we will be addressing at their next meeting. This will also give faculty more opportunities for face-to-face teaching in the summer, innovative teaching that thinks about the capacity of a recent high school graduate with a moderate graduating high school GPA.
- b) B. LUCAL: For example I will combine my B190 course on succeeding in college life, with an addition of work and careers to the focus on college, with a public speaking course. The other instructor and I will work together to develop the assignments for these courses. Public speaking is a good course to work with because it's a sort of content-free course where students learn about different kinds of speeches but there's not a specific subject matter that they must work with. The combination of these two courses will be a good one.
- c) LC: If this program doesn't work then we know perhaps we need to review our admission standards. We have not ever really mandated that our conditional admission students do certain things so this will be a good pilot. It's a small group of students. There are no losers here. If somehow they drop out in the middle of the summer or they don't obtain a grade of "C" in each of the two classes they will be advised to enroll in Ivy Tech, we have a program there called the ABC program, but there are certain other programs that they have and we would keep them in our sights but it would be clear that perhaps Ivy Tech would be better serving them and then hopefully they would return to us later.
- d) S. GERENCSEK: In the pilot program in 2018 it looks like there will there be about 40-60 of these students, is that right?
- e) LC: We admit around 70-80 students in this category each year. We do believe that if we made it a mandatory condition of admission we would half of these students. They would say, "well I can't afford it." So it's going to be tuition free, that's one of the hooks. One of the suggestions Betsy gave me was that we should have a reception dinner for students and their parents to try and attract them to sign up. We need a name for the program. I wanted to call it "mandatory summer bridge" but we can't call it that. That's too negative. We don't want to reinforce negative images. That's not to pretend that there's no issue, but there are ways of talking about these students that makes them feel positive and builds positive attitudes towards college, especially the idea that it can be done and that they belong here. The ideas about running the program were informed by other campuses where these programs have succeeded. Cal State has had a mandatory summer bridge for some years which they know has had a good impact on persistence and retention. Georgia State U. calls their similar program the "Summer Success Academy". They are at the forefront of doing a lot of innovative things that help students persist and to graduate. They have enough data from doing several years of this academy targeted at-risk students that has moved the needle in terms of persistence to graduation. That is a good model. My favorite, Guttman Community

College of CUNY created a new community college five years ago, going against the grain of what everybody else is doing. Scott Evenback who was at IUPUI, the founder of their honors college, became president of this college in Manhattan that caters to at-risk students. CUNY is now at the forefront. This college was created to implement new best practices for student success. Most of the students get a free commuter pass as well. You should take a look at these campuses and what they've done to inspire the type of program that we are building.

9) COMMITTEE ON TEACHING DISCUSSES BAR GRAPH DATA IN PTR AND AWARDS PROCESSES
(PRESENTED BY GWYNN METTETAL AND ANNA SAVVOPOULOU CHAIR OF COMMITTEE)

- a) KS: The Committee on Teaching introduced last time a proposal to remove bar graph presentation of data from course evaluations that serve certain purposes in the PTR process
- b) GM: I brought this issue to the Teaching committee. I had a number of people approach me because the new comparisons given on the teaching evaluations make it very "in your face" about how you compare people in your department and on the campus. Sometimes it's tough. For instance if you're in Sociology where everybody is a really good teacher you could look like you're at the bottom of the pack. Of if you teach required courses for freshmen you take a hit. As it is now every item has a bar chart which makes it seem very obvious and takes up lots of room. We can still have the comparison data in a table so we wanted to suggest removing the big bar graphs on every item so that the comments are more obvious, so that the actual ratings are more obvious, and we don't make the comparison the largest thing that you see.
- c) S. Gerencser: As a member of the Senate PTR committee, these bar graphs draw the eye and are inescapable
- d) GM: That is why we thought removing these visuals would be good
- e) J. Mattox: When we switched to this new system, it elicits fewer responses from students. It would be good to analyze in the broader context what has gone wrong with the system that gets fewer complex comments from students
- f) A. Pant: There used to be a prompt for such comments.
- g) L. Zynda: It seems that the system only attracts self-selected strong respondent positive or negative.
- h) GM: There is a lot of research to suggest that online surveys are less likely to be completed than in-class ones. What some people have done is reserve a computer lab and walk their students down to do it for 20 minutes.
- i) KS: These are excellent comments. We should return to the question of removal of bar graph data.
- j) C. Borshuk: It should be removed.
- k) C. Schult: I agree.
- l) GM: Before this I would have thought we needed this and that comparisons are good, but once I saw how it was working in many cases I realized it was problematic.
- m) KS: Are there any reservations about the removal of bar graph data?
- n) AP: The table remains?
- o) GM: Yes
- p) Motion made to close discussion, approved. Proposal to remove bar graph data approved by voice vote without dissent.

10) FACILITIES MANAGEMENT COMMITTEE (PRESENTED BY MICHAEL SCHEESELE)

- a) MS: The construction over the summer at Northside created a number of usability issues, including construction worker disregard for employee belongings and a lack of good judgement. Scheessele charged that the NS construction project of summer/fall 2017 had been poorly planned, executed, and communicated. This put the safety of students, staff, and faculty at risk. University property and faculty belongings were also put at risk. Finally, there were severe usability issues regarding faculty offices and classrooms. Scheessele observed that, given the lack of common sense with which this construction was carried out, someone could have been injured. He asked: "What will this Administration do to prevent this from happening again?"
- b) VC P. Appacluci: We appreciate the criticism and this situation has earned it. A letter has been sent to the contractor regarding these issues. In the future we will do better about communicating issues with contractors, and we will take steps to avoid having a contractor who operates in this manner.
- c) SPEAKER4: A major problem was that we had no place to call and report safety violations such as fire hazards, since IU is a closed system outside city and local safety issues
- d) PA: Please call Mike Praeder and me.
- e) Dean E. Dunn: Many faculty called me. The rewiring of DW however showed we can get these things done correctly.

- f) SPEAKER5: We were very lucky that nobody was injured. If a student had been injured with misplaced items, or the fire danger, it would have been awful.
- g) PA: I agree. The contractor was contacted repeatedly about these issues.
- h) SPEAKER6: There are still heating issues in parts of Northside
- i) SPEAKER7: The Registrar was helpful in relocating some classrooms to avoid construction noise
- j) L. Collins: [unintelligible]
- k) [unintelligible cross talk]
- l) KS: The Vice Chancellor has stressed that he is interested in using all of his office's abilities to deal with these issues and respond to future issues if they occur, and we encourage you to take him up on it.

11) UPDATE ON CHILD CARE SURVEY (PRESENTED BY JAY VANDERVEEN)

- a) JV: A working group of faculty has conducted a survey about the needs of childcare on campus, responses have been resoundingly in support of available on-campus child care. We would like to ask for a formal resolution in the spring from the Senate. An executive summary of the findings is available.

12) PRESIDENT'S REMARKS

- a) KS: I along with Executive Committee member E. Roth will be in communication with other IU system faculty through the UFC to discuss IU President McRobbie's seven initiatives from the October 2017 State of the University address. Comments for Smith and Roth to communicate are welcome.

13) ANNOUNCEMENTS

- a) The first BFA exhibitions of the season are now open.
- b) The Bender Joy of Teaching event will be 30 November, from 2:30-3:45 in Fireside AB, it's all about "Reacting to the Past" simulation games and the teaching involved. Please RSVP to UCET and Cathy Dale.
- c) The Excellence in Teaching book is now available, a joint project with Wolfson Press, we have 16 faculty members who won teaching awards who are featured inside. It will be advertised on the Daily Titan, and available on Amazon.

14) FURTHER DISCUSSION

- a) S. Gerencser: I have a question. Somebody made an announcement at the end of the September meeting. I went to the minutes and I could not find it. It was about IU funding availability for interdisciplinary courses.
- b) E. Zynda: I can send you a link on that. There was something from the IU Bicentennial committee offering funding if you incorporate the IU bicentennial into your classes.
- c) J. Wells: I'll just point out that during the September meeting the digital recorder died after two minutes so the minutes were an interpretive rendition.

ADJOURNED 11:39AM