

#14

Indiana State University

Faculty Senate, 2021-2022

Executive Committee

January 25, 2022

3:30 p.m. via Zoom

Members present: A. Arrington-Sirois, A. Arrington-Slocum, S. Arvin, A. Badar, L. Brown, J. Frost, J. Gustafson, K. Hinton, K. Yousif

Absent Members: N/A

Ex-Officio Absent: President D. Curtis, Provost C. Olsen

Guest: K. Butwin, L. Maule, M. Cantrell, M. Chambers, A. French, A. Hay, S. Kopaczewski, R. Noll, A. Rider, S. Wurtz

1) **Administrative Reports**

- a) President D. Curtis No Report
- b) Provost C. Olsen No Report

2) **Chair Report: K. Yousif**

It is important to follow the Sycamore Health Initiative procedures. Those not in compliance will be subject to discipline and dismissal hearings.

Due to recent pressure placed on standing committee members during a recent meeting, I wanted to remind everyone that anyone can ask for a secret paper vote. J. Gustafson, L. Brown, and I found and tested a way to do this on Zoom yesterday.

3) **Fifteen Minute Open Discussion**

a) Library Updates

S. Arvin: The library will be getting software updates. Some online content might not be available tomorrow during the updates. This might have an effect on some learning activities.

b) Assessment

S. Arvin: The narratives that we created and sent to Academic Affairs, who gets those and what will be happening with them?

K. Yousif: The reports are all going to Academic Affairs and they will be divided out among the committee. The committee members will be assigned programs to evaluate.

S. Arvin: Which committee?

K. Yousif: The Academic Affairs Strategic Planning committee.

A. Badar: Yesterday we had a meeting about reviews of programs by the Graduate Council Program Review subcommittee and the review of all programs by the Academic Affairs Strategic Planning committee came up. Do we still need to review them in the Graduate Council? Will that become a permanent committee? It will be redundant to have both.

K. Yousif: I think this year there will be some redundancy. I don't know what will happen with the Academic Strategic Planning Committee after this year. My guess that it will exist but in a different form. There has also been talk with Assessment Council to eliminate the redundancies

that you have mentioned and somehow fold the Academic Strategic Planning Committee into Assessment Council.

L. Brown: The Assessment Council looks at student outcomes, while this is program assessment. We will be looking at financials, number of students, and items similar to that. Both are looking at very different things.

M. Badar: That part we understand. Who appointed the members of the Academic Strategic Planning Committee?

K. Yousif: L. Brown [as Senate Chair in 2020-21] and Provost Olsen.

4) Approval of Executive Committee Minutes (January 18, 2022)

Motion to Approve: A. Arrington-Slocum, A. Arrington-Sirois: 9-0-0 .

5) Curriculum:

New program: Non-Profit Leadership Certificate

<https://indstate.curriculog.com/proposal:5673/form>

Motion to Approve: A. Arrington-Sirois, J. Gustafson: 9-0-0

M. Chambers: This is part of the work from last week. Political Science created two certificates as part of the Leadership and Professional Development Initiative. This is a nine-credit-hour certificate. This is for those that are trying to complete their degree, are looking for micro-credentials in certain areas, or trying to build skills while working in a non-profit. It touches on volunteer management, fundraising, and general management of a non-profit and covers some of the skills someone would need if they are trying to move up in a non-profit. These will be offered in eight-week sessions.

K. Yousif: I saw in the notes that students can continue on to take this as a minor.

J. Gustafson: Can you remind us how this fits into the Career Development/Degree completion program?

M. Chambers: I don't remember, but I think it would require a number of certificates to get up to the requirements for that.

J. Gustafson: This was created specifically to serve that program?

M. Chambers: Yes it was. It was also designed so that it could attract people for micro-credentialing. I am aware of the need in the Wabash Valley for this, as the only nearby place to get this is IU. The cost for the individual or company would be lessened if the certificate was earned here.

New Program: Cultural Communication Minor

<https://indstate.curriculog.com/proposal:5837/form>

Motion to Approve: A. Arrington-Slocum, K. Hinton: 9-0-0

J. Gustafson: This still appears in curriculog as a Cultural Studies Minor. Was there a discussion in CAAC about the concerns raised by English and Multidisciplinary Studies?

S. Kopaczewski: Yes. That is why K. Yousif announced this as Cultural Communication. There should a note from Robert Noll that CAAC approved the name change.

K. Yousif: Yes, there is.

M. Badar: What type of students can take this minor?

S. Kopaczewski: It can be taken by any students across campus. It is not a distance minor. It goes with the four other minors that came out of our system. We used to offer a Comm. minor but it was just a concentration from our different paths. This is our previous Comm. and Culture track. Now we just want to reflect that it is a Cultural Communication minor.

M. Badar: The name contains “Culture” but there is no course about culture?

S. Kopaczewski: The minor is five upper level courses in various areas of “cultural communication.” That includes political, cultural, gendered, and everyday forms of communication. We also have organizational communication which we teach as organizational culture. Finally, we have media and identity training connecting media with culture.

M. Badar: I would expect something about students being able to communicate within or across cultures. I don’t see any classes about that.

S. Kopaczewski: That part of intercultural communication we do teach in Communications but this program doesn’t focus on intercultural communication. That deals instead with managing differences in communication between cultures. This is the study of how we create culture through communication and how the culture that you are situated in affects communication.

University Foundational Studies: Learning Outcomes and Category Learning Outcomes

<https://indstate.curriculog.com/proposal:5747/form>

Motion to Approve A. Arrington-Sirois, L. Brown: 9-0-0

A Rider: The proposal in front of you has two parts: 1) revisions to ESR and SBS based on the results of category assessment, and 2) revisions to four categories (Social and Behavioral Sciences, Ethics and Social Responsibility, Global Perspectives and Cultural Diversity, and Historical Perspectives) to include learning objectives that infuse the goals of the Race in the United States proposal into these categories.

Some background to the second part of the proposal: in 2020, the UCC submitted a proposal to create a new category in the Foundational Studies Program, Race in the United States. The proposal was in part a response to the University Strategic Plan and its Inclusive Excellence Strategic Plan, in which the importance of educating students about racial inequity, systemic racism, and inclusive excellence was paramount. The proposal was also a response to faculty and students of color on campus who articulated their concerns that racial injustice is inadequately recognized at ISU. That proposal would have required all ISU students to take a single course to expand their understanding of the historical and contemporary implications of race in the US. CAAC approved the proposal 8-0-1. The proposal then stalled at Faculty Senate Executive Committee.

At President Curtis’ suggestion, the UCC Leadership Team worked with Foundational Studies faculty to infuse the goals of the Race in the United States proposal within the Foundational Studies Program, rather than in a single category and course. The concerns expressed about the proposal by the president, provost, and some members of Faculty Senate Executive Committee have been addressed by the proposal in front of you. This proposal embeds learning objectives in four disciplinary-appropriate Foundational Studies categories and maintains the spirit of the RUS proposal, while also expanding the scope of the original learning objectives to include other diversity categories in addition to race.

Here is how the proposal addresses previous concerns.

1. Funding. The proposal for a single category and course would have required additional instructional resources. The president and then interim provost stated publicly that additional resources were not available for the course. Even though the University identified both in its Strategic Plan and its Inclusive Excellence Strategic Plan the importance of those things included in the RUS proposal, there was little will to prioritize the hiring of faculty to support this specific proposal.
The current proposal will not require additional resources since the learning objectives will be part of four existing categories. Existing (as well as new) courses will meet these learning objectives.
2. Faculty expertise. Some members of the Faculty Senate Executive Committee expressed concern that the university lacked enough instructors with expertise to deliver a single course.

They cited HLC requirements of degreed expertise in a discipline. The UCC identified appropriate categories for inclusion of Race in the United States learning objectives and convened an ad hoc committee for each category of faculty teaching or with expertise in the disciplines within the category. Thus, the proposal before you includes revisions to the learning objectives written and approved by faculty with expertise in the category disciplines. They believe these learning objectives can be taught by faculty teaching in these categories because the knowledge base to do so is part of each discipline. It is, of course, already the case that faculty teaching in each category meet HLC requirements for expertise in their discipline.

3. Single course. The suggestion was made that multiple courses within the proposed RUS category would allow an array of faculty from different disciplines to teach in the category. It would also give students a choice of courses. The current proposal addresses that suggestion since each of the chosen categories offers a wide array of courses from which to choose. While we envisioned that a single course would allow for common co-curricular activities at particular junctures of the semester, inspiring campus-wide conversations, the courses offered under the current proposal can still benefit from co-curricular opportunities.

4. Freshman requirement. Concerns were raised that not all freshman might be prepared for a single course on race in the US. The current proposal does not require freshman to take a single course focused on Race in the United States learning objectives, though freshman may be taking courses in categories in which Race in the United States learning objectives are embedded. The proposal does ensure that all ISU students will take courses that help them reach these learning objectives. The integration of the Race in the United States learning objectives into SBS, HP, ESR and GPCD ensures that students address race and diversity from multiple disciplines, in multiple contexts, and potentially in lower-division and upper-division courses. The inclusion of the learning objectives in the ESR category ensures that transfer students, too, will meet these learning objectives through at least one Foundational Studies course.

In conclusion, the proposal offers an alternative path to meet the goals set out in the RUS proposal, which were strongly endorsed by UCC and CAAC.

We are confident that the current proposal addresses concerns, while maintaining the goal of meeting our institution's stated objectives to educate our students well about the implications of social and cultural structures that undermine equality by granting or withholding opportunity based on categories such as race.

J. Gustafson: In Global Perspectives and Cultural Diversity, this learning objective was phrased differently than for other categories, which lead with broad investigations of inequalities. For some reason in the GPCD category it is worded as analyzed through the lens of race as well as ethnicity, socioeconomic class, gender, sexual orientation, or other applicable categories, inequality and equality in the United States or globally. I heard from several colleagues that teach classes in GPCD that don't cover the modern age who have argued that this sets up an unrealistic expectation that they would have to somehow draw a comparison to 21st century American racial issues when teaching about the Ancient World. It fits awkwardly with existing classes.

A. Rider: I want to be very clear that a lot of editing of language has been done at every level and this was approved by a faculty committee. We have been very careful about saying the language does not have to parallel. Were the language to parallel in all four categories we would have ended up with the same learning objectives in every category. In this category because it is about cultural diversity and not just global perspectives race is really strong and central category. It was one of areas that we felt that race should be front and center. I am not sure I understand that it has to address race in the 21st century. Even within historical perspectives that there were discussion among faculty where one could address modern concepts of race even if they don't apply to the era. Because race is an ambiguous category that has been applied in western concepts sense at least the 15th century. Student can and should understand the historical range of that category that

it could be used to set context even if in historical moment one is saying one cannot be addressing race or talking about race because race was not understood as a specific concept. It was feeling that in global perspectives race should be front and center.

6) Alternate nominees for CAAC: *names to be forwarded to ex. members Monday evening*

Motion to Approve J. Frost, K. Hinton: 9-0-0

K. Yousif: I reached out to five people and two people had open times. Those people are Michelle Abraham and Melinda Johnson. Both of them have agreed to serve in whatever capacity needed to finish out that term. To be able to do that they need approval from both the Executive Committee and the Faculty Senate.

J. Gustafson: I noticed they were both from CAS. Does that upset the balance any?

K. Yousif: The one that is on sabbatical is from CAS. The one that was lost was HHS. I reached out to people from all colleges and these were the only ones that responded that they had time and an open schedule.

7) Pass/Fail Option Policy (CAAC, SAC and SGA)

Motion to Approve J. Gustafson, A. Arrington-Sirois: 9-0-0

K. Yousif: I am happy to this come at this level. There was a draft of this before that had some concerns and was sent back. This has been heavily consulted upon by SGA. The way this document is coming to us is through all three groups. There are multiple layers where SGA has been involved.

R. Noll: This only applies for first baccalaureate degree. This will be for undergraduate only. It can be used for any course but we discourage it for courses that will be prerequisites for further courses. If you took it for CHEM 105 but you wanted to continue to CHEM 106 you would have to retake CHEM 105. I could imagine that programs could set their own requirements. The P/F option could be used up to the same time that the course could be dropped. They can you this for up to seven credits in a semester and for a total of sixteen credits. This is meant to be limited but exercised as an option. A “P” is defined as a D- or better. Neither grade option gets generated into the GPA. You can’t replace a grade previously earned with a P or F. It can’t be counted for the Latin Honors or Dean’s List. You do not have to get the advisors approval but it is encouraged. We actually wanted that but there was no way to implement that in our system. The course instructor is unaware unless the student chooses to tell them. The course instructor would give them the grade they earn and it would then be converted at the Registrar’s Office. CAAC spent many meetings last school year discussing this. We wanted to make sure that it made sense from every point of view. We had advisors from Financial Aid, Veterans’ Affairs, Athletic Advising, Linda Maule, the Registrar’s Office, and Academic Affairs. The ex-officios felt that we had a good proposal. It was recommitted and we looked at the questions that had been asked. So this year we worked with SAC.

A. French: SAC was really excited to get behind this and work with CAAC. We wanted to make sure that this was looked at holistically and gave the student the ability to explore and try out classes that maybe they wouldn’t normally take or maybe to respond to circumstances outside of their control. It has multiple ways it might be operationalized. While this was used at first due to the pandemic this is something that a lot of institutions offer. SAC whole heartedly supports this.

R. Noll: It didn’t take us a long time to be unified on what the policy should be. There are different groups of students that it will help. It can help students that want to take a class outside of their comfort zone and help students that might have issues beyond their control one semester.

K. Yousif: It looks similar to the one proposed last year. I think it looks great. I am wondering if you feel you addressed all of the concerns from last year.

R. Noll: When this came back to CAAC we had a number of conversations and we did discuss and consider everything that was brought up at Exec last year.

K. Yousif: I feel like all of the doubts have been covered and I like the disclaimer. If we can't have an advisor approval then at least we have a disclaimer about seeking approval. I like the cutoff date to use, and that instructors won't know if they are taking classes P/F unless they tell us.

J. Gustafson: I think this absolutely wonderful and represents a positive change for students. I wonder about the impact this will have on Foundational Studies. I believe that there is only one class in Foundational Studies that requires a C or better, in Foreign Language?

K. Yousif: With 101 and 102 passing is a D-.

J. Gustafson: Ok, so would anything keep a student from taking five courses, or half, of their Foundational Studies courses as P/F? Should we even care about that?

R. Noll: I don't think that it is excluded. There are some institutions that don't allow P/F in foundational courses. I do not recall Linda Maule having a problem with that but I don't want to speak for her.

K. Yousif: What you are saying is that there are only prerequisites in languages.

L. Brown: There are some in math and English.

K. Yousif: I do think that if this passes that will need to be some advisor training on if a course has prerequisites. Students should not think taking a course P/F will allow them to move to the next course.

R. Noll: I don't know if it still true. When I was a freshmen all students at Brown would take their first semester P/F.

A. Arrington-Slocum: I am assuming you worked with whoever is managing MySam because it sometimes has issues. I am hoping that MySam won't give them a green check mark if they need the prerequisites.

L. Brown: I will say that students were given the option in Spring 2020 and it did catch those problems.

A. French: I think Registration is aware and will make sure that it is up and running. We did want to over operationalize this. That was one of SAC question to make sure students weren't being led to think they could take P/F and still move on.

8) Standing Committee reports

AAC: Arrington-Slocum: No report

AEC: Gustafson: No report

CAAC: Arrington-Sirois: No report

FAC: Brown: Met last week. FAC has made a sub-committee to work on the discipline and dismissal policy and I got appointed to that because I was absent.

FEBC: Hinton: They are continuing to meet without me for now. They are communicating with me by sharing minutes and asking for needed information.

GC: Frost: No report

SAC: Badar: No report

URC: Arvin: No report

Adjournment: 4:35 pm