

Minutes of the Faculty Affairs Committee Meeting

4/10/07: 11:00 am - 11:45 am

Present: Laverne Nishihara (chair), David Frantz (ex-officio), TJ Rivard, Dan Doerger (recording)

Absent: Ed Fitzgerald, Sherry Rankin

- I. Approval of Minutes: Minutes from 3/27/07 were approved as written.
- II. Division Chair/Dean Review Process
 - a. After checking with members from past FACs, Laverne discovered they had no recollection of creating the Chair/Dean review instrument and believe it to be a form developed in the past that was activated when Cathy Ludlum Foos was Faculty Senate President
 - i. Laverne will check with Cathy about the creation of the form
 - ii. We will postpone any decision about the instrument until the origins of the document are clearer
 - b. When meeting with the divisions who are currently reviewing Chairs/Deans, T.J. and David will survey faculty in those divisions (Education and Nursing) regarding the use of the form
- III. Changes to Faculty Senate Handbook
 - a. Laverne noted that Faculty Senate officially passed the minutes that contain the following change to the Faculty Senate Handbook that was confirmed by the FAC: The Workload Committee was officially dissolved
 - i. This information will be sent to Faculty Senate President, Markus Pomper so that it can be deleted from the by-laws
 - b. Via voice vote at the April 3, 2007 Faculty Senate meeting, the changes to the Long Term Lecturer Policy were approved. Pending approval of the minutes from that meeting, this change will be sent to Markus.
 - c. David suggested authorizing the Faculty Senate President to make changes voted on by the entire senate which require official action to be taken that affects the handbook/by-laws. This would eliminate the need to have this be an agenda item at FAC meetings and the committee would be responsible for double checking that the changes were made either at the end of one academic year or the beginning of the next.
 - d. Dan noted that his understanding of the process was that the FAC was a “double-check” that happened every time there was a change to the handbook/by-laws in order to ensure that the changes as interpreted by the Faculty Senate President are in keeping with the FAC’s understanding of those changes.
 - e. Laverne noted that such double checking has, in fact, caught errors in the past before they were entered into the handbook
 - f. Laverne noted she will follow up with Markus regarding the necessary changes
- IV. Conversion from Divisions to Schools
 - a. David suggested that AAC should be discussing this issue

- b. To facilitate discussion, Laverne distributed a DRAFT version of the FAC's recommendations and repercussions as related to a conversion
- c. The following were included in this DRAFT
 - i. Recommendations regarding Conversion
 - 1. Conversion to schools (when the question about the number of full-time faculty members required for a school is resolved)
 - 2. Investigating colleges (questions remain about what constitutes a college; the Northwest campus, which is restructuring health & human services into a college, expressed concern about not breaking IU rules with the formation of a college)
 - ii. Recommendations about the Constitutions of IU and IUE:
 - 1. There is an argument that we have latitude in defining "Schools," especially given the comment in the IU Constitution that "*The concept of 'school' should be understood with appropriate flexibility. For example, the University Libraries should be treated as a school in appropriate ways*" (p. 26). The example of University Libraries may work against the way regional campuses have defined Schools, but the statement about a flexible definition remains. There appears to be a difference between the letter of the Constitutions (in defining Schools) and the common usage definitions and practice of "Schools" on the regional campuses.
 - 2. We should acknowledge that some statements in the Constitutions imply that faculties of Schools have authority over faculties of the campus.
 - a. For example, Page 1 in the IUE Constitution states, "School faculties (and campus faculties with regard to academic programs not within the authority of a school faculty) have legislative and consultative authority pertaining to the school regarding:" (this is followed by a long list, including curriculum, p & t, admissions).
 - b. Another example is Page 25 in the IU Constitution: "School faculties (and campus faculties with regard to academic programs not within the authority of a school faculty) have legislative and consultative authority pertaining to the school regarding: (this is followed by a list, including curriculum, p & t, admissions).
 - 3. We could respond to these statements, and clarify how we could forestall conflicts over curriculum and other issues when these issues affect more than one school
 - a. There was an emailed comment from IU Southeast that they are constantly negotiating what items go to Senate, though anything deemed "major" gets voted on by the campus
 - iii. Repercussions
 - 1. By interpreting the Constitutions in one way, it may be possible for "breakaway" Schools to create problems by not seeking

approval from the campus as a whole. Examples may include curriculum (ex., requiring other Schools to offer certain courses), or developing their own p & t guidelines. As far as we can tell, this has not happened on other regional campuses.

- d. After discussion, it was decided to add the following to the list
 - i. Repercussions
 - 1. There may be concerns about creating an “extra layer of administration” if there are deans in addition to chairs. The concern is related to taking more faculty away from teaching and comments in the past about the campus’s being “administration-heavy.”
 - ii. Benefits
 - 1. Enhance IUE’s self-image as a full-fledged, four-year university
 - 2. For Arts & Sciences, there will be greater flexibility of programming. Handling interdisciplinary programs will be easier
 - 3. It will be easier for the workload within a School to be more consistent
 - 4. It will strengthen our image in the community if it is used as part of marketing
 - 5. Marketing can become more targeted
 - 6. Fund-raising can become more focused
- e. T.J. suggested adding an introduction to the DRAFT that provides a summary of the process the FAC followed to reach these conclusions emphasizing that there is no clear process as established by other campuses for us to follow while making this transition
- f. Laverne’s conclusion regarding the role of the FAC in this process is that there are too many unanswered questions for us to do more than submit a draft of recommendations and repercussions. She will make changes to the draft per our discussion and disseminate those changes to the committee for review

V. Next meeting: Tuesday April 24, 2007, 11:00 am- 12:15 pm. Campus Life Offices.