

## INDIANA UNIVERSITY SOUTH BEND ACADEMIC SENATE MINUTES

APRIL 20, 2018 \* WIEKAMP HALL 1001

IN ATTENDANCE: ADAIKKALAVAN, AGHIMIEN, AMELLIO, ANANTH, BENNION, BINDROO, BLOOM, BORSHUK, BRADLEY, BREGU, L CHEN, N COLBORN, L COLLINS, CRESS, H DAVIS, DIELMAN, J FEIGHERY, T FISHER, L FISHER, FROYSLAND, GATTO, GERENCSEK, GERKEN, HAKIMZADEH, HE, HECK, HINNEFELD, HOLM, HORWAT, JANG, H JONES, S JONES, J JOSEPH, KAHAN, KAZMIERCZAK, B KERN, G KERN, KOLBE, KWONG, LAMBERT, LIDINSKY, LUCAL, MARTINEZ, MASSAT, MATTOX, MCGUIRE, MCLISTER, MCMILLEN, MERHI, METTETAL, MOCIULSKI, MOORE-BEYIOKU, NAIR, NILSEN, OBATA, OKRAH, OPASIK, PAJAKOWSKI, PANT, PARK, PATHAK, QUIMBY, REDDY, ROSSOW, RUSNOCK, SCHIMMRIGK, SCHULT, SCOTT, SHEPHERD, SHRADER, K SMITH, SOFHAUSER, SPINDA, SURMA, TETZLAFF, THOMAS, THOMPSON, TORKZADEH, TOURTILLOTTE, VALENCIA, VOLLRATH, WELLS, WILLIG, ZHANG, ZWICKER, ZYNDA

- 1) Call to order: 1:33pm
- 2) Approval of minutes for [February](#) and [March](#).
  - a) February approved without dissent
  - b) March approved without dissent

S OPASIK: A MOTION TO SUSPEND THE RULES TO THANK PRESIDENT SMITH FOR HIS SERVICE

[AMUSING BANTER]

[VOICE VOTE FOR APPROVAL WITHOUT DISSENT]

[SUSTAINED APPLAUSE]

[K SMITH RECOGNIZES AND THANKS MEMBERS OF SENATE EXECUTIVE COMMITTEE]

- 3) Chancellor Allison's remarks. The Chancellor has requested an opportunity to speak for about ten minutes on strengthening shared governance.
  - a) T ALLISON: Good afternoon everybody, I'd like to share some remarks with you all. Thank you for your thoughts, you have all showed your concern and ideas as I led you as chancellor. I want to share my ideas about shared governance. I am a strong believer in shared governance and I have ideas about what has worked effectively here and some suggestions where we can do even better. I want to share those with you in my last address as chancellor. There are a number of positive examples. I thought of the housing task force, we had a long standing issue where we were not filling our housing, we charged faculty, staff, and administrators to work together, they quickly developed and executed a plan and we filled housing the next and each subsequent year. One effective example came from the Senate floor to build a living and learning community, I believe from professor Bennion. From that we have been able to build our honors program from 30 to 250 students in just a few years. I can think of many faculty efforts such as HLC re-accreditation, Carnegie classification, the first year experience. We had a task force for the academic master plan. We looked at the needs of our regional community, the next year all the regional campuses did it as well and our earlier findings were validated by an external firm which shows we did a great job. The first year I came of course we had the nose dive in enrollment due to economic recovery after the recession, we had some great advice from our budget committee that year which set the framework realigning our budget with our revenues and expenditures. Our big challenge now is how to retain more students, also recruitment at a time when many of our students are choosing work over higher ed. enrollment. My takeaways from this, we work best when we all work together. One of the greatest challenges I've seen in my higher ed career is to spread that participation to a larger group of students as well. I challenge you to consider how to do that. In some other countries student government meets regularly with the faculty to talk about shared issues. I think that student participation is hard to get. We should also be integrating staff associations as well.

Regarding the Academic Senate, in senates in which I've served in the past there was more emphasis on committee reports and formal resolutions, so I appreciate the recent move to introduce a resolution, ask for questions, and then discuss it the next time. We have evolved into a much clearer structure for the discussion of particular issues on a particular timeline. From my perspective administrators rely on faculty governance for your professional discernment. It is critical that faculty use their discernment when evaluating colleagues for hire, retention, and promotion, for internal grants and rewards, including sabbaticals, and for curriculum especially regarding shared resources like the general education program, or when it's a new program that may require new resources. It has been wonderful to be at this campus where we have few instances of civil wars within departments, we have little acrimony and bitterness, but sometimes we may be too deferential to our colleagues and we could apply more discernment to our work. As chancellor, the danger of deference with insufficient discernment can mean that administrators get a greater role in decision making. To say this more bluntly, if you as faculty aren't judging one another at some point an administrator will have to judge them. My parting advice is to maintain your strong culture of civility and camaraderie but to be more critical in evaluation of one another's work. There are benefits and challenges to being a regional campus. I have spoken with many of you about the advantages of collaborating with colleagues across IU to advance a common concern. However, from my perspective the regional campus senates could be much more clear in their presentations to the university trustees about what they want. I would like to see greater clarity in an enrollment strategy for IU. We hear constantly that the demographic of 18-24 year olds is flat or decreasing, but we recently heard that IU Bloomington will increase their freshman class by 11%. Part of our new reality is being created by an enrollment strategy at our sister campuses. You may not be fully aware of these issues. As regional campuses are we fully communicating these concerns and needs to the trustees? I have also discussed with Marty McCampbell and Jan Joseph the importance of continuing to attract diverse faculty. Our regional faculty should express this as a common need and ask the central administration to assist. Put succinctly, do we as regional campuses know our highest common priorities as a group of faculty and are we asking for assistance from the board and central administration in meeting them? I think we could do more to articulate priorities and present them strategically to the board of trustees. I'm happy to engage any of you in further conversation about these topics. Thank you for the honor of serving as your chancellor, I appreciate your support.

K SMITH: We have not had a chance from the floor of the senate to recognize and express our gratitude to EVCAA Joseph for agreeing to serve as the interim chancellor. Since she is in the room. [APPLAUSE]

- 4) Floor opened for nominations for Vice President of the Senate for next year, due to a resignation. The Executive Committee brings the nomination of Vincci Kwong. Election will be held at the close of nominations.
  - a) K SMITH: In the election of next year's officers, Jeff Wright was elected vice president, but will leave for a position at another university. We are grateful to have the willingness of Vincci Kwong to stand for vice president, are there any other nominees?
  - b) A PANT: Myself
  - c) MOVE TO CLOSE. SECONDED. APPROVED. ASSEMBLED SENATE TAKES AN IMMEDIATE PAPER VOTE
  - d) BALLOTS DISTRIBUTED AND COLLECTED FOR TALLY BY S THOMAS AND S OPASIK
  
- 5) General Education. Voting to formally establish the position of Director of General Education, in hopes that Academic Affairs can call for applications almost immediately, with a goal of having the new director in place as soon as July 1. Due to a change of plans in Academic Affairs, a new draft is not yet available. In light of section V.3.A.3 of the Constitution, we have before us [the proposal from the March meeting](#), then, and a vote: For the establishment of a new position of Director of General Education, to be held by a

member of the faculty, with revisions to the General Education Task Force's March position description to be carried out by Academic Affairs and the Executive Committee working in consultation with the Senate's General Education Committee.

a) K SMITH: We have a general resolution at this time. The academic senate constitution calls on the faculty to work with the administration on the establishment of administrative positions that impinge on the academic function of the university. So a solution to the fact that the position description doesn't yet exist is to propose today that we as the faculty agree that this position is needed, building on the work of the general education task force, and our recognition through such things as the Higher Learning Commission's evaluation, that general education is one of the areas where we must continue to advance. So the resolution would ask us to agree and call for the establishment of the position and to see that the position description is revised in consultation. I believe the plan is to have somebody in place by July 1, 2018. There is much work to be done before the HLC deadline in two years. Discussion of the resolution?

b) [NO DISCUSSION]

c) MOVED TO VOTE

d) APPROVED BY VOICE VOTE WITHOUT DISSENT

6) General Education Task Force. The Task Force has requested about ten minutes to review the work they have carried out over the last two years and their plans for completing the work in the fall semester.\*

a) L ZYNDA: There is a yellow handout if you didn't get one. I'm going to talk for a short time. It's nice for you to see all this. I will just introduce members and let them go through these. Thanks to everyone and all the departments for their feedback. We've heard from all but one department in the entire university. Very valuable. All results are available on our public Box folder. We will notify you as we have our final report prepared by the end of the semester. The focus today is where we've been for the last few years in discussing general education and what is to be done. Thanks to previous task force members Karen Clark and Hope Davis, and current members, everybody is here except for Elaine Roth and Jennifer Nuñez who are away. Kathy Borshuk will now introduce what we've done thus far.

b) K BORSHUK: My role here today is to tell you what we've done thus far, as a form of institutional memory. We started this process conceptually a couple of years ago to decouple learning outcomes from general education, from particular courses which is the way we've been conditioned to think about it. Particular courses and checkboxes. We've collected information from throughout campus. We've had many focus groups, surveys, and forums, with faculty and students, to find out what we think an IUSB graduate should look like. Through that we began an assessment of our general education program that encompasses the beliefs and preferences of many of our stakeholders. Many of us have visited AACU workshops and other campuses as examples. We always expected to provide models of general education from which to choose but also learning outcomes and assessment programs for them as well. Again, at each stage we have included campus stakeholders in this process. We believe that this is important. We have done our best to articulate the rationale for each choice along the way. We believe there is a need to implement a new assessment strategy for internal and now external reasons via the HLC. Now Julie will show you where you can find all the relevant information.

c) J FEIGHERY: Here you see we have a Box folder for all the handouts today where digital copies may be found, as well as other results of our work. Kristyn will now discuss what is coming up for the task force and general education.

i) BOX LINK - <https://iu.app.box.com/v/getf>

ii) Can also be accessed through the "gen ed reform" button on the IUSB general education web page - <https://academics.iusb.edu/general-education/index.html>

d) K QUIMBY: I will talk about where we are going in the fall based on the briefing that Kathy just shared regarding what we have done so far. The first thing we will focus on is draft learning outcomes.

As a shared faculty community we need to come together to review these learning outcomes. This is if you have taught or are interested in teaching a general education course, which means all of us. See what these outcomes are. The HLC accreditation report outlined that every general education category syllabi must include the same learning outcomes. Whether it is a common core natural world class in the health sciences, in biology or chemistry, all of us must have those shared learning outcomes for the category. The same for health and wellness. We are all stakeholders in those outcomes. These will feed into an assessment plan through the newly voted general education director position description, we will work in combination with that director. The HLC expects that by September 1, 2020, they will see the learning outcomes for all the categories of general education. They also want to see an actual round of assessment data. That means we must move forward in approval of outcomes, assessment plans, and reviews. They will also want to see our results in action plans. Those of you who have worked with TaskStream know how time-consuming that process is so it is important for all of us to come together. The last item you see in the assessment plan bullet is copies of all the syllabi - the director of general education will need to collect all of these. We have heard a lot in the senate about doing general education changes slowly and deliberately, that's why we wanted to focus on sharing information in a way that gives you time to digest everything. But in the fall we will have to vote. Please look at those outcomes now. We feel it is important for everybody to consider the limitation that the 120 credit hours puts on us. This is especially important for the professional schools because many of the courses they have double-dip. Essentially we have courses that count for the major and general education, many of us in our programs have such courses. The choices we make will have outcomes on those courses. We must be aware of that 120 credit hour limit that we all have. Our call to action is to read the draft learning outcomes. Be prepared to discuss them in the fall. Have discussions now with your units and with people you know who teach in the same general education categories. Look at other categories. We need to hear all voices, especially outside our own disciplines. Our team strives to be interdisciplinary. Provide any feedback to Lyle and we will discuss it as a task force before we vote in the fall.

- e) LZ: Thanks also to other members of the task force who did not speak today: J McLister, Y Obata, and B. Kern. This will require a lot of discussion throughout our campus. One final comment about learning outcomes you can find in the Box folder. Some have a key at the top as to which ones align with value rubrics that the AACU provides. Those are cases where we used that value rubric and mirrored it with LEAPs essential learning outcomes. Other learning outcomes have been vetted by various units, those have a cross. Those in best shape include writing, oral communication, critical thinking, and math, because those have all been vetted and align with a value rubric. There are some marked with a double cross, those are just out there. The hardest categories will be the common core items because we must have a common set of learning outcomes for every N190, every T190, no matter how many of those diverse topics they have, they must address the same core things. That may be difficult to agree upon. We have a vague starting point written by people in those fields, but they will require further discussion in the units. That is where we are going. Are there questions?
- f) B LUCAL: If I calculate correctly we have four semesters to complete this assessment before September 1, 2020. The latest date we could do assessment is Spring 2020.
- g) LZ: Yes, it seems that we will spend next year getting these learning outcomes in shape and then using them the next year.
- h) BL: It seems to me because of what HLC has said, that's more important than revision of gen ed. Whatever we put into place is what we assess, whether we have actually revised gen ed by that point.
- i) LZ: The understood we would be in a revision process. They understood it would be a moving target. But there are certain items we agree upon. Many of the fundamental literacies we all agree upon, those learning outcomes are in good shape, we could start assessing those sooner. There are others not in good shape. For instance your department discussed a set of outcomes for the B190 social science courses and I was told by J VanderVeen that you spent an entire hour discussing them.

- j) BL: Also diversity and global topics.
- k) LZ: Yes, so it will take a long time for some of those. We can do it piecemeal so it's not done in one block all at once. We can start some things and those things that need more work will come together. Other questions?
- l) E BENNION: Thanks to the committee for all the hard work they've put into this.
- m) LZ: Thank you. And good luck to us all
- n) K SMITH: My thanks to the committee as well.

**7) Athletics Committee. Women's soccer. *\*NOTE THIS CONTAINS A SENSE OF THE SENATE VOTE TO BE FOLLOWED WITH A FORMAL SENATE DECISION AT THE NEXT MEETING\****

- a) K SMITH: We have a brief report from the athletics committee.
- b) M NAIR: We have an announcement that we are starting women's soccer in spring 2019 as a new sport.
- c) B LUCAL: According to the Senate charge for this committee, the Senate has to approve participation in new collegiate athletic activities. The text specifically reads "with the consent of the senate." That is number four.
- d) KS: That is a compelling question.
- e) A PANT: Should we get a proposal from them?
- f) J HINNEFELD: May I suggest that this might be one of those moments where a committee acts within the authority of its area, that the action is not official until it appears in a special section of the senate minutes, that there is an opportunity for members of the senate to question that committee.
- g) K SMITH: A less well-known aspect of the constitution is that committees make a judgement about whether something needs to come to the senate for extended discussion. They can enter things into the minutes of a senate meeting and they stay there until the next senate meeting at which time if the faculty do not see fit to raise them for further debate then those items are considered passed. If the senate sees fit to raise them for further debate, then they are debated. Scott?
- h) S OPASIK: Is it that the committee must actively submit something to be put in the minutes?
- i) D VOLLRATH: It will appear in the minutes of today's meeting, that will be official, then at the next meeting, the first one in the fall, it will be open to discussion to either affirm it, change it, or reject it.
- j) S GERENCSEK: A point of order to the parliamentarian, if we cannot take a binding vote today is it appropriate to ask for the sense of the Senate regarding support for the adoption of women's soccer so that the process can move forward assuming the senate is likely to be in support? Is that appropriate to introduce at this time?
- k) DV: You can always make a motion.
- l) AP: Make a motion, I'll second it.
- m) SG: I move for a sense of the senate to support the adoption of a women's soccer team in intercollegiate athletics at Indiana University South Bend.
- n) AP: Second
- o) KS: Discussion?
- p) JH: I think it's a good idea to have a sense of the senate vote.
- q) G KERN: [question about outlays and costs]
- r) J SMITH: Will this be a club or intercollegiate team?
- s) C SCHULT: How many women's vs men's teams do we have currently?
- t) J VANDERVEEN: Right now it's five men and six women without the soccer team
- u) SPEAKER: Is there a Title IX reason for this?
- v) T ALLISON: I can answer that since the director of athletics reports to me. There's a three-way test we do, which is why the committee chose at this time only to implement women's soccer. Regarding finances, when we have part time coaches we pay them about \$8000/yr, or assistant coaches for \$4000/yr. It's not a high cost and I believe the plan is for a part time coach with one assistant coach.

There are travel costs. It depends on the team, soccer is a larger team, it may be over 20 people to travel, but I don't believe they have that many away and they have tournaments. With every other new sport, as with this we have a higher return on investment. If you get 20 new students that's \$140K and if it costs you less than half of that, which it seems in this case it will, then it is a good idea to do that. With other sports when we try to attract existing students we typically get none or few players. Every new team has brought new students to the campus.

- w) A RUSNOCK: Why are we adding women's soccer?
- x) MN: To attract students, it provides an attractive feature that demonstrates to students we are willing to serve them well.
- y) AR: Where is the evidence that we could find enough women interested in soccer who would be willing to come here for it?
- z) MN: I will have to review the data that was made available.
- aa) AR: How many months does a part time coach work?
- bb) TA: They do recruitment throughout the year but coaching itself is at selected times not all year long. I can add to the evidence, soccer is the number one sport students have asked for. Particularly in Elkhart County we have a growing Latino community where many people have asked for that sport since it is popular in the high schools. As far as I know there has been no recent survey, several years ago we did a survey of all students of their interests and soccer was one of the highest interest sports. We are really worried about where we could play but a number of sites have made themselves available close to campus.
- cc) MOTION TO CLOSE DEBATE, SECONDED, APPROVED
- dd) ***VOTE ON SENSE OF THE SENATE TO APPROVE A SOCCER TEAM IN THE NEAR-TERM: approved without dissent***

8) Childcare center update.

- a) K SMITH: A report from the group working on the future of a child care center on campus.
- b) A LIDINSKY: We have continued to meet with folks on campus. We have recently met with the professional staff, thanks to Rick Denny who gave us time on their schedule which was also open to the public. There were a lot of other folks who came too. There is a wide range of interest from faculty, staff, and students, who have all been working on this. We have also met with the chancellor and vice chancellor to begin to determine what this would look like moving forward. The senate is going to host an ad hoc committee, we will be communicating dates for the first meetings of that committee in May. A lot of people have offered to help. Money will need to be involved in some way. EVCAA Joseph has offered to help us plan on how to ask for funding. We appreciate that. It would be good to imagine something that makes use of the fact that we are a higher education resource here and we hope that all creative ideas will be a part of this moving forward. If you have any questions please contact me by email and look for messages on the Daily Titan and from me to folks who have already shared their emails.

9) Moving the Senate's Constitution online, continued. The [new section of constitutional updates](#) will be briefly presented, leading to a vote in September.

- a) K SMITH: We have a regular series of constitutional updates. Stephen will come to the podium. The vote this week on last month's package of constitutional updates was successful by a wide margin. For that reason the draft membership list for the senate committees must be shaped in light of brand new membership requirements for a good number of the committees. Hence, the tentative nature of the lists that are on the walls, more tentative than they would ordinarily be this time of year.
- b) S GERENCSEK: Thank you. The current status of the constitutional reforms is that we've moved forward significantly. The ones that I present to you today are a large number of the reforms that took a lot of time. These came from the student publications board, the non-tenure track faculty committee, the

facilities committee, and a lot of work by the executive committee on all the language surrounding it that is not the province of any given committee (introductory material, bylaws, and other areas that are not part of any single committee). This means that what I bring to you today is rather long. It's a good thing that you have all summer to review them. To remind you of the process, this will reside on the senate website until September. We will discuss them in September. Based on the results of the discussion we may then send them out for a vote, potentially part of it may be sent for a vote and others continue on in discussion, or we will delay longer. Part of it is quite long so I did something different in the preparation of these changes today, because the language the executive committee had to undertake was quite long, about 10 pages long, everything that is deleted is struck through, everything to be added is in red. A few places this worked well because items are being moved, so some bylaws have been pushed into places of the general language or into committee areas, those should be apparent in comparison. It's a long section but as you can see, for instance, there is no affiliate librarian any more, that language has been removed, but other elements are being put in marked in red so you can see them clearly. It's hard for me to determine after having been so close to the process for so long whether I think these are particularly substantive changes or not, most of these are not what I would call the low-hanging-fruit we examined back in the fall. This took some rewriting and substantive changes that we've already discussed in this body. For instance the executive committee will now have four at-large members who will serve two-year terms staggered each. That is in recognition that we have only member on the university faculty council now, so to keep the executive committee at the same level we will now have four instead of three at-large members. We have discussed some of these things in the body. I suggest to you that you especially consider the red and black lines and determine whether you feel those are substantive and significant or not. One other committee on here is the promotion, tenure, and reappointment committee. The committees we have yet to look at provide some particularly difficult and tricky issues we will address in the summer and fall. That includes the faculty misconduct and review committee, the faculty board of review, the general education committee, and others where we are working on some detail such as the athletics committee and the student affairs committee. Ideally we will get those in place in the fall. Some of you on those committees, especially the board of review and faculty misconduct, I will be in contact with you in the fall. There will be an ad hoc committee to point you in some particular directions where we need to go. I want to note in particular about those two, in any good year the Faculty Board of Review and Faculty Misconduct Committee do not have to meet. What this means is that there isn't often nested institutional memory on any given year's committee, so we may be asking previous members for their input. With that said, these changes come from the executive committee, these changes are introduced to this body for reflection, and we will hold discussion in September to determine whether we are ready to have a vote on these as constitutional measures. Any questions?

- c) C SCHULT: For the senate changes just passed, I spoke to several people about language that wasn't as clear as it could have been. What is the mechanism for us to clean things up as we discover them after they're passed?
- d) SG: If you find something we've already done or currently, and you like the general idea but you feel it is unclear, I would say contact the current president, you can certainly contact me, we are all available through the ad hoc committee which is also listed on the senate web page. As Ken hands over to Raman, you can contact Raman as well although I think Ken will continue to work with this. We do our best to review but sometimes there are slippages. We've picked up mistakes along the way. If you see them we can be in a constant state of refinement. We will make the constitution more clear and helpful. Ideally it's not something that changes hugely, but occasionally we will have an error slip by.
- e) KS: It's best for communication to this group to go through a single person, and it's best for that to be Stephen. Doug will continue as a representative of Academic Affairs on this small committee. Stephen is there as a representative of the faculty. I have served with that committee as a representative of the executive committee. I will be the past president and still on the executive committee, but I would

leave it to next year's executive committee to determine whether they would like me to be the representative or not, but I am happy to serve if they so choose.

**10) PTR Committee on their new [proposed guidelines](#). *\*NOTE THIS CONTAINS A FORMAL INTRODUCTION OF MATERIAL LINKED THROUGH THE AGENDA THAT WILL BE ADOPTED UPON APPROVAL OF THESE MINUTES AT THE NEXT MEETING\****

- a) PTR Committee on their new proposed guidelines.
- b) K SMITH: We mentioned a few minutes ago the little-known practice allowed in the constitution about entering things in the minutes. Here we are again.
- c) S GERENCSEK: That language is found in article 7, section 5 of the constitution. It's ironic that it came up earlier, I was prepared to speak to it today, it's a good reminder that all of us doing our business on our committees that we have authority and power on committees to make decisions on behalf of the senate, but they are not fully binding on the senate until they are introduced into the minutes and the opportunity for the senate body to weigh upon them, and then at a later meeting when the senate minutes are approved those actions are approved. It is a good reminder that all of us working on committees have a lot of authority and power to take action on behalf of the Senate but it is incumbent on each committee to bring decisions to the Senate for their agreement. With that in mind, I want to introduce to you something that I will be introducing as chair of the senate promotion, tenure, and reappointment committee today, into the minutes, that there is a new set of guidelines for reappointment. The experience of the senate promotion, tenure, and reappointment committee over the last few years as well as in academic affairs is that there has been increasing and unwelcome diversity in what appears before us in terms of reappointment files. It seems wholly appropriate that different colleges will have different procedures regarding what they want to encourage their assistant professors to be doing in preparation of their cases for promotion and tenure. But as those reflect into reappointment dossiers it is important to the committee that there be a standardization so that there are not different evaluations of similar reappointment cases based on what is in the dossier from one college as opposed to another. These guidelines are meant to standardize what it is the committee will accept as part of a reappointment file, and what we will pass on to academic affairs. We have worked through this on the committee itself and been in contact with academic affairs. We feel confident bringing this forward that it will do a better job. Other procedures might be changed in the near future as well. You might not know this, but unlike promotion and tenure, which uses the e-dossier format, all of these are still paper dossiers. This means sometimes getting large file folders. This is meant to reduce paper, and ideally in the near future we may be able to use a different procedure with the help of academic affairs, whether this will involve e-dossiers, or Box, or something similar. In the meanwhile these guidelines are meant to give confidence to those going through reappointment of exactly what needs to be in the reappointment dossier, and what need not be there as it moves forward to the level of the PTR committee of the senate. Again, different colleges want to have different things that move through their college and stop at the level of the college or dean, that's perfectly fine, this affects only what goes from that level up to the senate PTR committee, and from that committee to academic affairs. ***So I am now introducing into the minutes of the senate, and with approval of the minutes at the September meeting for this to become the formal policy of the academic senate.***
- d) S CRESS: Is this going to be the same table of contents for both lecturers and tenure track?
- e) SG: Yes
- f) L CHEN: I've been investigating how we can get away from paper in this process. The e-dossier system was set up just for promotion and tenure and not for reappointments. What I am going to do moving forward is to look at Box, some other campuses are using it, we already use it for sabbatical proposals. I know reappointment folders are larger. We will try to organize distribution of dossiers there, so we will not have paper files shuffling back and forth.
- g) SPEAKER: So these are the three items?



- h) SG: You can only see the top three, there are more.
- i) KS: There's a live link in the agenda to this document.

11) Carnegie Initiative. [Internship stipends](#), a process for designating community-engaged courses, and [the Bender Joy of Teaching series](#).

- a) K SMITH: There are three items before the Carnegie initiative.
- b) G MCGUIRE: Before I talk about these new programs I want to thank all the members of the Carnegie task force for all their work in meetings and research, on and off campus. They've been involved in monthly task force meetings, special half-day meeting, subcommittee meetings, conference attendance, site visits, and meeting and working with community partners in our new engaged faculty fellows program. They have done tremendous work with great attitude: Krista Bailey, Elizabeth Bennion, Linda Chen, Rhonda Culbertson, Carmen Dielmen, David Freitas, Darryl Heller, Lee Kahan, A Lindinsy, Kim McInerney, Jay VanderVeen, Harry Vasilopoulos. Thanks to funding from academic affairs we are launching a new program encouraging students to engage in internships. We know this is a high impact practice that helps students make that connection between theory and practice, and gives them an opportunity to apply what they are learning outside the classroom. This may sound similar to some of you to a program we used to run through a Lilly grant. That money ran out. So Lee Kahan, Kim Moore, and I approached EVCAA Joseph if we could launch a similar program. You'll notice there are some restrictions. These efforts are meant to support unpaid internships in non-profit organizations by providing a stipend. The links are provided through Career Services.
- c) SPEAKER: I notice a caveat for this is that the internship not be required for the major. In health sciences our students are required to do internships, this basically disallows those students.
- d) GM: The goal was to increase the number of students doing internships. So if students are already required to do an internship, we thought that if we could offer a stipend we could encourage students who aren't already required to do it. But I know it can't serve everybody.
- e) E BENNION: It's only a tiny handful of people who are selected. It's not like 30 people.
- f) SPEAKER: But it is removing a whole college.
- g) A PANT: Yeah. Is there a way to put them back?
- h) GM: Those students are going to do an internship anyway.
- i) AP: But they might do it for a nonprofit as opposed to a for-profit.
- j) GM: That could be a possibility.
- k) K CLARK: I think that one of the things is that some colleges have paid internships but a majority of not-for-profits can't which makes it harder on those students who are trying to carry a full credit load, try to work part-time, and they have a large unpaid internship requirement. For those individuals it could be helpful.
- l) S OPASIK: How many internships will be funded per semester
- m) GM: Five. We'll see how many applications we get. If we see there's a lot of demand for this, then we can go back to academic affairs to look for other sources of funding.
- n) H DAVIS: I think this is a fabulous idea. Like health sciences it's not going to help senior education students doing student teaching, but today I spoke with a student who had to forego an unpaid internship opportunity in Washington DC because they couldn't afford it. I'm glad to see that this program allows for these other opportunities.
- o) L KAHAN: I think SMART has funding for summer fellowships for internships that specifically take place elsewhere.
- p) E ZYNDA: We have the SMART summer fellowship but we also have an internship program that helps defray costs for unpaid summer internships.
- q) J JOSEPH: It is good when these come to the floor so we can hear about available ideas. What was brought to me here was the result of a workshop about how we prepare for our Carnegie classification. With respect to the professional schools we were cautioned that we shouldn't worry overmuch about

required professional internships in the way that we regard engagement with the community, but to focus on an expansion of what we do in under-served groups. We are not trying to exclude students, this was an attempt to take us to another level.

- r) B LUCAL: I appreciate that and respect that, but it seems problematic that we are excluding an entire school on our campus.
- s) J JOSEPH: We would be willing to fund them above and beyond their required internship. We don't want to fund something they already get credits for and is built into their expectations and licensing. It doesn't add six people a semester who are deeply engaged because they don't have the funds. This is to attract the students who don't have the funds or the requirements.
- t) T ALLISON: Health Sciences has a unique funding possibility through the Dwyer Scholarship. That college does have a resource for students who have a distinct financial need.
- u) AP: How can we ensure that a non-profit benefiting from our student work has not in the past been paying interns and is taking free services?
- v) GM: That's easy to do.
- w) T FISHER: I want to note that Gail is coming to the Health Sciences college meeting next month to discuss this. So you will hear more.
- x) EB: This is one of the things that came up in discussion on the task force. We would like these internships to be built into the curriculum. We don't want to discourage departments from doing these. In some ways it may seem to be at cross purposes, but ultimately we are trying to encourage more programs to do more.
- y) SPEAKER: There are also programs outside health that require this, women and gender studies for example. And they are often working with non-profits so that is different.
- z) EB: We will work with that concern.
- aa) GM: The task force is launching a process to identify community based courses. I just spoke with B&E this morning, we've spoken with Arts, Education, Health Sciences in May. We have shared our five criteria with the colleges and departments, we need to know whether what you're teaching is something you feel is a community-based course. I can share with you the application and criteria so that your course can be listed in the schedule as a community-based course in spring 2019.
- bb) J VANDERVEEN: Thursday is the Bender Joy of Teaching lecture about community engagement in the classroom (26 April 10am, NS245).
- cc) EB: Thanks to Gail for her leadership throughout this process
- dd) L CHEN: I'd like to recognize Gail McGuire for winning an IU Bicentennial grant to support community-campus partnerships.

12) Standing committees of the Senate for 2018-19—[nominations as of April 19, 2018](#).

- a) K SMITH: Very quickly regarding standing committees, on the wall of the room are all the self-nominations that came in. Some committees need help with members. If you see any committee opportunities where you could help please email me or Sue Thomas. If your dean was here, I handed the deans in attendance a list to see if there are places where they would like faculty from your unit to participate. If your dean is not here and you'd like to take them a list they are here.

13) President's report: Timeline for the Chancellor search and call for nominations for the search committee.

- a) K SMITH: A brief report on a discussion of the executive committee with Vice President John Applegate about the search for a new chancellor. He wanted to talk about what seemed like the most pressing issues for the interim year, such as the fundraising goals for the IU Bicentennial. He would like that to be very successful and sees a capacity for the campus to meet that goal. Also the executive committee raised the question of general education and the work to meet HLC expectations as one of the most pressing issues for faculty service time. He expected that the search committee for a new chancellor would be assembled soon. He invites nominations or self nominations. We are asked to nominate 12

people with every sort of campus diversity that can be represented included in that group. Six of those will actually serve on the search committee. It seems likely that group will be directed by the chancellor of another regional campus. He hoped there would be a lot of conversation in the fall about what we as a faculty hope for in the next few years, and that we might be able to make an offer by January. He raised the unexpected question of whether we should have a regional or all IU search rather than national search for the chancellor. This videoconference was attended by almost all the members of the executive committee from their individual locations. Many members of the Executive Committee felt that an internal search would be inappropriate, although we did not have chance for preparation there were several good arguments as to why it was not a good idea. After the meeting I sent an email to the Executive Vice President saying that I and you would keep asking around. I asked around to many members of campus and very few people felt it to be a positive idea, and they were not dramatic in their support of it. A lot of people did not like the idea at all. Every other day I summarized the most recent of those findings and sent them to the Vice President, telling him that it would be nice to make an announcement for a national search at this meeting. He agreed and we will have a national search for a chancellor.

#### 14) Announcements

- a) A LIDINSKY: There will be a celebration of life service for Pat McNeil, one of the founders of the Women's and Genders Studies program, who died on March 6. That will be on May 4 from 3-4:30 in the Fireside rooms. Contact me for more information. It will be an informal time with refreshment and stories about a great person. Please spread the word.
- b) SPEAKER: FACET is seeking nominations for new outstanding teaching faculty, deadline is May 18. You do not need to be a FACET member to nominate.
- c) A MAGNAN PARK: The French program will celebrate our translation activities, students will demonstrate their work translating a New Caledonian film, we will also have readings by K Ervicek and others on April 24 over the lunch hour in Arts 1017
- d) J FEIGHERY: Next week is the used book sale. Tuesday 9-12. Most items \$1. Also next week is food for fines, please donate food in place of paying your fines, or even if you don't have fines.
- e) R TORSTRICK: I have been approached by the office of the IU bicentennial about an IU Bicentennial minute about Eileen Bender. They'd like stories about her for a one-minute video. I encourage any of you who would like to be a part of that video to contact me. They want to have a script in place by May 4.
- f) S CRESS: Assessment due dates are coming up. Check your TaskStream.
- g) J VANDERVEEN: Therapy dogs in the bookstore next week. Tell your students it will be next Tuesday afternoon.
- h) E BENNION: Last chance to meet the candidates in the primary elections will be at the St. Joseph County Public Library (House, Sherriff, Assessor, Probate Judge, etc.). The American Democracy Project website has videos and voter guides from previous events. All sorts of ways to inform your vote.

K SMITH: Judging by the large number of votes that each of the candidates for vice president gained, there is obviously a lot of respect in the room for both of them. I am grateful to both for standing for election, thank you. The vice president for the next academic year will be Vincci Kwong.

K SMITH: In 405 hours we will all be done with our grades. May I have a motion to adjourn?

#### 15) ADJOURNED 3:05pm

Senate PTR Committee Guidelines ([LINK](#))

Senate Athletics Committee Approval of Women's Soccer ([LINK](#))