

Academic Senate Minutes

Friday, September 17, 10:00-11:30

Present: R. Adaikkalavan; M. Ananth; T. Anderson; K. Bailey; M. Block; D. Blouin; A. Borders; K. Bregu; L. Collins; C. Curtis; H. Davis; J. Deranek; T. Dobrzykowski; D. Douglas; J. Feighery; W. Feighery; T. Fisher; S. Gerenscer; S. Haithcox; A. Hakanoglu; J. Hinnefeld; D. Hopkins; S. Imes; S. Jang; S. Jones; L. Kahan; R. Kohli; B. Labbe; A. Lidinsky; B. Lucal; K. McInerney; M. Merhi; S. Merken; P. Mikulak; S. Moore; Je. Muniz; Jo. Muniz; S. Nichols-Boyle; B. Okanlami; S. Opasik; L. Pajakowski; A. Pant; J. Pearson; B. Phillips; K. Quimby; R. Reddy; J. Resler; C. Robinson; E. Roth; C. Schult; A. Schmitz; H. Scott; M. Shockey; J. Smith; C. Sofhauser; N. Somerville; B. Spinda; D. Surma; K. Takanashi; S. Thomas; J. Thompson; J. VanderVeen; J. Wells; K. Werner-Sanders; K. Wilson

In Zoom: J. Amelio-Ashbrook, M. Bakerson, R. Bennett, J. Burch, S. Busenbark, M. Byma, J. Campbell, Y. Cheng, N. Colborn, D. Economakis, M. Edmondson, K. Ervick, T. Fong-Morgan, H. Froysland M. Green, S. Harris, H. Hakimzadeh, J. Hatfield, C. He, M. Heck, D. Henderson, C. Herbert-Annis, J. Hernando, M. Holland, H. Jones, E. Kelley, T. Kingsbury, K. Ladd, D. Lemanski, V. Kwong, I. Levine, C. Lisoni, K. Ludy, M. Lynker, M. Mancino, M. Marmorino, J. Mattox, A. Meisami, N. Mlotshwa, M. Monroe, M. Nair, M. Oake, E. Paice, S. Pape, S. Park, B. Pathak, T. Randles, A. Richmond, A. Rusnock, A. Savvopoulou, R. Schimmrigk, S. Sernau, J. Shrader, Y. Song, A. Swain, M. Tetzlaff, S. Torkzadeh, D. Vrajitoru, M. Wenta, H. Yin, L. Zhang, H. Zhuang, L. Zwicker, L. Zynda

The IUSB Academic Senate wishes to acknowledge and honor the Kaskaskia, Kickapoo, Miami, Peoria, and Potawatomi on whose ancestral homelands and resources Indiana University South Bend was built.

- 1) Approval of April 2021 Minutes – minutes are approved
- 2) Special Elections:
 - A) Executive Committee (Mohammad Merhi (B&E) Vice President; Raj Kohli (B&E) Member at Large; Jason Resler (Arts) Member at Large
 - B) Promotion, Tenure, and Reappointment Committee (Joe Campbell - Educ)—
 - C) Athletics Committee (Klajdi Bregu – B&E)
 - D) Nominations for 3 Alternates for Faculty Misconduct Committee
 - Kari Wilson (Arts)
 - Scott Opasik (Library)
 - Terri Dobrzykowski (Health Sciences)

All were elected by acclamation

- 3) Executive Committee introduction – Elaine Roth

Roth: Now that the executive committee membership has been established, I would like to introduce this team. We work to ensure that as many schools as possible have members on this committee, so if you have concerns or questions, please feel free to raise them with me, but you can also raise them with the member from your school. And vice versa, I hope that the members of the executive committee are sharing back with

their respective schools.

Mohammad Merhi, Vice President, Judd Leighton School of Business and Economics
Julie Feighery, Secretary, Franklin D. Schurz Library
Shawn Nichols-Boyle, UFC representative, College of Liberal Arts and Sciences
Dave Surma, UFC representative, College of Liberal Arts and Sciences
Cyndi Sofhauser, Member at Large, Vera Z. Dwyer School of Health Sciences
David Blouin, Member at Large, College of Liberal Arts and Sciences
Jason Resler, Member at Large, Raclin School of the Arts
Raj Kohli, Member at Large, Judd Leighton School of Business and Economics
Carolyn Schult, Parliamentarian, College of Liberal Arts and Sciences

4) Intro to part-time voting faculty – Mohammad Merhi

- Christine Curtis: Dental Education; Vera Z. Dwyer School of Health Sciences
- Richard Ellman: English; College of Liberal Arts and Sciences
- Rob Hochschild: Accounting, Judd Leighton School of Business and Economics
- Marcy Holland: English; College of Liberal Arts and Sciences
- Vanessa Kelleybrew: Counseling & Human Services; School of Education
- Carlos Lisoni: Political Science; College of Liberal Arts and Sciences
- Tom Spencer: History; College of Liberal Arts and Sciences
- Robin Vida: Vera Z. Dwyer School of Health Sciences
- Kara Werner-Sanders: Head Athletic Trainer

5) Update on Standing Committees – Mohammad Merhi

A) Research and Development needs one more person. We see that there are many from CLAS on the committee, so looking for someone not in CLAS to serve. Michele Bakerson (Education) volunteered to serve on committee. Standing committees are now filled. We are just waiting for SGA representatives.

Two requests for committees, when you meet, please send us reports of what you did last year. What happened in 2020-2021. For 2021-2022, please send us the name of your chair.

6) Student Government Association President Address – Kayla Isenbletter, Student Government Association Vice-President

Roth: There has been a slight change in the agenda. SGA president Rana Hamad had a schedule conflict and is unable to be here. In her stead is SGA vice president Kayla Isenbletter, who you may recall was last year's SGA president. Kayla is currently a graduate student in the masters of public affairs program and she is also serves as the all IU graduate student representative for UFC.

Isenbletter: Most of you know me from last year. I'll be speaking to you in Rama's place this morning. First and foremost, thank all of you for inviting us again to share our priorities with you. This year more than ever, is a time for collaboration. The SGA has been planning and working hard through the summer and this year, just like all of you, we're excited to begin this transition back in person. Goals: filling SGA positions, getting clubs back to their pre-pandemic levels, and

We have a very diverse group this year. Introduced SGA leaders

Update on club operations—during last year online, some of our clubs have become inactive or lost due to senior leadership graduating;

Ways to get involved—be a faculty advisor. Can reach out to us if interested.

Long term planning committee—it was discovered there was a significant surplus in our SGA account, this surplus has been transferred into the long-term planning fund. Funding must benefit student life. The discovery of this surplus is a very good thing. Long term planning fund is a long term goal. We're delighted to have additional funding for long term projects.

This year will be filled with uncertainties, we are starting this year off with a lot of anxiety—imagine first year anxieties amplified. We have gone through a common trauma and we can help each other.

7) [5 min] General Education – update on new fall 2021 Gen Ed – Jennifer Muñoz and Henry Scott, General Education co-Directors

Introduce themselves. Thank Kristyn and Lyle for their work. Left us in great shape. Also provided us with beautiful powerpoint. Both have served on general education committee and task force in the past.

- The old and new programs are very similar. The main differences between the old and new General Education programs are:
 - (a) A reduction in overall credit hours (from 39 to 33)
 - (b) A reduction in the category of fundamental literacies (to 7 to 4)
 - (c) A slight re-conception of non-Western cultures, to become global cultures
 - (d) The creation of a new category, extended literacies, allowing considerable student choice
 - (e) Information literacy becoming a "tagged" (embedded) course
 - (f) The addition of two new requirements: the first-year seminar (also a "tagged" course) and the option of financial literacy (1 cr.) within the extended literacies
- The Common Core will remain the same as at present

Were able to parse out the fundamental literacies. Kept contemporary social values. We mostly wanted to introduce selves and give an overview of new general education. We can give presentations to your units.

One main thing to communicate—heavy lifting has been done. Not room for much discussion, but want you to know that we are available to you. We're here to help with implementation. If have questions—please reach out. Main priorities are looking at web site and bulletin for clarity.

8) Executive Committee Updates –Elaine Roth

Committee Updates. A lot of things were voted on during the school year.

- 1) In early December, faculty voted not to extend the S/P grading option to students for the fall 2020 semester
- 2) In early December, faculty to extend the late Withdrawal option to students for the fall 2020 semester
- 3) In late December, faculty voted to adopt three Wellness Days for the spring 2021 semester
- 4) In May, faculty voted to return to the pre-Covid fall calendar, which included a two-day October fall break
- 5) In June, faculty voted in support of IU's vaccine mandate for students, faculty and staff for the return to campus in fall 2021
- 6) In June, the Campus Directions Committee made a minor revision to the mission statement
- 7) Executive Committee approved two proposals about hybrid coding of programs

Also, minor revision to mission statement:

New version:

Indiana University South Bend is the premier comprehensive public university dedicated to serving the needs of North Central Indiana and beyond.

Former version, with revision highlighted:

Indiana University South Bend is **the this area's** premier comprehensive public university dedicated to serving the needs of North Central Indiana and beyond.

Now entered into official minutes.

Last was a more recent one. See slide.

Because the deadline fell before the first Academic Senate meeting on September 17, the Executive Committee was asked to consider on behalf of the Academic Senate the following two proposals:

- 1) *Students enrolled in an in-person degree, major, or certificate may complete no more than 40% of their coursework in online formats (OA – Online All; OI – Online Interactive; HD – Hybrid Distance; DO – Distance Other).*
- 2) *IU's Office of On-line Education proposed designating programs as "hybrid" in one large batch approval. Programs had the option to opt out of this batch approval by Friday, September 10. Once this proposal has been approved, programs will be designated as hybrid, which will allow students to take up to 79% of their courses on-line, unless a program has opted out.*

The Executive Committee approved both proposals with a majority vote. The Committee would further like to register the following:

- 1) It is our understanding that the hybrid designation is largely clerical, with little or no impact on the delivery of curriculum;
- 2) It is our understanding that programs that adopt the hybrid designation are not compelled to deliver their programs in an on-line or hybrid format, but instead, this designation will allow students more flexibility over the course of their entire college career;

- 3) It is our understanding that programs can opt out of the hybrid designation in the future, should they choose to;
- 4) Moving forward, the expectation is that matters affecting the delivery of curriculum be given sufficient time for faculty to participate.

Question: Pant: Have we given all our decision making over to OOE, or do we still retain that power?

Roth: We still retain our power—faculty make curricular decisions at IUSB

Pant: Did we ask SGA?

Roth: This is a quiet coding thing—does not impact curricular decisions on our campus.

Wells: Would like to see a detailed breakdown of what is happening in this students's life in why students need this. Could we do a 3-year analysis; would like to see annual reassurance.

Roth: That data exists

Wells: Would like to see this is a digestible format

Gerenscer: A report would be a good idea—we could ask Academic Affairs. Could we ask Academic Affairs to report about these thresholds—this would give us insight.

Isenbletter: Question from student perspective. Will it be listed on transcripts?

Roth: No, it will not.

Wells: Especially will be good to see reports as move to online has been unique to departments. What are the effects on the way things are being built in the system? So many possibilities for how students fall into this. What behaviors are being brought to us for this to happen.

Roth: Agree with you about data and trends. Director of Online Education could work on this report.

Nichols-Boyle: Michele Bakerson shared a link in chat.

Bakerson (in Zoom chat): This report shows the Official Enrollment by Campus and Instruction Mode. You can drill down to the course level and see where your students are taking their courses (from our campus or other campuses).

https://tableau.bi.iu.edu/t/prd/views/OfficialCensusClassEnrollmentsbySemester/EnrollmentTotalHours?iframeSizedToWindow=true&%3Aembed=y&%3AshowAppBanner=false&%3Adisplay_count=no&%3AshowVizHome=no#1

Marmorino (in Zoom chat): The use of Dr. Porter's office should perhaps be incorporated into a standard syllabus statement, which like others, will be part of Canvas soon(?) so (1) they don't need to be included in syllabi (?), and (2) they will be updated automatically each semester in one action for all(?)

McInerney: Will this open it up for more students to take more IOCC classes?

Adaikkalavan: This is a complex questions. Right now if a students has to complete 120 credit hours, someone has to track them, a lot of tracking—may go away with hybrid option. If everyone is offering online courses—offering online in holistic way. It is a complex problem.

VanderVeen: Who set that deadline?

Roth: OOE set it.

Pathak (in Zoom chat): The HLC accredits universities in 19 states. Many of the universities in these states should be facing similar compliance related issues. Do we know how are they handling such compliance issues? Are we doing something which is in line with what others are doing?

- 9) Update from Academic Affairs (including Covid fall 2021 and hybrid program coding)
– Executive Vice Chancellor for Academic Affairs Jill Pearson (see ppt)

Asked to be here today to talk about a lot of things

Wanted to start with a thank you. I know there has been a lot of added stress.
Appreciate all you have done.

Reminders—policies will continue to evolve. We will adapt if things get worse or better. Please do not create your own summary of policies—direct students to the websites.

Must offer courses in modalities that are assigned. The [What if](#) site is particularly helpful. [EAP](#) is also available to you. Remember you have UCET and your chairs. Please reach out if we can help.

Testing and reporting links for symptomatic testing and [asymptomatic testing](#).
Required to [self-report](#), even if vaccinated

Please be empathetic and patient with students. Remind them about [Counseling Center](#).

Porter: Students dealing with high levels of anxiety this semester

- Student absences:
 - Not recommended to collect medical documentation
 - potential HIPAA violations
 - Ask students to contact Dr. Monica Porter (moport@iusb.edu)
 - Dr. Porter will notify faculty of needed student absence

SER:

GOAL – Provide the best possible support to our students

- *When:*

- As soon as you see a problem
- Ongoing throughout the first 7 weeks of the semester
- If no problems, click submit so we know!
- Update [SER](#) if behaviors improve
- *Which classes:*
 - Ideally all classes
 - Essential for 100- and 200- level courses

No students will be dropped from classes based on SER

Process:

- Pull list of students with “never attending” flag
- List shared with colleges/schools
- Units work with faculty & advisors to contact students
- Units will recommend if there are students that should be dropped

Questions about Covid

Terri: health and wellness center is available for assistance and symptomatic testing

Wells: Students have been very helpful to each other. Some schools have been announcing sanctions for students who are skipping testing, etc. Do we do anything similar here? Elizabeth Paice in Zoom can answer.

Paice in Zoom: Across IU there is a group that is pulled together testing improvement group; we have ability to pull and engage with those who are non-compliant; Dr. Porter is in charge of reaching out to these students—currently a phone call campaign. Have been working with students on testing hours—have nighttime hours so students can get tested then also. Very much an ongoing effort. At point of doing individual outreach—mostly students we need to work with. Really students are focus right now.

Q from chat: When can a student return to class?

Pearon: Go to What If Site? Refers back to Paice.

Paice: for close contacts—if not vaccinated, must quarantine for 10 days to 2 weeks. If vaccinated, do not have to quarantine, but must wear mask and get an asymptomatic test.

Werner-Sanders: Make sure they go into One.IU if tested outside of IU to report testing. Self reporting form very important

Gerenscer: SER reports for IOCC students on different campuses.

Heck (in chat): Incentives for students who share their vaccination cards

Porter: Currently exploring incentives—one of the things—giveaways each week. Have to make fair to all

Paice: One of the incentives – students who have to come in each week to test, that is serving as an incentive to get vaccinated. We are working on nuggets of information to get out there to students.

Pearon—moving to Hybrid Modality slide

IU Program Modalities:

- In-Person: 0 - 49% online courses
- Hybrid Program: 50 - 79% online courses
- Distance Education Program: 80 - 100% online courses

Program Modality Challenge:

1. Greater comfort with online modalities post pandemic leading to increasing requests for these courses (from both students & faculty)
2. Increased opportunity to take online courses (both IU South Bend & IUOCC)
3. Possible to complete in-person program with more than 49% of courses online
 - Three program modalities are distinct and require specific approvals to be offered (e.g., ALC, BOT, and ICHE, HLC)
 - *Putting us out of compliance!!!*

Out of compliance with HLC we lose accreditation, then lose financial aid, and then lose students

Program Update Opportunity—Conversion to Hybrid

- IU campuses were given the opportunity to do a one-time batch modality update of programs in the Academic Program Inventory (API)
- Hybrid designation means programs can be offered in in-person and/or hybrid formats

Hybrid registration allows us:

- to provide students with greater flexibility
- to save faculty time should the department later decide to change to or add this modality to remain in compliance with regulatory requirements

FAQs:

- No requirement to implement a hybrid program
- Hybrid program modality will not be published in the bulletin or on the website
 - unless the program faculty (in conjunction with Dean) decide to implement the hybrid format
- Program modality is not noted on transcript or diploma
- Report to track % of online courses completed by student has been created
 - Campus process for tracking and addressing issues to be developed

Big issue is making sure that students do not get out of compliance. There is NO requirement for you to implement this. Modality is never noted on the diploma.

Timeline & opt-out process:

- Conversion option presented this summer in response to compliance issues
- Requested an extension so departmental conversations could happen
- Included opt-out process so faculty for each department/program could make an informed decision

Academic Senate Executive Committee:

1. Implemented a policy to keep us in compliance:
 - *Students enrolled in an in-person degree, major, or certificate may complete no more than 40% of their coursework in online formats (OA – Online All; OI – Online Interactive; HD – Hybrid Distance; DO – Distance Other).*
2. Granted blanket approval for one-time conversion to hybrid programs

Next steps: in addition to determining how to track; senate needs to have conversations about how it is going to look on our campus. Is it campus wide or program based. How do we manage exemption process. These are conversations the senate needs to have. Also need to think about do we need an internal process if someone wants to launch an online program.

1. What will the campus policy be for percentage of courses that may be completed in online formats when in an on-campus program?
 - How can we provide the greatest flexibility to our students and remain in compliance with ICHE & HLC regulations?
2. Is an internal process needed for departments/programs to implement the hybrid option?

Questions:

Pant: Can we declare the modality on transcripts? Can we have a policy instituted that they can't get an IUSB degree if they don't take a certain # of classes?

Pearon: We have the policy.

Pant: We give out degrees with only 25 percent of classes taken on this campus

Pearon: If we want to change policies ...

Ananth: We just have to have something that says we're hybrid capable?

Pearon: We would have to put rigid controls in place on the # of online classes are taken, because it also impacts other departments.

Merken: Do we know the actual percentage of students who fell into non-compliance?

Pearon: Saw a spreadsheet do not recall ##. Doing data drives now. Escalated because of the pandemic

W. Feighery: Going to assume most programs opted in. If that is the case. Can we have a legitimate campus policy saying only 40 percent. When now we've said 79 percent?

Pearon: Faculty can keep it at 40 percent, with an exemption policy—but we need to have these conversations

Shockey.: Some of this has the authority—the bulletin or the API. Are we gaining more control to say “no, you can't take online”

Pearon: We need to put policies in place. But we need to consider students and their needs. Need to find ways to support them.

Surma: We need to know and students need to know in an easy, clear way how many online classes they take.

Pearon—feel free to reach out to me with more questions

Updates from Academic Affairs—introduction to Teams sessions

- New Team for sharing news, updates, & important information
- Introduction to Team with Q&A offered
 - September 21st, 2:30 pm
 - September 27, 4 pm
- Also available:
 - [UITS resource](#)
 - [UITS training registration](#) (11/11, 2-3:30pm)

Peripatetic Office Hours (walking the mall).

- Faculty can drop by and share news
 - Days & times will change
 - Will be posted in Teams
- First one: Tuesday, 9/21 @ 3-4pm

Reorganization of Responsibilities:

Goals were to:

- Ensure that we each had clear areas of responsibility
- Identify efficiencies by consolidating areas of related work
- Balance workloads
- Determine contingency planning for all responsibilities

10) President's Remarks – Elaine Roth

Thank you for that information, who was also the host for our snacks.

Thank you for Shawn for your work on monitoring Zoom

Vaccination rates for faculty and staff. Also a public health service to state of Indiana.

11) Announcements

Susan Thomas on faculty get together—outdoor faculty social events

E. Zynda: first in-person Dean's Seminar following meeting

UCET launching Quality Matters program. \$500 stipend. Questions? Contact Chanika Mitchell

Jorge Muniz: after 14 months, able to give 1st concert open to the whole community
Tonight, Euclid Quartet; Joshi Hall

Kahan: Bender Lecture is back. October 7, 7 p.m. Stephen B. Thomas Professor of Health Policy and Management & Director of the Center for Health Equity, University of Maryland. "Colors of Covid-19: From Vaccine Hesitancy to Vaccine Confidence." Can attend virtually or in person at Joshi Hall, but must register either way. Look for an upcoming e-mail with more information.

Business Lecture Dw1001 7 p.m. to 8 p.m. There will be 7 more lectures in series

Meeting adjourned 11:28 a.m.