**Academic Senate Executive Committee Minutes**

**Monday, January 13, 2020**

**Approved**

***Call to Order***

Academic Senate Chairperson Susan Kalter called the meeting to order.

Senator Kalter: Welcome, everybody. How was everyone’s break? Good. All right.

***Oral Communications:***

***Assistant Vice President for Student Success***

***Senator Kalter:*** So, let’s see. We’re going to start with the Oral Communication, the Assistant Vice President for Student Success. So, two things came up when I let the faculty members here know about this position being posted. One was… were questions about why this position is necessary, given some of the other positions in the University. And then, secondly, whether or not it should be a Panel of Ten search. So, I thought we’d just start that discussion. Do you guys want to say anything about that first?

Provost Murphy: Sure. You know, Panel of Ten, it… we read, as we were kind of finalizing this position, we read the guidelines on Panel of Ten, and this is not a position that reports directly to the Provost, it does not involve curriculum, you know, Amy will serve on the Undergraduate Curriculum Committee. It does not involve faculty or staff evaluation, and it doesn’t have “supervision for a number of colleges,” I don’t know what that means, but it doesn’t have, you know, I supervise the deans. This position isn’t supervising colleges. So, and it does require participation by more than one division. So, I think, for us we made sure that we have a faculty member chairing the search committee who’s very involved in student success and understands the issues of retention. And then we have… you can tell them a little bit about the committee that we pulled together, but truly, we weren’t trying to be un-transparent, it just looked like it was not… it just didn’t look like it would be a Panel of Ten committee. We have several other searches that have gone on this year.

The Assistant Vice President for Academic Administration we did run as a Panel of Ten because Yojanna will eventually start working with Sam on URC, it’s dealing with faculty development, and required a faculty line. In terms of Bruce’s position, we ran that as a Panel of Ten because that position also works on URC, which would be evaluation, and then program review, so working directly with chairs. So, more than anything this seemed like a position that is kind of a nice joint position, coordinating academic affairs and student affairs. So, we try to make sure we have a good representation on the committee from both divisions.

One of the questions that somebody asked is, why does it need to be at the assistant vice president level. That really is because, at the director level, it would have to be a civil service position. So, in our office, that’s why we changed Bruce’s position from a director position to an assistant vice president, because otherwise, we would have to search it at the… as a director we’d have to search it at civil service level. So, for this position, that’s the primary reason that we made it an AVP, so that we could search it as an Administrative/Professional, so.

Dr. Hurd: And one of the differences with this one, and Bruce’s and (well, now I guess we have to call it Cooper’s)…

Provost Murphy: Yeah.

Dr. Hurd: And Yojanna is it requires a terminal degree, but it does not require a faculty member. It would not surprise me a bit if we got a bunch of applicants, and even potential hire coming out of Student Affairs. And what will happen with this position is I’ll still do the curriculum, and a lot of the faculty work with the faculty. I really want someone who doesn’t have the skills that I have. I don’t want to duplicate what I already know. So, that was our thinking on it. The search committee that we did put together, with Tina Thompson as the chair of it, Tom Lucey from College of Ed, he is on Academic Senate, and he has… He started to take a real interest in student success. I met with him just to hear some of his ideas, and ask him if he wanted to do that. Olivia Butts is from CAST. She’s non-tenure track, and this is one of her initiatives as well. We know that we have an issue with the graduation rates, and success rates of our underrepresented students, and that is a real passion of Olivia’s. Kelly Appel, from College of Ed, who is doing this work. I’ve asked a student, haven’t heard back from her yet. She is also on Academic Senate. Pam Cooper from the Career Center, and Ryan Gray from Arts and Science. He is an advisor, and he’s on the Academic Advising Council.

Provost Murphy: You know, and another question maybe that you may wonder is, are we growing the size of the Provost’s office staff, and we are not. So, Yojanna Cuenca- Carlino, her line was Rita Bailey’s line. It changed, so that Yojanna is primarily our faculty success person, but we did not replace Rita Bailey, that’s that line, and, actually, probably that same office. And then, this position, originally the President had thought to fund it, and start it this year, and we decided to wait until we got our planning document ready to go. But this really… we are not replacing Mark Walbert. Instead, his funding will be used for this position. So, it’s not that you’re coming in, and seeing all sorts of new positions in the Provost’s office, we just… every time we have someone who resigns or retires, we have to rethink those positions and kind of reorganize. And we really believe that… you know, as we’ve watched our retention rates start to slowly decline, and that’s unacceptable to us, as we know we have a retention gap between our total student population and our underrepresented student population, that’s unacceptable to us. You know, it really is imperative to us to think of all the things that we can do to endure student success to fulfill the promise that we make to students when we admit them to this University. And so that’s really… This position will really take the lead on that, and work with both divisions, and make sure that we’re coordinating all of our student success initiatives.

Dr. Hurd: And this person is really going to be… they’re going to build a lot of partnerships. So, they are going to have to work a lot with Student Affairs. They’re going to have to work with AT and Charley Edamala’s group, even with Advancement, with the Persistence Committee and fundraising, and scholarships, and those sorts of things. So, I really see this person reaching out across all divisions. And you know, a lot of people say, oh yeah, I work with all the divisions, but this one is really going to be imperative that they do that.

Senator Kalter: So, you’ve sort of touched on this a little bit, but I had sent you the comment about whether this was necessary. So, and in that comment, there were some things about some of the functions that other people who are already here do. Maybe you could address some of that concern as well.

Provost Murphy: You know, one thing that I would say is that in most universities of our size, someone like Jana’s position, she’s an Assistant Vice President for Enrollment Management, she would be a Vice President, that Enrollment Management and Student Success, this would probably be a unit not just an individual person that we’re hiring. But truly, Amy’s got her plate full. She’s doing as much as she can. Amy works very closely with Katy Killian and Jana Albrecht to think about student success and then this person can really dive down further and do more. I mean, we can start to be looking at things like data analytics and how that can help us predict student success. Thinking about each of the different kinds of functions, we’re already doing, which obviously aren’t working well enough. You know, if we had the answer our retention rates wouldn’t be dropping a bit. We wouldn’t have a retention gap. I mean, if we had the answers, but we don’t have the answers, and that’s why we need someone with that expertise to help us really coordinate and further prioritize the work that we’re doing to help provide the resources necessary for students that have been admitted to this University, and need to be retained and need to be graduated. So, I would tell you I don’t think that we currently have the right people in place to do that.

Senator Kalter: And when you and I… You and I have been talking about this decision for over a year, I think, since at least early fall of last year, and I remember you talking about other universities that have somebody like this. Am I correct that this is envisioned to be a national and internal search, in other words, we’re looking both inside and outside the university?

Dr. Hurd: Yes.

Senator Kalter: And we’re expecting, I’d imagine… and maybe you could give us a sense of that pool.

Provost Murphy: Sure.

Senator Kalter: Like who, what kinds of applicants from the outside might we expect to see, for example.

Dr. Hurd: I’ve reviewed the applications, so I need to be very careful.

Senator Kalter: Yeah. Yeah.

Dr. Hurd: I anticipate that we will get people who have been involved in the different aspects of student affairs that have focused on student success. And you’ll find student success in academic affairs and student affairs. So, I think that we’ll get a lot of those. I don’t think that we’re going to get someone coming directly from the faculty ranks. But I think that they’ll have that programming aspect. I think advising is going to be a big piece of this.

Provost Murphy: They would understand the programs, you know, understand national programs like TRIO, for example. They would understand how things like MAP grants work. They would also understand what… you know, nationally, the issues that we’re facing are national issues. So, we’re not out there alone. So, there are people who have helped other institutions start to address those issues, and make a dent in making sure that retention rates for all of our students go up, and again, graduation rates. So, it’s someone that would understand the kinds of support programs that work. The kinds of data analytics that work. That could help us, that we could implement and start to move forward. You know, someone who would understand how advising can work, and work well, what are some models of advising. You know, one of the things we’re looking at is that we believe that we are short on advisors, campus wide, in certain areas, and so. But someone who in this job would probably understand, what are the national benchmark universities doing, and that’s part of what we want is someone who can go out and understand what pro… So, let’s think about advisement as a model. What are some really good benchmark universities that have advisement models that are really working? Ours could be one of those models, I’m not saying that we’re not doing advisement well, but thinking about data analytics and working with Charley’s area. What are appropriate uses of data to identify students at risk? What are inappropriate ways that you could use data? So, someone with that kind of expertise, and again, that’s not an area that, you know, we would never be a benchmark university, in terms of data analytics, but could we be? Yeah. And I think we should aspire to be. So, those are some things.

Dr. Hurd: Yeah. And back in May, we put together a group of people from across campus, all the different divisions, and different colleges and things, and we just spent a day doing some strategic planning, and it was obviously an accelerated strategic planning, but the group came up with 200 different things that we could do on this campus. Some of them are very low hanging fruit, and it has been my intention to try to get some of this in place. I’ve been able to do a little bit, but I can’t do a whole lot. You know, right now U College has been given that task of, okay there are retention people, but they’re really our first year experience, which is important, but we’ve really hit the wall with what it is that they can do with their current resources. They have done an amazing job with what they have, and we know right now that we have to have high touch, high impact practices. That’s the only way we’re going to get… we’re going to retain these students. You know, for example, Amelia asked all her advisors, hey, give me a list of your three or four students who you haven’t heard from this semester, and this was back in October. They reached out to them. So, she took this list, they came up with a list of about 120 students that we were really worried about. We sent two of our staff over to the resident halls. They went door to door, and said, you know, started talking to them, find out what’s going on, what they need, what we can do to help, and they got them involved in a study group that they met once a week, and those students who completed that study group, we gave them a $250 book scholarship. So, she got 40 people to agree, or the two who went out, got 40 people to agree to do that. How many of those actually completed the program, I don’t know yet, but even if we had five completed, that is five more than we could have had, and we know that it’s going to take those kinds of things. We’re not going to be able to implement big campus wide initiatives and move the needle on retention. If we could, we would have already done it. I mean, I’m going down in a rabbit hole, but these are things that we need to really be able to understand. I think we have to figure out how we can, how we can get the faculty involved, because right now I don’t think the faculty have any idea what’s happening with our retention rates, or anything like that, our graduation rates. Some of them are going to be very attuned to it, but a lot of them just don’t know yet, and I think that’s going to be one of the things that we have to figure out how we do… how are we going to communicate this and get it to faculty and staff. So, it is a big undertaking that we’re asking for this person. And so, it’s fun. The job description is very broad, because we’re trying to figure out, you know, who’s the best person who can really move us forward and has some really good ideas of things that we could do.

Senator Kalter: All right. Anybody have any other questions about the necessity of the role?

Senator Mainieri: Hu-uh

Senator Kalter: And so, the reason we’re talking about it is because of the Panel of Ten question, what do people… how do people feel about that?

Senator Mainieri: To me, comparing the job description and then the requirements, Panel of Ten does seem… the approach that they took on creating the committee seemed appropriate to me.

Senator Horst: The one phrase in the Panel of Ten description requirements was supervision of colleges, and I heard you say that they coordinated…

Provost Murphy: What does that mean? I’m not sure.

Senator Horst: So, it might really be a wording issue that I’m not sure what it meant either, but maybe we’ll just start here. Do you see this person at all supervising retention programs in other colleges? Could that be a supervision of colleges?

Dr. Hurd: No. I think that what they’ll do is that they could work with the colleges to, probably more (what I would like to see is) department level working with them, you know, going into Physics and saying, hey, what can we do to help you, and what are some things that you all can do.

Senator Marx: We’d like to know by the way.

Provost Murphy: Sure.

Dr. Hurd: I like hearing that.

Provost Murphy: More training and coordinating is what it seems.

Dr. Hurd: I think so too.

Provost Murphy: Yeah. I don’t see this role as being super… you know, as having supervision.

Dr. Hurd: No.

Provost Murphy: I just don’t.

Dr. Hurd: I don’t either.

Senator Horst: But next time we revise this policy, we might look at that phrase.

Provost Murphy: Different language, see what that phrase is.

Senator Kalter: So, it sounds like after hearing all of this, those of you who were leaning towards Panel of Ten are now leaning away from it?

Senator Marx: I’m satisfied with the explanation.

Senator Kalter: Good. Dimitrios?

Senator Nikolaou: I’m okay.

Senator Kalter: Okay. Tracy?

Senator Mainieri: I didn’t respond, but I was leaning not toward a Panel of Ten before.

Senator Kalter: Okay. And Alex?

Senator Campbell: I feel satisfied with the Panel of Ten.

Senator Kalter: With it not being Panel of Ten?

Senator Campbell: Correct.

Senator Kalter: Okay. And Jaylyn?

Senator Jones: Yeah. I feel satisfied with their explanation.

Senator Kalter: Okay. All right.

Senator Marx: Thank you.

Provost Murphy: Thank you.

Senator Kalter: All right. So, we’re going to skip a little bit, because I want to make sure that we get to the stuff that’s on the proposed agenda. So, we’re going to skip the two distributed communications. Thank you so much, Amy, for coming.

***01.08.19.02 From Academic Affairs Committee: Policy 2.1.14 Withdrawal Current Copy (Information Item 01/22/20)***

***01.09.20.01 From Academic Affairs Committee: Policy 2.1.14 Withdrawal policy Mark Up (Information Item 01/22/20)***

***01.09.20 02 From Academic Affairs Committee: Policy 2.1.14 Withdrawal policy CLEAN Copy (Information Item 01/22/20)***

And look first at the Withdrawal policy, which apparently has had an interim shift in it. Do you want to tell us a little bit about that, Dimitrios?

Senator Nikolaou: Yeah. The small change was just that, under I, it was a typo, and it said “notice of withdrawal wilt not appear,” and I just changed it to “will not appear,” so that’s the small change that I made.

Senator Marx: Where is that?

Senator Nikolaou: It was over here.

Senator Marx: Okay.

Senator Nikolaou: Yeah. So, I changed it on the document. But other than that, the change is that the paragraph at the end of I and II has been added, where it explicitly states what would happen if there’s a case of a student going under the Conduct and Conflict Resolution. And then, we just clarified one sentence. And then, we had a main question about the accommodation part, because it seemed off place over there, and that’s why we send it to Wendy. And she said that she strongly recommends it to stay there, because if a student goes to the Student Access and Accommodation Services, withdrawal might be only one option they are going to offer. They may offer a different option, and that’s why she said, I would recommend keeping it in there. For your comments, I can ask about the abeyance part, because… so Wendy’s scheduled to come in our meeting next Wednesday, so I can directly ask her about that part.

Senator Kalter: What I had said over email to Dimitrios was “held in abeyance” sounds really super-sophisticated and will every student reading this understand that. Does it need to be in there legally? Because when I looked it up, it said something about legal terms, so I thought maybe it’s in there because of the lawyers. So, you’ll find…

Senator Nikolaou: Yeah. I can directly ask her about that part.

Senator Marx: It might be nice to define what that means.

Senator Kalter: Or just change it.

Senator Mainieri: Or change it.

Senator Kalter: Like, put it on the hold, or it will be put on hold, or something like that.

Senator Marx: I had one suggestion for edit and that is in this new paragraph in Section I, it says, “until the alleged violations(s)” and there’s an “s” in parentheses, “has been resolved,” and I would think that there should be a “have” in parentheses after has.

Senator Nikolaou: The English Professors, what do they think?

Senator Kalter: The English Professors, there aren’t any rules since they started doing parentheses “s.”

Senator Marx: Yeah.

Senator Kalter: But usually it’s the last thing before the verb, so technically, David is right, it would be the plural instead of the singular.

Senator Nikolaou: Okay. So just the “have been”

Senator Kalter: Yeah.

Senator Nikolaou: And then we can change it in the next one too.

Senator Kalter: Yeah.

Senator Marx: Thank you.

Senator Kalter: Anybody else have stuff on that one? I had a couple of other questions for Dimitrios, one was, I said, I’m not sure that I understand the first change under number II, but then I also didn’t quite understand the current language. In other words, it is reading that, I’ll just read the whole paragraph. “If a student’s,” this is the third paragraph down, “If a student’s written request, including appropriate supporting documentation, to withdrawal from the University is granted, all grades will be assigned in the same manner and under the same provisions as the regular course withdrawal guidelines described in Section I. The instructor of each course will assign a WX or letter grade as appropriate depending on the date and circumstance of the withdrawal.” So maybe in rereading this I’m not… maybe I just missed this. But in Section I… is that basically saying the instructor only assigns a grade other than WX if there is a case in Student Conduct and Conflict? Because it seems like the instructor shouldn’t be able to assign a grade if the student is withdrawing.

Senator Nikolaou: If they have withdrawn, yeah.

Senator Kalter: All right.

Senator Nikolaou: Let me reread that one.

Senator Mainieri: Let’s go back up to that paragraph where, “A grade of F will be given to students who (1) do not attend the course(s) but fail to officially withdrawal…or (2) register for a course but do not complete course requirements.” Is that what it’s referring to, like referring back to Section I, is that the paragraph?

Senator Nikolaou: Yeah. It should be referring to the one that has been added.

Senator Mainieri: But that’s the same paragraph in Section II.

Senator Kalter: Where I was getting hung up was when… is it clear when the instructor would be able to do anything but go with what the Registrar’s office has put on there as the WX. And I’d rather give us less power to do that than more, because if a student withdraws they should have a WX or WF, right. Like, in other words, they should have a WX usually, or WF in the case that Tracy just read out. I believe.

Senator Mainieri: There’s a WF?

Senator Nikolaou: What is the…

Senator Mainieri: I thought they just got… I think it’s just now an F.

Senator Kalter: Is it now just a…

Senator Mainieri: I don’t know if there’s a WF.

Senator Nikolaou: I haven’t seen WF.

Provost Murphy: I don’t know.

Senator Horst: I have that somewhere in my binder.

Senator Mainieri: I think if it’s after that date and they don’t get approved for an exception, I think they get an F.

Senator Kalter: Either WX or an F?

Senator Mainieri: Exactly. That’s my understanding of the grades here.

Senator Kalter: And I think that all of my questions, actually, can just be answered on the floor with the Registrar. Because the only other one that I had was, is there a reason why they need to notify about a full-on drop of all courses by week 12 rather then 13, 14, or 15? Because I’ve definitely had students where I think they actually did succeed in dropping all courses in like week 14, or whatever, and I think there are lots of cases that you can imagine where it might be necessary. So, I don’t quite understand why in the policy we say that they have to do it before the 12th week of classes. But I can ask that on the floor too. I thought I’d just preview it so that we can start investigating that.

Senator Nikolaou: Yeah. Because for that one we definitely don’t know why it’s the 12th week.

Senator Kalter: Yes.

Senator Nikolaou: We didn’t talk about that one at all.

Senator Horst: Could be financial aid?

Senator Kalter: That’s what I’m wondering.

Provost Murphy: I’m wondering if there’s a federal, you know, you have to be in a certain amount of time, but I don’t know that for sure. I believe that has changed during my several decades here. That it used to be much earlier, like almost eighth week and now we’ve moved it to 12.

Senator Kalter: Well, I know in my time here, the drop deadline moved.

Provost Murphy: Yeah.

Senator Kalter: So, when I first got hired the drop deadline was by like second or third week of class.

Provost Murphy: Yeah.

Senator Kalter: And now it’s by the eighth week of class, I can’t remember when that changed. So, it’s kind of confusing, because you sort of confuse the drop deadline with the withdrawal deadline.

Provost Murphy: Yeah. You’re right.

Senator Kalter: But I wonder if it changed at the same time, because if that one got moved to eighth week, and withdrawal used to be eighth week, they would have had to move that forward.

Provost Murphy: Yeah.

Senator Kalter: But maybe there’s a Registrar’s office reason, or financial aid reason, or something why it has to be by the 12th week. I don’t know. But we’ll… So, questions previewed, I’ll bring it up again on the floor, but I don’t think it needs to go back to committee or anything like that. Great.

***01.09.20.03 From Rules Committee: University Curriculum Committee charge Current Copy (Information Item 01/22/20)***

***01.09.20.05 From Rules Committee: Undergraduate Curriculum Committee charge Mark up (Information Item 01/22/20)***

***01.09.20.04 From Rules Committee: Proposed Undergraduate Curriculum Committee Clean Copy(Information Item 01/22/20)***

Senator Kalter: All right. Let’s see. So University Curriculum Committee. This is coming up from the Rules Committee, and I’m on Rules right now, so I guess I’m the one who’ll describe what’s going on here. Basically, a couple of years ago, I think, I asked most of the external committees, at least, do you have any changes to your charge that you would like the Senate to consider? You’ll notice that Rules Committee did a very nice overhaul, this was mainly due to Todd Stewart who’s also the College of Arts and Sciences Curriculum Committee chair, and I guess he’s been so for like ten years or something like that, so. The only thing that I noticed after, in preparing for this meeting, is that we probably have to add the word undergrad under a number of the functions, since part of it was changing, actually on Amy Hurd’s request, changing it from University Curriculum Committee to Undergraduate Curriculum Committee. And then, it’s just a question of whether number 3 in the Functions, do they develop procedures for graduate and undergraduate curriculum proposals, or is it just for undergrad, but we can ask that on the floor. So, I think, Rules Committee, if I remember correctly, deliberated twice about this, and then sent it forward.

Senator Horst: Is there vision to have graduate and undergraduate college curriculum committees?

Senator Kalter: I don’t think so, but it’s an interesting question, right. Should there be separate… I believe right now all of the departments that want them have separate undergrad, grad curriculum committees, but then send them all to just one college curriculum committee within their college. Is that right?

Provost Murphy: I believe that’s the case.

Senator Marx: Yeah.

Provost Murphy: I’d hate to try to field two sets of curriculum committees, at the college level.

Senator Marx: Right.

Senator Kalter: That’s a lot of labor.

Senator Horst: So, it’d just be at the university level that it’s split?

Senator Kalter: Well, it’s always been split at the University level, as far as I know.

Senator Horst: That’s true. Right. So, it’d just be the name.

Senator Kalter: Right. Yeah.

Senator Mainieri: The only minor thing I saw was in the Functions, I think the numbering has just gotten off with all the different mark ups.

Senator Kalter: Ah. Thank you.

Senator Mainieri: So, I think between five and six right now, I think there’s actually another one.

Senator Kalter: The one that says, “To hear”.

Senator Mainieri: To hear, yeah, I think that’s intended to be a separate thing.

Senator Marx: In the clean copy it’s okay.

Senator Kalter: Now, what’s interesting about that…

Senator Mainieri: Oh, in the clean copy, it is in there.

Provost Murphy: Yeah.

Senator Kalter: Tracy, I think that…

Senator Mainieri: Yeah, David just said in the clean copy, it’s okay.

Senator Kalter: Okay.

Senator Horst: Number 2 needs a period at the end.

Senator Marx: Okay. In number 8, it has, “to provide advice and consultation on any budget decisions, which would have been…” can we change that to “that?”

Senator Kalter: Oh, “that would affect funds…”

Senator Marx: Instead of “which.” Yes.

Senator Kalter: You want to do that before it hits the floor? Absolutely. I love it. You’re more on top of the grammar than I am.

Senator Marx: It’s one of those things.

Senator Nikolaou: I had a question for one. So… for Functions… under Functions.

Senator Kalter and Marx: Yeah.

Senator Nikolaou: So, the way I’m reading it, it says that new courses and change to existing course, the Provost designee is going to approve it, not the UCC?

Senator Kalter: That’s the current practice, actually. That’s how it already works.

Senator Nikolaou: So, the UCC’s just for the programs, not the courses?

Provost Murphy: They do programs but not individual courses. Yeah.

Senator Nikolaou: Okay.

Senator Kalter: Which is why though the committee added the next one. “2. To review appeals of…”

Senator Nikolaou: Okay.

Senator Kalter: Oh, actually, wait a minute. Somewhere in here, I thought there was one… There was supposed to have been one for… If somebody disagreed with a decision of the Provost designee on the new courses and changes to existing courses, there was also supposed to be an appeal.

Provost Murphy: That’s 2.

Senator Mainieri: 2 has course proposals.

Senator Kalter: Oh, “and course proposals,” I’m sorry. I’m just reading too quickly. You’re right.

Senator Nikolaou: Okay.

Senator Kalter: Okay. So, that’s why that… I think it must be that we added “and course” or maybe we just added that whole sentence to make sure that, like if Amy makes a decision that people who are on the other receiving end of it think is rash, then they can go to the UCC. Any questions about this one?

***\*\*Approval of Proposed Senate Agenda – See pages below\*\****

***Proposed* Academic Senate Meeting Agenda**

**Wednesday, January 22, 2020**

**7:00 P.M.**

**OLD MAIN ROOM, BONE STUDENT CENTER**

***Call to Order***

***Roll Call***

***Chairperson's Remarks***

***Student Body President's Remarks***

***Administrators' Remarks***

* ***President Larry Dietz***
* ***Provost Jan Murphy***
* ***Vice President of Student Affairs Levester Johnson***
* ***Vice President of Finance and Planning Dan Stephens***

***Advisory Item: None***

***Action Items: None***

***Information Items:***

***01.08.19.02 Policy 2.1.14 Withdrawal Current Copy (Academic Affairs Committee)***

***01.09.20.01 Policy 2.1.14 Withdrawal policy Mark Up (Academic Affairs Committee)***

***01.09.20 02 Policy 2.1.14 Withdrawal policy CLEAN Copy (Academic Affairs Committee)***

***01.09.20.13 University Curriculum Committee charge Current Copy (Rules Committee)***

***01.09.20.05 Undergraduate Curriculum Committee charge Mark up (Rules Committee)***

***01.09.20.04 Proposed Undergraduate Curriculum Committee Clean Copy (Rules Committee)***

***Consent Agenda Items: None***

***Academic Affairs Committee: Senator Nikolaou***

***Administrative Affairs and Budget Committee: Senator Marx***

***Faculty Affairs Committee: Senator Crowley***

***Planning and Finance Committee: Senator Mainieri***

***Rules Committee: Senator Seeman***

***Communications***

***Adjournment***

All right. Let’s go to the approval of the proposed Senate agenda. We were going to talk about cancelling this meeting, but then we realized that it is January and we only have one January meeting this year, and also that there were two things coming in as Information Items. So, do I have first, a motion to approve?

Motion by Senator Horst, seconded by Senator Nikolaou, to approve the proposed Senate agenda.

Senator Kalter: So, it’s a pretty straightforward agenda. We’ve got the usual remarks, and then Information Items, and then Committee Reports. Anybody see anything else that needs to be added? Or subtracted? And between then and now, we’ll figure out how not to change the mark up in Teams.

The motion was unanimously approved.

***12.16.19.01 From Administrative Affairs and Budget Committee: Proposed changes to the commentary on the President surveys***

***12.16.19.02 2020 From Administrative Affairs and Budget Committee: Request for Commentary on the President- Faculty and Staff***

***12.16.19.03 2020 From Administrative Affairs and Budget Committee: Request for Commentary on the President- Students***

Senator Kalter: All right. Proposed changes to the Commentary on the President surveys. David, you want to take that one?

Senator Marx: Sure. So, one of the charges for Administrative Affairs and Budget Committee is to do the annual survey on the performance of the President. And talking about this with the committee, it was mostly coming from the student representatives on the committee, that they wanted to have more information on… if we’re looking at comments made by respondents to the survey that we better have a better sense of where they’re… which part of the community they’re coming from. And so, they were wanting more demographic information as to those that are responding to the survey. And so therefore the request was made to add these demographic questions.

Senator Kalter: We discovered, by the way, that in the AABC charge, there is no obvious ability to simply change the survey, which is why it’s here.

Senator Marx: Ah.

Senator Kalter: Because it’s not written down that Administrative Affairs and Budget Committee can change the questions on their own, so we decided it needed this step.

Senator Horst: Sorry. Yeah. I see your question. I like the questions, by the way. I see your questions, do you consider yourself a non-traditional student, and I know what you mean by that, but you might want to qualify that somehow, as opposed to like, oh yeah, I’m a Music major, that’s not a traditional, like, like… Define it somehow.

Senator Marx: Yes. Absolutely.

Senator Horst: That’s my one suggestion.

Senator Marx: Generally, a traditional student is one that comes directly from high school to the University.

Senator Horst: Something like that. Have something like that.

Senator Marx: Yeah. Or community college, certainly. Yeah.

Senator Kalter: And since it goes out to… this question, we asked for both graduate and undergrad students, you might want to define it in a dual way.

Senator Marx: Um-Hum.

Senator Kalter: As in, for graduate students, somebody who has taken time between undergrad and grad, like a year or more.

Senator Horst: Or is it online? Is that part of the non-traditional definition? Like what do you mean by that?

Senator Mainieri: I think it goes back to, why we feel that particular information is important in understanding responses.

Senator Marx: That question is already on the survey. It’s just that they have… it’s a single question that has multiple check boxes, and this was an attempt to separate that question into two questions. So.

Senator Mainieri: Sure. Sure. But I think the possible answer should be informed by how we feel like we would use that information. Right.

Senator Marx: Right.

Senator Mainieri: Right. If we want to know, for our undergrads, if they’re working full time, if that’s different than those that are non-working. Like, what is it that we actually want to know in relation to evaluating the President.

Senator Marx: Uh-hum

Senator Nikolaou: So, the only thing I had was, so, is there a reason why we want them to be after question 2, the demographics. And why, for example, we don’t put it at the end of the survey, after they have answered all the questions, where we can say, now there are some voluntary demographic questions, and state these ones. So that, you know, you don’t give the impression that, oh I’m trying to see what, you know, male faculty are thinking, what female faculty are thinking, what Asian faculty are thinking, and students accordingly. So, I didn’t know if the reordering might make a difference.

Senator Horst: On the other hand, people might not complete it then, because they won’t get through this survey.

Senator Mainieri: It is fairly standard survey practice, though, to have the demographics at the end.

Senator Nikolaou: To have it at the end, yes.

Senator Ferrence: I will say I was glad to see the “prefer not to answer” option.

Senator Marx: Right.

Senator Ferrence: Because the problems with surveys in small populations of course, is the risk of removing anonymity, because you go, black faculty in Chemistry. Well, now you’ve just outed the individual who filled it out.

Senator Marx: Right. That’s our intent to still let people have a choice as to whether they want to give that information.

Senator Ferrence: Right.

Senator Mainieri: I had two: one question, one comment. One, I kind of liked at the beginning, you mentioned that the committee wanted this data added in, which I’m not sure I have an issue with. But I do think maybe checking in with OEOA, or even someone in Student Affairs, about the categories to make sure that we’re being as inclusive as possible.

Senator Marx: Right.

Senator Mainieri: And then, shoot, my second one is gone.

Senator Kalter: David and the committee are way ahead of you. We are setting up a meeting… We tried to set up it up for January but legal counsel is out. So, it will be David and I, and OEOA, and Legal meeting in February about that. Because I very strongly agree with Dimitrios about where to put the questions. I predict that if we put them first, we will get a much lower response rate, and for the reason that Senator Ferrence also said, right, that we heard this at the Faculty Caucus just about filling out stuff about how well you use your computer and whether people wanted to reveal if they were male or female.

Senator Nikolaou: Um-hum.

Senator Marx: Right.

Senator Kalter: I think there would be a number of people who might even not glance at the prefer not to answer, and just say, well if I’m going to be asked about my race, or my gender, or you know, whatever. Particularly if I say other under gender or something like that, they might just say, I’m not going to do the survey at all. Right. So, I think one of the things I want to ask OEOA and Legal is what their experience is with that.

Senator Marx: Right.

Senator Kalter: And whether we can legally collect this information. Because another thing that they’re going to assume is it’ll be attached to their answer. So, we want to find out if it’s separable… if it has to be separable from their answer, or not. And then, what uses the Senate can and cannot make of it. Especially because it’s going all the way to the Board, eventually, right.

Senator Marx: Right.

Senator Kalter: In other words, the survey report goes to the Board.

Senator Nikolaou: Right.

Senator Mainieri: I would say if the answer comes back that we have to keep it separate, I would say that there’s no point in collecting it. Right. I think, for particularly given what’s been going on on our campus, I think it would be interesting perhaps to see some of the data parsed out. But at least the way that we receive the data, we have no way to play with that, right. We receive a PDF report, and so there would only be a certain few people on campus that would have the ability to go in and say, you know what, we know that we’re wanting to do better at serving our black African American community, we want to see how they have evaluated the President. There’s only a few people on campus, like I can’t go in and play around with that data to understand that. So.

Senator Kalter: And right now, the only members that can are the members of the Administrative Affairs and Budget Committee, and this committee. So if we wanted to, we usually haven’t done it, because it’s come so late in the year lately, it used to be that we had a March, we actually still have a technically a March 1 deadline that we put on it for the committee, but the committee usually in past years has not made that deadline. If Exec wants to see the raw data it can, and we’ve been making that available for people who come in, right. But I think we don’t want this data, I mean it is the President of a University right. So, in general, we’re not going to say, hey, come in, you experts, and start looking at this data. Because even though we have people on campus who would be better at that than, you know, sort of random Senators, it’s probably not a good idea to bring the second report up to the President in on the President’s performance, right. We don’t allow the vice presidents to see this and etc… We’re pretty careful about who gets to see the data and making sure that it’s done in confidential session and all of that.

Senator Mainieri: And that… I remember my second comment was going to be, if we are going to put this information in, I guess I want to make sure that there’s a commitment to actually using it intentionally. And if it’s just to ask it to ask it, then I would vote to leave it out.

Senator Marx: No. The purpose is to put the comments in context of where they’re coming from, so that we can better understand what is being said in those comments. That’s the point.

Senator Mainieri: Sure. Yeah. I was just making sure that we have a plan to actually do that, and share that parsed out data in a meaningful and careful way.

Senator Ferrence: So, if Legal were to say the other responses would have to be decoupled from the demographic information, is there any value still perhaps in collecting the demographic information just to see whether the demographics of those completing the survey are representative of the demographic of the larger body of ISU. Because presumably, everybody doesn’t complete the survey.

Senator Mainieri: Sure.

Senator Marx: A small percentage.

Senator Campbell: I would say it’s still valuable to a certain extent. Yeah. I think there’s still data you could look at that tells you a lot about who’s taking the survey, and why, even if it’s not who’s taking the survey, and what their answering, if that makes sense. I think there’s still a little bit of value. I don’t think there’s as much. I think it’s more important to get them coupled, but I do still think if you’re going to put it in the end, and it’s an optional thing anyways, why not see kind of who’s taking the time out of their busy schedules to respond to how the President and the cabinet are doing.

Senator Kalter: Um-hum.

Senator Mainieri: And I agree with that, we just also have to be careful not to read anything into the data that actually isn’t there. Right.

Senator Marx: Right.

Senator Campbell: Yeah.

Senator Marx: Of course.

Senator Mainieri: So that’s why I always error on the more conservative side of only asking the questions that we have a plan to meaningful use the data for.

Senator Kalter: I think the really tricky thing about what you’re bringing up, Tracy, is that we don’t know from year to year, decade to decade, who’s going to be seated on the Administrative Affairs and Budget Committee.

Senator Mainieri and Marx: Um-hum.

Senator Kalter: And so we can, you know, say that this year, and next, but in ten years when we’ve changed the survey, how will we continue to monitor that it’s being used in that way. Right. That it’s being used carefully, ethically… you know, all of those things.

Senator Mainieri: Sure. Well, that’s where I… maybe something like a committee memo or something that communicates that forward, as opposed to just having the minutes, right, that that’s the intention. Having kind of a written out plan, or memo, or something.

Senator Kalter: Perhaps even something on a Teams site that says here’s how you do the Presidential Commentary, or something like that. So, a bunch of my questions have already come up. So, I had written down pros and cons of adding the questions about these things. Can we do it as optional, and on a page after the survey. And then, I already said the things about possibly decreasing the response rate and increasing the ability or the perception of the ability to identify individuals. In other words, even if we can’t identify individuals, people may think that we can, right. And same thing for the familiarity question, in other words, if I were to take the survey, and I went to question six, how would you rate your level of familiarity with the role of the President, I would probably say extremely familiar or at least moderately familiar. That puts me in a very small n. Right. And so, I’d be reluctant, particularly if that doesn’t have a “prefer not to answer” to even take the survey, right. Or at least not to be honest in the answer that I give. And then one question that Cera found, that came up actually from Tracy a couple months back, I think, or maybe last year, whether or not when we’re including the inclusion part of diversity/inclusion, whether that should be turned into two separate questions, especially given what we’ve been talking about this year, or whether it should be as it was sent forward from the committee, as simply adding it as one question about diversity and inclusion. And you had, I think in those minutes that she found, said split them.

Senator Mainieri: Um-hum.

Senator Kalter: Do other people agree with that? To have one question on diversity and one question on inclusion?

Senator Horst: Yeah. I remember that conversation.

Senator Kalter: So, obviously we’re going to bring this back because, after we meet with them, we’ll have more information, and so we don’t have to make any final decisions right now. And you’ll notice that this year is already out for that reason, we knew that that would delay it, especially because of the legal questions that we would have, that we would have to put the survey out already. All right. Anything else on that?

***12.18.19.02 Bylaws of schools email (Dist. to Rules Committee)***

***12.18.19.01 1998 Constitution (Dist. to Rules Committee)***

***12.18.19.03 2017 Constitution (Dist. to Rules Committee)***

Senator Kalter: All right. Terrific. We are down to our last one, and this is coming actually from Dr. Horst, and from Fine Arts, where you see that Janet Tulley is very reasonably confused about whether the Senate checks school bylaws but not departmental ones. Do you want to say anything more about that?

Senator Horst: I cannot take credit for this question, this is Janet Tulley, and she is working on the college bylaws, but we have schools, School of Music, and we suspect there’s an old understanding of the term school, such as Graduate School, that’s in the Constitution. But we do have schools, so technically we have school bylaws, and she’s wondering if that part of the Constitution needs to be revised.

Senator Kalter: So, this is why you got two copies of a page out of the Constitution. I asked Cera to check. First, I asked Jean Ann Dargatz, who is Dr. Murphy’s support staff: can you let us know when ISU started to have schools? Because I knew from Senate minutes that it came around 2000, and indeed it was 2001. So, then I asked Cera, can we find the version of the Constitution that was right before then and then the one now, and obviously it hasn’t changed. So, Martha guessed right, that indeed it was just in the Constitution, we changed our processes, and then never thought, oh wait a minute, now this looks like it’s saying that schools need to send the Senate their bylaws. There’s no way that we want that, right.

Senator Horst: No.

Senator Kalter: Right now, departments and schools send the college councils their bylaws, and they approve them. The college councils send their bylaws (the college bylaws) to us. So, one thing is this is going to Rules Committee to be clarified. I think it might bring up some issues around the use of the term school, both here and elsewhere. In fact, I looked back at my undergrad institution, and our colleges were called schools, interestingly. I don’t know why. So, what else do I need to say? Oh, the only school I know of here (at ISU) where the bylaws are reviewed is the Graduate School. Does anybody… Can anybody think of any other thing that we call a school?

Senator Mainieri: That’s what my question was going to be. Because that’s the only thing I could think of…

Senator Ferrence: You mean, other than a department.

Senator Mainieri: Other than…

Senator Horst: Like the Grad School.

Senator Kalter: Other than a… right. So, it’s only the Grad School that anybody can…

Senator Marx: Is there a difference in meaning between department and school?

Senator Kalter: No. It is in the Senate records there is no difference.

Senator Marx: It’s just a preference to call the entity? The School…

Provost Murphy: It’s the difference determined by discipline.

Senator Ferrence: I thought it was you had to have more than…well, when it was happening, I thought it was that if you had more than one major program, but that’s since changed, because a lot of places have multiple.

Provost Murphy: Al Goldfarb was the Provost when this was started, and it really was a discipline. And I truly believe it was… He came out of the College of Fine Arts, and I believe it became much more of a discipline norm in the Colleges of Fine Arts for there to be schools, so. And also, even the position descriptions of a chair, a department chair or school director says very clearly there’s no difference.

Senator Marx: Slight difference.

Provost Murphy: Yeah. It’s not… they’re equal in all eyes.

Senator Horst: There’s a national perspective of what a School of Music means versus a department.

Provost Murphy: Yeah. Exactly.

Senator Ferrence: Oh.

Senator Horst: A department is a Research 1 with 12 faculty. A School of Music is a much larger entity, and it’s just a national perception in our field, so that’s what was the argument long ago to change the name.

Senator Marx: Ah.

Senator Ferrence: So, what about Metcalf? Is Metcalf a school? I mean how do they… because they are represented on Senate, and I always though school was K-12, right.

Senator Kalter: That’s an interesting question.

Provost Murphy: Oh. You were asking about schools, I didn’t think of that.

Senator Mainieri: Do they have bylaws?

Senator Ferrence: Well, they’re part of the Senate, they have Senate representation.

Senator Mainieri: Do they just fall under College of Ed bylaws?

Senator Kalter: They sort of do. Yeah. But I had not thought that far afield. Yeah. I think what we’re… the easiest thing to do is…

Senator Ferrence: You’re thinking west of Main Street. Or east of Main Street.

Senator Kalter: Basically, the Constitution’s going to have to change to make it clear that it’s the Grad School, it sounds like, and then if ever we go down that … another road, but we’ll leave it up to Rules. We’ll leave it up to Rules. So everybody’s good routing that there and all of that?

Senator Mainieri: Um-hum.

Senator Kalter: I think we’re done with the agenda. So, we just need a motion to adjourn.

***Adjournment***

Motion by Senator Campbell, seconded by Senator Mainieri, to adjourn. The motion was unanimously approved.