

Faculty Senate meeting

27 August 2021

Senators in Attendance: Rex Strange, Brandon Field, Matt Hanka, Curt Gilstrap, Sima Fortsch, Stephanie Young, Chuck Conaway, Michael Strezewski, Jessica Mason, Marilyn Ostendorf, Mary Doerner, Kimberly Delaney, Xavia Harrington-Chate, Laura Bernhardt.

Other Attendees: Ron Rochon, Mohammed Khayum, Shelly Blunt, Amy Chan Hilton, Mina Heidarlou, Katherine Draughon, Kyle Mara, Oana Popescu-Sandu, Kathleen Elliot, Chrystal Steltenpohl, Guoyuan Huang, Michael Broshears, Brian McGuire, Cathy Carey, William Elliott, Alisa Holen, Les Nunn, Cindy Clayton; in addition a Shield reporter was logged in under the handle "Shield generic", but did not respond when asked to identify him/herself; it was suspected that the reporter was Shelby Clark, since she covered the Faculty Senate beat last year.

- Held via Zoom meeting. Called to order a little after 2 pm, once everyone got the correct link.
- Introductions and welcome of new faculty members.
- Welcome from Dr. Rochon.
- Provost Report:
 - We received a formal letter from HLC that all criteria were met. Maybe the HLC report should be made available to faculty on campus, because there is a wide-ranging documentation of all the things that are done on campus.
 - Recently authorized by the State Board of Education to be a Charter School Authorizer. (Ball State has authorized over 20 Charter Schools, but this is a new thing for us.) There are 5% of all students are in charter schools in our state. A lot of this discussion happened over the summer.
 - Enrollment update: we are several weeks before Census Day. We are about 12% below the target we set for our Freshman class. This is slightly higher than last year. Graduating students are on track, from a dip last year. Overall head count is lower than last year, and the credit hours generated are lower than last year. However, enrollment gives us no reasons to panic. It will not be disruptive to the degree that last year was.
 - Strategic Plan: Lots of institutions spend a lot of time formulating a strategic plan as a document, and the struggle is in implementing it. We learned from our last strategic plan, and we will be making periodic progress reports on the progress of the strategic plan. The first report was made over the summer, and Rex will distribute it.
 - Working on the Adult learner project, under a Lily Foundation grant.

- Working with other institutions on a Lily Endowment project to determine issues with student retention. One of our problems is that so many disparate software platforms make tracking student success difficult.
- Working on a proposal for Religion and Culture funding, related to our relationship with New Harmony.
- Looking to examine if we can increase the flexibility of our closing due to inclement weather policy.
- Need help with the Strategic Plan because a lot of the action steps require thought, and there need to be people thinking about them. He will be looking for as much help as possible from as many different places as possible.
- Chair's Report:
 - Has attended many meetings over summer; many of them related to the pandemic. Shelly headed the return-to-campus Task Force.
 - Shelly gave an update about our plan for asking students and employees to voluntarily submit proof-of-vaccination documentation. Looking into the details of how the collection and storage of those data be done. The data would be used in contact tracing, and are already being collected and used by Athletics to meet NCAA guidelines.
 - Rex asks us to go through the charges that we receive from our constituents, to make sure that the charges we receive are actionable and are reasonable. We may need to help them formulating the charges to be something that we can use. The most important item on the charge form is Item 3, the desired action. The most complaining on the charge form is found in Item 2.
- Election of Officers:
 - Brandon Field nominated as Secretary and elected with one vote against.
 - Vice Chair position was intended by the bylaws to be the Chair-elect. This has not been done frequently since the bylaws were changed that way, and might need to be changed at some time in the future.
 - Kim Delaney was nominated as Vice Chair/Chair-elect and elected unanimously.
 - Nominations will be requested from campus for the Honorary Degree Committee (must be a Full Professor).
 - University EDIC Committee needs one representative from Faculty Senate. Xavia Harrington was nominated and unanimously elected.
 - Faculty Senate representative needed for the CETL Advisory Board. Stephanie Young nominated and unanimously elected.
- Outstanding Committee Reports:
 - Economic Benefits Committee report has still not be submitted since last year.

- Core 39 Reports. The report was read and Rex will invite the Core 39 Director and the Director of Assessment to a future meeting to discuss. Motion was approved unanimously.
- FAA Committee Report
 - It was observed that the FAA Committee apparently ignored their standing charge, and the Chair of Faculty Senate will invite the Chair of the FAA subcommittee to discuss.
- It was observed that according to Robert's Rules that it is not necessary to "receive" a report; by having the report read in the agenda, the report was received by the body. The historic practice of the Senate for these reports is that when we "received" them in the past, we were actually "accepting" the report, by which the recommendations in the reports were accepted and endorsed by Senate.
- Approval of previous minutes from April:
 - Never done.
- Outstand Charges:
 - 2020_34: Priorities during Financial Exigency.
- Next meeting: 10 September, repeating every two weeks. Meeting times will be 2-4pm, with the expectation that things still on the table will be postponed
- Adjourned at 4:23 pm.

Minutes recorded by Brandon Field, secretary.

Appendix 1



Core 39: Academic Year 2020-2021 Report

To: Faculty Senate
From: MT Hallock Morris, Director, University Core Curriculum
RE: Core 39 Committee Activities
Date: August 15, 2021

To the Faculty Senate:

This is my final report as the Director of the University Core Curriculum. Kenny Purcell will be serving as the Core Director, effective August 2021; likewise, Bartell Berg will take over as the Core Assessment Director, effective the same date.

As you know, the University was under a variety of COVID-related rules and policies during the 2020-2021 Academic Year. Due to these policies, the Core 39 Committee met remotely using Zoom. We had difficulties finding a common meeting time that would give us a quorum during the Fall 2021 semester; thus, we met on January 14, 2021, to vote on several courses to add to Core 39. These courses included the following:

1. ARTH 343: Renaissance Art – added to Embedded Experiences: Writing Intensive
2. BIOL 112: Ethnobotany with Lab – added to Embedded Experiences: Global
3. BIOL 113: Botany for Gardeners – Added to Natural Science with Lab (no other category)
4. POLS 371: The United Nations – added to Embedded Experiences: Global
5. POLS 471: International Organizations – added to Embedded Experiences: Global
6. GERO 215: Introduction to Global Aging and Health Care – Added to Ways of Knowing: World Languages and Cultures (Outcome 1) and Embedded Experiences: Global

The following course was removed from Ways of Knowing: Science and Mathematical Reasoning but remains in Bachelor of Science: Natural Science:

1. BIOL 111: Ethnobotany

The Core Committee met twice in Spring 2021. During our first meeting on March 26, 2021, the committee added the following four courses to Core 39:



Core 39: Academic Year 2020-2021 Report

1. ARTH 335: Asian Art – Added to Embedded Experiences for both Global and Writing Intensive.
2. CMST 201: Introduction to Communication Studies – Added to Bachelor of Science: Social Science; Ways of Knowing: Social Inquiry (Outcome 2); and Embedded Experiences – Writing Intensive.
3. COMM 494: Mass Media Law and Ethics – Added to Ways of Knowing: Moral and Ethical Reasoning (Outcome 2).
4. JRN 281: Basic Reporting – Embedded Experiences: Writing Intensive.

The committee held a brief meeting on April 23, 2021, which did not have a quorum. However, several proxy votes were submitted prior to the meeting, which allowed the committee to select the Cooper Teaching Award winners for both 2020 and 2021. These names were submitted to the Provost's Office following the meeting.

Attached with this report is a copy of a document requested by OPRA for use in developing its report to HLC.

Also attached is a copy of a presentation on Core Assessment which was delivered by a group of USI faculty and administrators at the 2020 Assessment Institute (held remotely in 2020).

Respectfully submitted,
Mary Hallock Morris
Associate Professor of Political Science



Core 39: Academic Year 2020-2021 Report

Appendix: Report to OPRA

4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Core Curriculum Assessment (Course and Institutional Level)

The University of Southern Indiana launched its new general education curriculum, called Core 39, in Fall 2014. During that semester, a preliminary attempt to collect core assessment data occurred. It became immediately apparent that the assessment plans and protocols for Core 39 were complex and burdensome on the faculty. In essence, we had 200 different assessment plans instead of one assessment plan. Furthermore, it was difficult, if not impossible, to “roll up” the assessment data from course-level to categorical level review. In response to this problem, the **Core 39 Assessment Task Force** was created. The Task Force met for two weeks in May 2015 to write a unified assessment plan.

The Task Force recommended building the core’s assessment program on a foundation constructed of rubrics and key assignments. The Task Force reviewed the goals, objectives, and outcomes outlined for each category and subcategory of Core 39 and used the Association of American Colleges & Universities (AAC&U) VALUE Rubrics as a starting point for developing USI’s rubrics. By the end of the Task Force’s summer retreat, the following rubrics were developed: (1) Ways of Knowing Outcomes 1-4; (2) the three embedded experiences (diversity, global, and writing intensive; and (3) and the Mathematics, Composition, Communications, and Physical Activities and Wellness (PAW) foundation courses.

Following the guidance offered by the Task Force, six discipline-specific teams were established to develop the rubrics for the Ways of Knowing subcategories. By the end of the 2016 Academic Year, six subcommittees had been formed, with one rubric developed; the other five rubrics were written and pending subcommittee approval. The subcategory rubrics for Creative and Aesthetic Expression, Moral and Ethical Reasoning, Scientific and Mathematical Inquiry (Experimental), Social Inquiry, and World Languages and Culture were approved by Faculty Senate on September 30, 2016. The Scientific and Mathematical Inquiry (Deductive) and Scientific and Mathematical Inquiry (Inferential) rubrics were approved by Faculty Senate on March 17, 2017.



Core 39: Academic Year 2020-2021 Report

In an attempt to develop a “culture of assessment” across the colleges, the university uses college-level CCAFs (College Core 39 Assessment Facilitators). The CCAFs are coordinated by the Director of the University Core Curriculum. Currently, the University has six CCAFs: two each in the College of Liberal Arts and the Pott College of Science, Engineering, and Education and one each for the College of Nursing and Health Professions and the Romain College of Business. The Core Director serves as the CCAF for the university wide First Year Experience course and for the College Achievement Program.

During the first four years of the Core 39 Assessment Program, the CCAFs collected copies of the key assignments for each course in Core 39; as a part of this process, they reviewed the key assignments, making sure the assignments were aligned with the standardized rubrics. As new courses have been added to Core 39, the CCAFs continue to review key assignments and align them with the rubrics. In order to store and analyze these student artifacts, the University of Southern Indiana purchased a license for Tk20 (now Tk20 by Watermark), a comprehensive data management system. After the student artifacts are scored in Tk20, personnel in the Office of Planning, Research, and Assessment (OPRA) compile the data into Tableau dashboards.

4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

The newly designed Core 39 Assessment Program was implemented in Fall 2015. During the baseline year (AY 2015-2016), the core director, the CCAFs, and OPRA personnel coordinated the collection and scoring of student artifacts using the rubrics for the four Ways of Knowing Outcomes. The University launched its first full three-year Assessment Cycle in Fall 2016. This assessment cycle was completed in Spring 2019. The University is currently in the second year of data collection for Assessment Cycle 2, which will end in Spring 2022. We continued to collect data during the COVID pandemic (Spring and Fall 2020 and Spring 2021) with some modifications to the schedule to accommodate the needs of our lab courses.

During the baseline year (AY 2015-2016) and during the first Assessment Cycle (Fall 2016 – Spring 2019), the core assessment program collected **a total of 25,713 completed rubrics**. During the baseline year, 5,829 completed rubrics were collected. The remaining 19,884 rubrics were collected in during cycle 1. Overall, during this time frame, Core 39 Assessment Program has



Core 39: Academic Year 2020-2021 Report

collected data from the **equivalent of 349 courses**. During the pilot/baseline year of 2015-2016, data was collected from 66 courses. During Assessment Cycle 1 (AY 2017, AY 2018, AY 2019, the Core 39 Assessment Program collected data from the equivalent of 279 courses. These rubrics come from **1,198 sections** of courses with a Core 39 designation. Please note that some courses are in multiple categories of the Core 39 curriculum.

The Core 39 Assessment Task Force did not establish benchmarks in its final report. At the time this assessment report was developed benchmarks (re: the proportion of students who meet or exceed expectations) had still not been established. Thus, in our review of the data collected, we used multiple benchmark levels: (1) Benchmark 1, 50 percent of students meet or exceed expectations; (2) Benchmark 2, 60 percent of students meet or exceed expectations; and (3) Benchmark 3: 70 percent of students meet or exceed expectations. Overall, 88 percent of the courses evaluated met or exceeded the 70 percent benchmark. Only 15 courses – the equivalent of 4 percent of the courses – did not meet the 50 percent benchmark.

4.B.3. The institution uses the information gained from assessment to improve student learning.

Course Level Assessment. Once assessment data for a particular semester has been correlated and distributed by USI's Office of Planning, Research and Assessment (OPRA), the College Core Assessment Facilitators (CCAFs) create individual PDFs of those results for each section that administered assessment; these are emailed to the individual faculty members. The CCAFs then arrange "closing the loop" discussions by course, which will be group activities for those courses that had multiple sections and instructors, and individual discussions for those faculty who were the sole instructors for a particular course.

During the Closing the Loop discussions, all instructors are asked questions related to student performance, pedagogy and instruction, and the Core 39 assessment process. CCAFs are free to ask follow-up questions to elicit additional insights. After the interviews, the CCAFs write a summary of the comments and return a draft to the faculty who participated in the interview for their comments and review. The report is then finalized and returned to the faculty members; a copy is also submitted to the Core 39 director. For courses taught by multiple faculty members, the report is submitted to the department chair and dean; to keep the focus of the assessment on student learning, no specific comments are attributed to any identifiable faculty member. For



Core 39: Academic Year 2020-2021 Report

courses that are taught by a single instructor, no report is issued to the department chair or dean.
[These two paragraphs were written by Tamara Hunt; edited down by MT]

Categorical Review: While we use the “closing the loop” survey to evaluate and make suggestions for improvement at the course level, the broader categorical level review is conducted by the Core Director. USI has several categories in Core 39 that are divided into four basic levels: foundation skills, ways of knowing, bachelor of arts/sciences, and our four embedded experience courses. Each category and subcategory has its own learning objectives. A report was compiled for these categories, along with recommendations based on the results. This report was presented to the Core 39 Committee last November. Other presentations had been planned, but with the pandemic they did not happen. The report, however, was submitted to the USI Faculty Senate and approved in Fall 2020.

Ongoing Procedural Review and Revision: Based on the categorical review, the Core 39 Committee suggested several changes to the assessment process. These changes revolved around the number of learning objectives included in three of the six Ways of Knowing subcategories: Creative and Aesthetic Expression, Social Inquiry, and World Languages and Culture. The Senate authorized the creation of a committee which will meet during Summer 2021 to review the learning objectives and their associated rubrics. The Senate also authorized the English faculty to review and potentially revise the student learning outcomes and the associated rubric for ENG 201, Rhetoric and Composition II. The Faculty Senate also: (1) approved a policy that outlines three mechanisms for removing a course from Core 39; (2) limited the number of core categories that a single course can meet; and (3) established a liaison between the Core 39 Committee and the Faculty Senate’s Assessment Committee.

The Creation of Core-Level Student Learning Outcomes: The University has completed a large amount of work in a short period of time to create and implement a new curriculum with defined learning outcomes for each category of the core. We have also collected a vast amount of data with the assessment of courses and categories in our Core 39 curriculum. However, what we have not done is map the categorical learning outcomes to the overall learning outcomes for Core 39. In fact, we have not yet developed higher level learning outcomes for Core 39. It is essential for us to be able to communicate effectively to students and all stakeholders what students are expected to be able to do after completion of Core 39. Therefore, as we continue to improve our



Core 39: Academic Year 2020-2021 Report

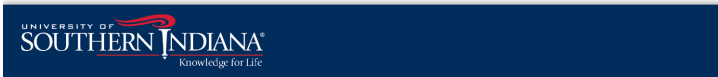
core, the Core 39 committee will be developing overall student learning outcomes for the core and they will be mapped to the categorical learning outcomes. We think that this will improve the overall assessment process and will enable us to communicate the value of the core curriculum to our students. **[This paragraph came directly from Shelly Blunt's part of our presentation at the 2020 Assessment Conference]**

Lessons Learned

Implementation of a Re-envisioned University Core Curriculum Assessment

Dr. Mary Hallock Morris, Director of Core 39
 Dr. Tori Colson, Associate Professor of Education
 Dr. Bartell Berg, Assistant Professor of German
 Dr. Shelly Blunt, Associate Provost for Academic Affairs
 Dr. Zane Mitchell, Dean, Pott College of Science, Engineering, & Education

2020 Assessment Institute | Tuesday, October 27, 2020



USI[®] The Development & Implementation of a New Core Curriculum

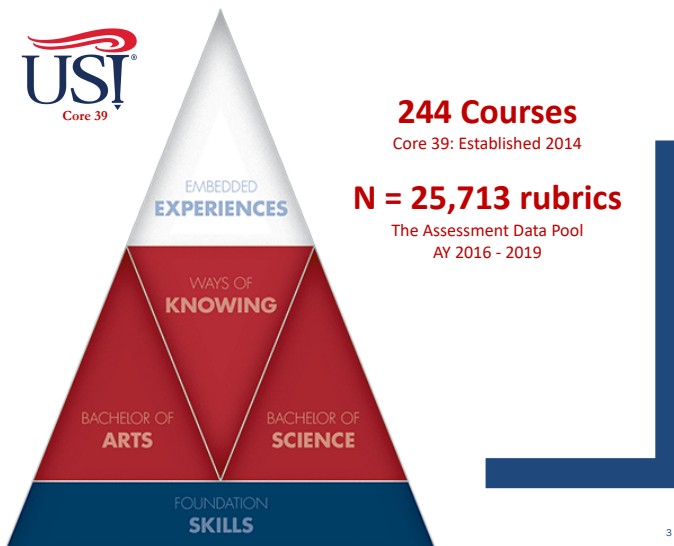
Core 39

- **Spring 2012:** University Core Curriculum Task Force issues final recommendations
- **Spring 2014:** New University Core Curriculum Implementation Task Force issues final recommendations
- **Fall 2014:** Core 39 is implemented
- **Summer 2015:** Core 39 Assessment Task Force is convened
- **Fall 2015 & Spring 2016:** Pilot Year data collection (WOK Outcomes)
- **Fall 2016:** First three-year data collection cycle begins
- **Fall 2019:** Second three-year data collection cycle begins; Categorical reporting and review process begins; and “Closing the Loop” process begins for course-level review.

USI[®] Data Collection Protocols & College Core 39 Assessment Facilitators

Core 39

- A key assignment is developed for each course and aligned to the rubric(s) for its designated course categories. All sections of the course must use the same or very similar assignments.
- The key assignment must be a required assignment worth a grade in the course; it cannot be an optional extra-credit assignment.
- The key assignments are reviewed and approved by the College Core 39 Assessment Facilitators (CCAFs) prior to its first use.
 - Any future changes to the key assignment must be approved by the CCAFs.
 - These approvals are for alignment with the student learning objectives.



USI[®] Data Collection Protocols: Who, What, When, Where, & How?

Core 39

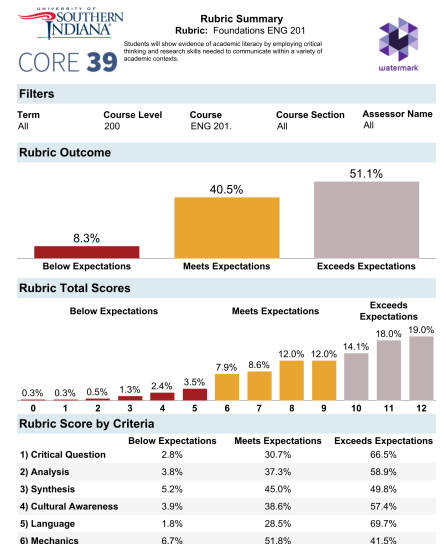
- During its assessment semester, a course is assessed for all of its core designations.
 - Assessment data is also collected from high school students who are enrolled in a College Achievement Program (CAP) course.
- Student artifacts are collected from every student in every section of the assessed course.
- The key assignment is submitted through the Tk20 system.
 - If the course uses an observation, the artifacts are to be scanned into a .pdf file and submitted to the Core Office for archival storage.
- In some cases, it is not possible to collect and store a student artifact in the Tk20 system; for example, non-degree seeking students.

USI[®] Data Distribution

Core 39

Data Distribution

- To Instructors
- To Chairs
- To Deans
- To Core 39 Committee
- To Faculty Senate
- To Provost
- To Data Archive
- To the Campus Community at Large





Closing the Loop What do we do with all this data?

- USI's core assessment takes place at both the categorical and the course-level.
- **Categorical review** is facilitated by the Core 39 Director at the end of the three-year data collection cycle.
- Our categorical review was conducted in Summer & Fall 2019, with categorical data reported to the Core 39 committee in November 2019. The committee discussed the data and the assessment process, making recommendations for changes.
 - *Due to Covid-19, the Director's presentation to the Chairs and Program Directors was cancelled.*
 - *Data from the categorical review and Core 39 Committee recommendations were forwarded to Faculty Senate in early Fall 2020.*

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Closing the Loop What do we do with all this data?

- **Course-level review** is facilitated by the College Core 39 Assessment Facilitators. Core 39's goal is:
 - *Semester 1: Assess the course*
 - *Semester 2: Return the assessment data*
 - *Semester 3: Conduct the Closing the Loop Review*
- **Closing the Loop** review has taken place in the College of Liberal Arts and the Romain College of Business for Fall 2019 data.
- CCAFs meet with the course instructors to discuss the data, using a series of three reflection questions to guide the process.
 - *Action items are developed and implemented by the faculty members.*
- The reports are completed by the CCAFs and are stored in our SharePoint site.

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Closing the Loop Reflection Report Questions

- **Area 1: Student Performance**
Reflect upon your impressions of student performance in the assessed class. How did your students perform in the assessed course? Areas to consider include but are not limited to the following:
 - *Do the scores on the key assignment reflect the mastery of content and skills that the students gained in the class during the entire semester?*
 - *If it seems that the scores on the key assignment and the overall student performance in the course do not align, can you think of a reason why this was the case?*
 - *Based on the overall student scores, where did your students show the greatest achievement of core curriculum goals?*
 - *What factors do you think helped the students reach the goals you had for them (e.g. good instructions, peer review, submission of a draft, etc.)?*
 - *If you had to identify ONE aspect of student performance that most needed improvement, what would that be?*

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Closing the Loop Reflection Report Questions

- **Area 2: Pedagogy and Teaching Strategies**
Think about the activities, assignments, and/or teaching methods used in your assessed course. How did your strategies contribute to student success? Areas to consider include but are not limited to the following:
 - *What do you think MOST contributed to student success on the key assignment?*
 - *Can the practice/s be applied to other courses to improve student learning?*
 - *What strategies or resources do you think would be most effective to achieve improvement?*
 - *Is this an area that other Core Curriculum courses might identify as needing improvement? If so, do you have suggestions on how we can address this more broadly?*

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Closing the Loop Reflection Report Questions

- **Area 3: Use of Core 39 Assessment**
Reflect upon the Core 39 Assessment Process. How did the Assessment process help improve the student learning outcomes and/or your teaching strategies for the assessed course? Areas to consider include but are not limited to the following:
 - *Did you use the criteria on the rubric to help you craft the key assignment instructions that you gave to the students?*
 - *Do you think that the rubric helped you identify student achievement of the Core Curriculum objectives?*
 - *Is the data that is returned to you by your CCAF helpful in terms of understanding student achievement in your classes?*
 - *How could we make this assessment more useful for improving teaching and learning?*

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Lessons Learned Our Strengths

Lesson 1

From CCAFs embedded in the colleges to strong ties between the Core 39 and Institutional Research, we have developed a solid assessment infrastructure.

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Lessons Learned Our Concerns

Lesson 2

In order to have meaningful discussions about our assessment data, we must speed up the feedback process.

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Lessons Learned Our Concerns

Lesson 3

Individual courses should not attempt to meet more than any two categories in Core 39.

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Lessons Learned Our Concerns

Lesson 4

The student learning objectives for Core 39 categories need to be streamlined.

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Lessons Learned Our Concerns

Corollary

Although we have categorical goals and student learning objectives, we need to develop an overarching mission statement and learning objectives for Core 39.

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Moving Forward Our Solutions

Solution 1

USI's Faculty Senate vote to approve our recommendation to cap the number of core categories any individual course can meet.

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Moving Forward Our Solutions

Solution 2

The Core 39 Committee will be convening subcommittees charged with streamlining our current categorical learning objectives.

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For more information about USI's Core 39 program, please see our website at <https://www.usi.edu/core39/>

Contact Information

- Dr. Mary Hallock Morris: mhmorris@usi.edu
- Dr. Tori Colson: tshoulders@usi.edu
- Dr. Bartell Berg: bberg@usi.edu
- Dr. Shelly Blunt: sblunt@usi.edu
- Dr. Zane Mitchell: zmitchell@usi.edu

Faculty and Academic Affairs 2020-2021 Year End Report

Submitted to Faculty Senate
University of Southern Indiana
2021 Apr 30

Committee Members

Peter Cashel Cordo
Romain College of Business

Amy Egli
College of Nursing and Health Professions

Eric Greenwood
Pott College of Science, Engineering, and Education

David Hitchcock
College of Liberal Arts

Susanna Hoeness-Krupsaw
College of Liberal Arts

Jessica Garces Jensen
College of Liberal Arts

Stacey Murray
Pott College of Science, Engineering, and Education

Thomas Weber, Chair
Romain College of Business

Amy Wilson
College of Nursing and Health Professions

Faculty and Academic Affairs 2020-2021 Year End Report

Report

The committee met several times, approximately four times, over the course of the 2020-2021 Academic Year. Its first meeting was 2019 Sep 8.

The committee is composed of two representatives from each college (David Hitchcock, Susanna Hoeness-Krupsaw, and Jessica Garces Jensen from the College of Liberal Arts; Amy Egli and Amy Wilson from the College of Nursing and Health Professions; Eric Greenwood and Stacey Murray from the Pott College of Science, Engineering, and Education; and Peter Cashel Cordo and Thomas Weber (Chair) from the Romain College of Business) and three Ex Officio members (Mohammad Khayum, Provost; Marna Hostetler, Director of Library; Michael Dixon, Director of Graduate Studies).

The committee received one new charge to clarify the language of the USI faculty handbook concerning plagiarism. There were three charges from the previous academic year (Promotion of Instructors, Promotion process for contract assistant and associate professors, and Distinguished Professor award) and one standing charge concerning the growth of administrative and faculty employees. There was also a request to discuss the compression of professor salaries, especially in relation to full professors who have been at USI for a significant number of years.

The following timeline, excluding email conversations, details the committee's efforts and activities.

FAAC Meetings and Other Meetings	Outcome
2020 Sep 8	Initial Meeting
2020 Oct 8	Set the task to discuss a potential change to the words "instructor" in the handbook
2020 Nov 5	Set the task to consider differences between Clinical and Contract teaching faculty
2021 Apr 16	Set the task to poll the instructors concerning a change to "lecturer"

Progress

Promotion of Instructors, Promotion process for contract assistant and associate professors, and Distinguished Professor award

Tabled the Distinguished Professor award discussion until the issues with the USI faculty handbook are resolved.

Hiring Charge

Faculty and Academic Affairs 2020-2021 Year End Report

The report was created with 2019 data. The 2020 data arrived, but there was not enough time to create the report.

Salary Compression

The FAAC sees this as a problem, but has no suggestions at how to solve it at this time.

Recommendations

Promotion of Instructors, Promotion process for contract assistant and associate professors, and Distinguished Professor award

Delete the section from the USI Faculty Handbook that describes the possibility of moving from an instructor to an assistant professor (section - D. PROMOTION, AND TENURE A.I.A? (Instructor to Assistant professor)). One concern is that ABD people are hired as instructors with the intent to move to an assistant professor. This should not be a problem because the instructor position is a short-term position, and the hiring contract is written in a way that states if the ABD candidate does not complete his or her Ph.D., the contract will not be renewed. Another issue is that an assistant professor position cannot be filled without a national search.

Grandfather the titles “Contract Professor,” “Contract Associate Professor,” and “Contract Assistant Professor” and use a system that would be similar to lecturer and senior lecturer where the senior lecturer (or equivalent title) would indicate a person had been with USI for a long time or had a Ph.D. or the appropriate terminal degree.

Academic Dishonesty Policy

Clarify the USI faculty handbook wording to ensure that the academic dishonesty policy indicates that the member of the teaching faculty who is accusing a student of breaking the academic dishonesty policy notify the student of the accusation.

Suggestions

1. Eliminate the ambiguity of “instructor” in the USI Faculty Handbook. Currently, it means person who teaches, a person with rank, or a person who is a contract teacher.
2. Respond to Contract professor charge - Charge: 2019 31
 - a. Depending on the clarification of instructor, the FAAC would suggest that the Contractor Assistant Professor, Contract Associate Professor, and Contract Professor titles be grandfathered and use the equivalent of instructor.
3. Clarify the ranks in the handbook. In some places, the handbook says that only the following are RANKS: Assistant Professor, Associate Professor, Professor, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor, Assistant Professor of Library Science, Associate Professor of Library Science, and Professor of Library Science. In other places every title is a rank

CHARGE TO THE USI FACULTY SENATE

Formal Request for USI Faculty Senate Action

Name: R. Brent Summers (Optional)

Date of Submission: 10/30/2020

Name of Faculty Senate Representative:

1. Dr. Adrian Gentle
2. Dr. Kenny Purcell
3. Dr. Rex Stange

Complete the following items and submit this form to either your Faculty Senate Representative or to the Faculty Senate Chair for consideration by the Faculty Senate.

1. Charge Title:

Shared Governance in retrenchment/financial exigency priorities

2. Background:

Provide an explanation of the background and context for the proposed charge. What problem, issue, or experience prompts the proposal of the charge?

As we are all aware, USI like many universities across our nation is facing an unprecedented financial crises and period of exigency. The administration of USI and the board of trustees will need to make critical decisions about university finances and funding priorities in the near future. As a key stakeholder it is critical that faculty have a role in these decisions and a seat at the table as ideas and solutions are offered. Faculty play a key role in shared governance of any great university. Shared governance does not mean to sit back and wait for decisions to be made and then complain or actively resist those decisions. Shared governance has always meant that faculty are a part of the process at every step and offer their inputs and views on any solutions the university might adopt. Time is of the essence, and these decisions are going to be coming quickly, so now is the critical time for faculty to assert their rights to have a seat at the table in dealing with our financial crises. My understanding in speaking with the chair of faculty senate is that the President and Provost have welcomed, and even encouraged faculty to assume this important role. Now is the time for faculty to act.

3. Action Requested and Desired Result:

Specifically state what action you would like the Senate to take and the desired outcome that you would like to see.

I propose that faculty senate create an ad hoc committee to develop a list of priorities as it relates to the wellbeing of the faculty and their respective programs as a whole in this time of exigency. The size and composition of this committee can be debated, but likely needs to include at least two members of each academic units/colleges and the library. How these members are chosen would need to be determined. The scope of this committee should be narrowly focused on setting up the

funding priorities as it relates to the faculty. If the committee has too broad a mandate will muddle the situation and cloud the discussions about what financial steps need to be taken to keep us whole. I propose this committee develop a list of funding priorities and strategies to deal with any issues relating to the faculty in a period of retrenchment or exigency. I'm not suggesting that this committee develop a list of majors or programs for the cutting block, but rather a broader set of guidelines of how we would approach those issues.

For example, we as a faculty might prioritize keeping full-time tenure track faculty positions over part time or contingent faculty if reductions occur. Another example might be to suggest a list of strategies if there is a need to reduce the number of full time faculty. One such strategy might be to first not fill open positions, secondly to offer incentives to late career faculty for early retirement, etc.

A part of the role of this committee may also extend these priorities to the academic units/programs/majors and help guide them to develop individual retransment plans that could help guide senate and the administration when key funding decisions need to be made.

I have spoken with numerous faculty in my college and beyond, and we are all apprehensive of what happens next in a time of financial crises. To a person everyone believes that faculty should act and play an active role in making any decisions that affect our employment. This is why I have submitted this charge. Now is the time for faculty to get in the game and act as a key partner in our shared governance process. These decisions are going to be made regardless of our actions (see other institution here in Evansville as evidence), I believe we would be in much better standing if we engaged the administration and board of trustees with our voice and priorities for any financial decisions that will be made.

4. Potential Resources:

Provide any information that can help Faculty Senate fully address the charge. Attach additional documents if necessary.

The resources for this are the time and sweat equity that would follow such an endeavor.

Items 5-7 are to be completed by Senate Chair or Secretary:

5. Senate Comments:

6. Action Taken by the Faculty Senate:

7. Action Taken by the Administration: