

Minutes
Faculty Assembly, School of Liberal Arts
2:00-4:00pm Friday, March 4, 2016, ET 202

Faculty Members Present: Barrows, R.; Bein, R.; Bell, D.; Bell, L.; Bjork, U.; Blomquist, W.; Brann, M.; Brant, H.; Cabrera-Castro, T.; Carstensen, T.; Chakrabarti, S.; Connor, U.; Craig, D.; De Tienne, A.; De Waal, C.; Demirel-Pegg, T.; Dicamilla, F.; Eller, J.; Ene, E.; Foote, C.; Freeman, J.; Friesen, A.; Gibau, G.; Goering, B.; Goldfarb, N.; Grossmann, C.; Guiliano, J.; Haberski, R.; Hoffmann-Longtin, K.; Jain, A.; Kostroun, D.; Kubitschek, M.; Kuriyama, K.; Labode, M.; Latham, K.; Lauten, K.; Lovejoy, K.; Marvin, T.; Miller, L.; Morgan, A.; Parrish-Sprowl, J.; Pike, L.; Rebein, R.; Robertson, N.; Russell, S.; Saak, E.; Sandwina, R.; Schneider, W.; Schultz, J.; Sheeler, K.; Strong, D.; Stump, S.; Tucker Edmonds, J.; Upton, T.; Vincent, J.; Wailes, S.; Weeden, S.; White, R.; Wilson, J.; Wokeck, M.; Wood, E.

Guests: Illg, M.; Smith, C., Jones, A.

1. Call to order at 2:00 p.m. — David Bivin
2. Approval of the minutes from February 5, 2016
 - A motion offered and seconded. The minutes were approved unanimously.
3. President's remarks—David Bivin
 - No remarks from the president.
4. Dean's remarks — Tom Davis
 - The assembly was reminded that Kirat Sandhu, a Women's Studies and Individualized Major student, joined Lady Gaga on the stage at the recent Oscar Awards to pay tribute to survivors of sexual abuse.
 - Twelve SLA students were selected to be Top 100 students.
 - Members of the Sociology department were recognized for putting on a very helpful symposium.
 - The budget shortfall was addressed, and several approaches related to increasing teaching loads were mentioned:
 - a. Keep the focus of the increases on tenured faculty because lecturers already teach a 4–4 load. An additional idea is to have tenured faculty teach one additional course over the next four semesters. Tenure-track faculty working on promotion will be protected. Faculty with a research grant or other similar award will not be asked to teach the extra class in the time period of the grant or award. Where possible, the extra course will come from a lower-level course in a department with high enrollments. Departments will have a say in how this overall strategy will be enacted. Equivalent type work, such as developing an online version of a course, will be considered when needed.
 - b. Discussion: A question was asked whether any conversations have occurred or are occurring about the preparation of students transferring in from external institutions. At the moment, no. A point was made that the popularity of the AP exam has increased five-fold, which hurts SLA credit hours. A question was asked about whether the intensive course policy of faculty working with students for the equivalent of 45 hours and gaining credit toward a course release would remain in effect. The answer is yes.
5. Old business
 - SLA Honors Program Development Plan — Erik Saak
 - a. Eric Saak indicated that the assembly is voting on the structure of the proposal.

- b. A motion was offered to vote to accept the plan.
- c. Discussion: Both a pedagogical and a resource question were asked: is the approach for the two seminars too narrow, and will faculty be compensated for the thesis overload? The answer was that the narrow approach is actually an in-depth approach taking advantage of what we do commonly in SLA, which is to interpret text, and to do so under conditions whereby the student can stay focused through a two-semester sequence. Using the capstone may be a good option. The deans would need to work out the resource issue. A concern was raised about whether enough background is provided in the program. The answer was the focus of the program is not on content breadth but on depth.
- d. A second was invited and a vote taken. No yeas were voiced; three nays were voiced; two abstentions were indicated. President Bivin recommended that the proposal be tabled so that additional discussion could occur with those who raised concerns.

6. New business

- Academic Misconduct Survey — Gina Gibau
 - a. Thinking about academic misconduct began in a community of practice that led to the formation of an ad hoc committee. The committee created a survey that was eventually completed by full and part-time faculty at an 86% completion rate. The highlights of the survey include: most who responded teach classes of 25 students and under; 62% of those responding teach in 100 level courses and found at least one case per semester; most respondents were aware of the IU Code and the reporting procedures associated with its policies; most respondents clearly indicate they inform students of what counts as academic misconduct; a disparity arose between awareness and reporting: 76% said it was important to report, although 72% said they do not report to the Dean of Academic Affairs; many reported they do begin the formal process for minor infractions; another disconcerting finding: few indicate they report misconduct to their chair; many reported not being satisfied with the school or university response but they also had no interaction with either entity; many indicate being satisfied with how the school and the university handle infraction cases; many reported being interested in having the school provide guidelines for sanctions (one possibility is for SLA to provide syllabus language and to provide workshops); qualitative responses were helpful for gaining insight on what faculty think.
 - b. Discussion: If there are minor infractions—an uncited sentence in a paper, for example—is it worth reporting that? Answer: If a second act occurs, it is not a follow-up infraction because the first incident was not reported; the committee is still thinking about options for these kinds of situations. Question: To what degree are plans being made to have students engage in conversations on this? Answer: There are plans to hold events to have students discuss the issue. Question: Are there FERPA issues on discussing information on students? Answer: The fact that people have taken the tutorial covers them. A follow up question asked whether a discussion about student work with colleagues will invoke FERPA. The committee will review this to provide guidance. A suggestion was made to check the campus resource conduct policies to see if they would apply.
 - c. PowerPoint slides Associate Dean Gibau will be shared.

- M.A. in TESOL (Teaching English to Speakers of Other Languages) — Carrie Foote, Graduate Curriculum
 - a. Discussion: The committee found the proposal to be strong and was motioned for a vote
 - b. Vote was taken. Proposal passed unanimously.

- IFC Representation — Joseph Tucker Edmonds, Nominating Committee
 - a. A set of names were put forward in nomination and they were reviewed.
 - b. A paper ballot was passed out and a vote was taken. Results to be communicated soon.

- Discussion on the Blue Evaluation System — Herbert Brant, Teaching and Advising Committee
 - a. Information on the experience thus far was reviewed.
 - b. Discussion: Some students reported that they did not get the email that goes out to prompt them. Oncourse does not have a link but Canvas does—it was suggested that rather than wait for the email prompting the students to fill out the evaluations, point out to students that Canvas has the link. Question: Can the face-to-face evaluation process can be replicated in class using web accessibility? Answer: There are multiple techniques, such as using cell phones in class or having students use their laptops. Incentives can be offered, such as offering the class a few extra credit points for reaching certain threshold levels of response. Question: Does providing extra credit create ethical problems? Answer: The number of points offered does not need to be great. Question: Can the new information from the new online form be easily compared with the old paper forms? Answer: This may be a problem. A more general concern: Evaluation responses have been shown to be biased against women and those who are not white. Another concern: The link to the evaluations in Canvas needs to be renamed because its present name is not intuitive. A final concern: The kinds of comments received from students seem negative, which may reflect the negativity seen in the society generally, especially when and where online comments are invited.

- LAMP Proposal from the Undergraduate Curriculum Committee—Beth Goering
 - a. Background on the program was provided and a motion offered.
 - b. Discussion ensued.
 - c. A vote was taken and the proposal passed unanimously.

7. Announcements

- Student opposition to banded tuition — Tom Marvin (10 minutes)
 - Background was provided. A number ways were suggested for supporting the students, such as by visiting the blog that students are keeping; signing the online petition leaving comments; show a three-minute video about the issue found on YouTube in classes. It was recommended that more information be gathered and the issue discussed again at the next meeting. Links to relevant web sites will be distributed.

8. Motion to adjourn

- A motion was offered to adjourn, and a second was offered. The motion passed at 3:45 p.m.

Respectively submitted by Scott Weeden, Secretary of Faculty Assembly