



Indiana State University

Board of Trustees Agenda Meeting

July 30, 2021

State Room, Tirey Hall

3:00 p.m.



Board of Trustees Agenda Meeting - July 30, 2021

MEETNG AGENDA

1. Call Meeting to Order

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Mrs. Cabello

2. New Business Items

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Mrs. McKee

2b Policies

2b1 Proposed Modifications to Policy 305 Faculty Appointment, Promotion, and Tenure; Sections 305.2.1.2, 305.2.1.3, 305.3.5 and 305.4 Approval 5
Dr. Olsen

2b2 Proposed Modifications to Policy 310 Faculty Duties and Responsibilities; Section 310.1.3 Methods of Instruction Approval 7
Dr. Olsen

2b3 Proposed Modifications to Policy 120 Authority of ISU Board of Trustees Information 9
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Dr. Curtis

3. Old Business

4. Adjournment

1 Call Meeting to Order -- Board Chair Kathy Cabello

2a 2021-22 State Repair and Rehabilitation Request

The 2021 Indiana General Assembly appropriated \$1,504,289 for Repair and Rehabilitation projects at Indiana State University for the 2021-22 fiscal year.

Recommendation: Approval to request the Indiana Commission for Higher Education, the State Budget Committee, the State Budget Agency, and the Governor of the State of Indiana to authorize the following projects totaling \$1,504,289 from Repair and Rehabilitation appropriation as shown below:

General Repair and Rehabilitation

Utility Tunnel Repair/Replacement	\$500,000
Fire Alarm Replacement/Upgrades	\$400,000
Central Chilled Water Plant Reroof	\$400,000
Various Roof Repairs	\$100,000
Masonry Repairs	\$104,289
Total	\$1,504,289

2b1 Proposed Modifications to Policy 305 Faculty Appointment, Promotion, and Tenure; Sections 305.2.1.2, 305.2.1.3, 305.3.5 and 305.4

Rationale: Under-represented faculty will often have scholarship and service goals and activities that are with publishers and organizations that may not be familiar to everyone in the academy. Despite a lack of familiarity, this scholarship may be internationally regarded, seminal in the domain of the field, or represent an organization that is not broadly known. The additions to Sections 305.2.1 Domains of Faculty Work (specifically to 305.2.1.2 Research/Scholarship/Creative Activity and 305.2.1.3 Service) serve to emphasize the greater variety of scholarship and service that the Faculty deem as contributive to the academy.

Section 305.3 Evaluations broadly emphasizes regularity and criteria of faculty evaluations. The addition of section 305.3.5 Rigorous and Equitable Evaluation serves to emphasize the importance that departments clearly delineate evidence that must be submitted to ensure equitable evaluations and to warn against potential bias that might arise when reviewing evidence.

The language added to Section 305.4 Peer Review Committees is purposeful to help reduce potential bias that might arise during faculty reviews by mandating training regarding bias for those involved in faculty reviews.

Proposed Modifications:

(Proposed additions appear in red and deletions appear in strikethrough.)

305.2.1.2 Research/Scholarship/Creative Activity. Research, scholarship, or creativity should be appropriate to the faculty member's discipline and in accordance with the standards and guidelines of the appropriate college and department/school. This may include original work focused on discovery and integration; and/or scholarship focused on teaching and learning; and/or the scholarship of application/engagement or inclusion that utilizes disciplinary methods and theories to address substantial problems. The intellectual products of faculty members' research/scholarship/creativity will necessarily be highly varied and take many forms. The review process that determines the professional value of such work should include people with disciplinary expertise. Each academic unit (normally the department) is responsible for determining the relative importance of research activities within the unit. Recognizing that faculty are frequently hired with research interests that are unfamiliar to their unit colleagues, faculty are encouraged to supplement the documentation and substantiation of their scholarship with appropriate external resources. Units are encouraged to have policies that recognize and foster such documentation.

305.2.1.3 Service. Service includes activities on behalf of the department/school, college, and University, as well as to the profession and the community. Community service includes discipline-related activities at the local, regional, national, and international levels. Each academic unit (normally the department) is responsible for determining the relative importance of service activities within the unit and to delineate those levels to its faculty. Faculty who take

on exceptional service responsibilities in support of the university's mission and strategic goals should be recognized for their efforts with an adjusted weighting of their service or other workload accommodations. To be considered exceptional, service may be intensive (focusing on an extraordinary contribution in a single area), extensive (with an extraordinary array of contribution), or both. It may also include being repeatedly called upon by the University to perform a particular form of service.

305.3.5 Rigorous and Equitable Evaluation Departments must specify what documents are required to be submitted by the candidate and may suggest additional documentation to provide the broadest context for evaluation of all aspects of faculty work. They must also specify how the documentation will be considered in the candidate's evaluation. All evaluators are encouraged to understand potential sources of bias and to be mindful when formulating evaluation narratives.

305.4 Peer Review Committees

Each department/school, and the college/library shall elect peer review committees of tenured faculty members and pre-tenure faculty and Instructors, when appropriate to evaluate the achievements of candidates for retention, promotion, and/or tenure. Chairpersons and deans shall not serve on these committees, and faculty members shall participate in no more than one (1) recommendation on a given case. It is the candidate's responsibility to present to reviewing bodies evidence of achievements in the related activities of teaching or librarianship; research, scholarship or creativity; and service in accordance with established criteria and standards of performance. Members of each review committee, department chairpersons, and administrators engaged in review at any level must have participated in training on biases in the evaluation of teaching, scholarship, and service within the preceding 5 years.

Recommendation: Approval of the proposed modifications to Policy 310 Faculty Duties and Responsibilities.

2b2 Proposed Modifications to Policy 310 Faculty Duties and Responsibilities; Section 310.1.3 Methods of Instruction

Rationale: Revise Sections 310.1.3.1 and 310.1.3.2 to accurately represent the various modes of how instruction is evaluated and place the emphasis appropriately.

This revision reverses the order in which 310.1.3.1 and 310.1.3.2 appear within the section about Methods of Instruction and serves to change the emphasis. There is significant national research that shows that faculty of color and female faculty are scored lower by students on student course evaluations than their white male counterparts. The way in which the current policy reads, heavy emphasis is placed upon the student course evaluations to evaluate quality of teaching.

The policy emphasizes the importance of instructional evaluation, and that high quality teaching is to be given high priority in faculty performance evaluations. The revision then continues to provide examples of the tools that faculty have to provide evidence, including chairperson and peer evaluations, other evidence of student success in the classroom, as well as student course evaluations. The policy revision continues to require that student course evaluations are completed and included in performance evaluations.

Proposed Modifications:

(Proposed additions appear in red and deletions appear in strikethrough.)

Specific or uniform methods of instruction are not prescribed. Faculty are expected to adapt their methods to the nature and content of each course. Selection and organization of content of particular courses and the development of departmental curricula are faculty responsibilities. Teaching methods are the responsibility of the individual faculty member.

~~**310.1.3.1 Course Evaluations.** The quality of teaching will be given high priority in performance evaluations. Multiple methods of evaluation are appropriate, but all courses must be evaluated by students using a common pool of items selected by the university, and if appropriate, the college and department; faculty are encouraged to supplement with items that assess the unique characteristics of their courses. Course evaluations will be collected via software purchased by the University. Results of course evaluations will be made available to the faculty member; summary results of the evaluations for each section will be made available to the appropriate Department Chair and academic Dean(s). (Note: Effective Fall 2015).~~

310.1.3.2-1 Instructional Evaluation. The quality of teaching will be given high priority in performance evaluations. Evidence of teaching effectiveness is required in the ~~pre-tenure and post-tenure/biennial~~ review of Regular Faculty. ~~While faculty~~ Faculty are encouraged to include peer and chairperson evaluations in their review documents as well as other evidence of student success. ~~S~~student evaluations as referenced ~~above~~ below (Section 310.1.3.24) must also be included. Similarly, department assessments of student course evaluations shall be submitted and considered in the annual review of Temporary Faculty (i.e. full- and part-time Lecturers, including those also holding an EAP or other staff position).

310.1.3.12 Student Course Evaluations. ~~The quality of teaching will be given high priority in performance evaluations. Multiple methods of evaluation are appropriate, but all courses must be evaluated by students using a common pool of items selected by the university, and if appropriate, the college and department; faculty are encouraged to supplement with items that assess the unique characteristics of their courses. Course evaluations will be collected via software purchased by the University. Results of course evaluations will be made available to the faculty member; summary results of the evaluations for each section will be made available to the appropriate Department Chair and academic Dean(s). (Note: Effective Fall 2015).~~

Recommendation: This information is provided to the Board of Trustees for information only. The administration plans to request approval of the policy at the July 2021 meeting of the ISU Board of Trustees.

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2b3 Proposed Modifications to Policy 120 Authority of ISU Board of Trustees

Rationale:

As part of the three-year policy review cycle, the administration has identified a slight variation between Policy 120 Authority of the ISU Board of Trustees and state law. The updated policy reflects the specific statutory requirements for composition and authority of the ISU Board of Trustees.

Proposed Modifications:

(Proposed additions appear in red and deletions appear in strikethrough.)

Authority: Approved by the Board of Trustees

Indiana State University is an Indiana institution of higher education under the general control of a board of trustees, known and designated as the Indiana State University Board of Trustees. Other state boards, offices and agencies exercise certain statutory controls and have specified duties and responsibilities pertaining to the operation of the University. The Board of Trustees bylaws are located in Section 125 and the Board policies and procedures are located in Section 126 of this Handbook.

120.1 Composition of the Board

State law provides that the composition of the Board shall be as follows:

120.1.1 The Indiana general assembly created the Indiana State University Board of Trustees (IC 21-21-2-1), which constitutes a perpetual body corporate (IC 21-21-2-2).

120.1.2 The Indiana State University Board of Trustees is a bipartisan board composed of nine members (IC 21-21-3-2), two of whom are alumni and nominated by the ISU alumni council (IC 21-21-3-2(2)), one of whom must be a full-time student (IC 21-21-3-2(1)), and at least one of whom must be a woman (IC 21-21-3-8).

120.1.2.1 ~~All trustees must be citizens of the United States and residents of Indiana~~An individual appointed to the board of trustees must be a resident of Indiana and a citizen of the United States IC 21-21-3-5.

120.1.2.2 Trustees are appointed by the governor of the State of Indiana. IC 21-21-3-2.

120.1.2.3 Trustees serve four-year terms of appointment, except the student trustee, who serves a two-year term of appointment. IC 21-21-3-3.

120.1.3 The Trustees shall elect a president, vice-president, secretary, and assistant secretary. IC 21-21-4-1.

120.1.3.1 Officers of the ISU Board of Trustees serve a one-year term. IC 21-21-4-1(b).

120.1.3.2 A permanent treasurer is appointed who is not a member of the ISU Board of Trustees. IC 21-21-4-2.

120.1.4 The only meeting of the ISU Board of Trustees that is required by statute is in July of each year, or as soon after July as is practicable, in Terre Haute, Indiana. IC 21-21-5-1.

120.2 Functions, Powers, and Duties of the Board

The Board of Trustees is responsible for the establishment and maintenance of the University with attendant powers and authority. This authority is contained in Indiana law Title 21. With every name change, all powers, rights, duties, and obligations of the preceding Board of Trustees were transferred to its successor. Indiana Code 21-21.

Recommendations: This modification is provided to the Board of Trustees for information only. The administration plans to request approval of this policy at the October 2021 meeting of the ISU Board of Trustees.

2c Honorary naming of Fifth Street

The University Administration would like to recommend the honorary naming of Fifth Street from Cherry Street north to Tippecanoe Street as “*Ambassador Cynthia Shepard Perry Way.*” The honorary naming would recognize the long and distinguished career of a Terre Haute native and ISU graduate who was selected by three United States Presidents to represent our nation on the international level. President Deborah J. Curtis met recently with alumni who have expressed interest in recognizing Dr. Cynthia Shepard Perry in this prominent and visible manner.

Background of Issue:

Dr. Cynthia Shepard Perry grew up in the segregated community called the Lost Creek Settlement located just outside of Terre Haute. After graduating from high school in 1946, she married and started a family while also working in banking and for IBM, the computer hardware company. She later won a scholarship to Indiana State where she earned her bachelor’s degree in political science in 1968. She went on to earn a doctorate in international education from the University of Massachusetts in 1972. As part of her doctoral program she worked with former Peace Corps volunteers who had served in Africa to develop and test African Studies curricula for public schools as a way to improve race relations.

After completing her doctoral program, Dr. Shepard Perry began a distinguished career in education, consulting and diplomacy. On the academic side, she held prominent positions at the University of Massachusetts Amherst, the University of Nairobi in Kenya, Texas Southern University, and Texas Women’s University.

She also served in several leadership positions at the international level including on the staff of the United Nations Economic Commission for Africa in Ethiopia. In 1982, President Ronald Reagan appointed her as the chief of the Education and Human Resources Division in the Africa Bureau of the United States Agency for International Development.

In 1986, President Reagan asked her to serve as the U.S. Ambassador to Sierra Leone. In 1990, President George H.W. Bush appointed her as the United States Ambassador to Burundi a position she held until 1993. In 2001, President George W. Bush appointed her as the U.S. Executive Director of the African Development Bank in Abidjan, Ivory Coast and later, Tunis, Tunisia. She held this position until she retired in 2007.

Dr. Perry was recognized with Indiana State University’s Distinguished Alumni Award in 1987, the same year she received the NAACP President’s Award. She also holds an honorary doctorate and a Distinguished Alumni Award from the University of Massachusetts

Dr. Cynthia Shepard Perry is undeniably one of the most prominent citizens to come from Terre Haute and graduate from Indiana State University. She has made a measurable impact on improving race relations both within our nation and around the world and served with distinction as a representative of our country in numerous capacities.

If approved, this will be an honorary naming marked with appropriate signage. As an honorary naming, the actual street addresses along this stretch of Fifth Street will not be adjusted for public safety purposes. Indiana State University assumed ownership and responsibility for this portion of Fifth Street through an agreement with the City of Terre Haute in 2011.

Recommendation:

Approval of the honorary naming of Fifth Street from Cherry Street north to Tippecanoe Street as “*Ambassador Cynthia Shepard Perry Way.*”