

FACULTY SENATE STRATEGIC PLAN

A PROPOSAL

FEBRUARY 29, 2000

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FACULTY SENATE STRATEGIC PLAN: A PROPOSAL

STATEMENT ON FACULTY CITIZENSHIP

Our society holds universities in great respect as institutions that exist *to educate* citizens, *to foster* human creativity, and *to serve* the common good. The role of the faculty is inseparable from these three essential university functions. A university's faculty is the creative intellectual engine that makes the institution run. Faculty members are carefully selected for their ability and are given special protection to freely search for the truth and to teach the truth as they see it. The quality of the faculty is the strength of the university.

Iowa State is a land grant university. The fundamental premise of the land grant universities is that the state subsidizes the university and in return faculty members use their abilities to educate citizens of the state and provide benefits to society through their efforts in research, creative activity, extension, and professional practice. The faculty provides the intellectual force behind all of these university activities.

At ISU there are several responsibilities that faculty assume, either alone or in participation with the administration, that are essential for the institution to reach its goals and fulfill its mission:

Faculty exercise leadership in setting academic standards of excellence:

- In teaching and related scholarship
- In research and creative activity
- In extension and professional practice
- In professional conduct and ethics
- For promotion and tenure
- For post tenure review

Faculty exercise leadership in setting and maintaining academic policies with respect to:

- Teaching and curriculum
- Research and creative activities
- Extension and professional practice
- Professional conduct and ethics
- Promotion and tenure
- Post tenure review

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Faculty participate in identifying and addressing fundamental issues with respect to:

- Teaching and related scholarship
- Research and creative activities
- Extension and professional practice
- Professional conduct and ethics
- Promotion and tenure
- Post tenure review

Faculty participate in managing the institution through the practice of shared governance by:

- Helping administer departments, colleges, and the university
- Serving as administrators of departments, colleges, and the university
- Providing the institutional memory and spirit of the institution

As defined by the events that established it, the Faculty Senate acts on behalf of the general faculty and for the general welfare of the faculty and the university. The following proposed strategic plan for the Faculty Senate represents a statement of challenges to the Senate, and corresponding goals for the Senate to address over the next five years.

THE PREFERRED FUTURE

THE FACULTY SENATE IMAGE.

The Faculty Senate was created by the general faculty to represent it and to conduct its business. Through its administration of this visible and influential charge, the Senate must be constantly mindful that although its priority is representation of the faculty, in so doing, the Senate also represents itself to the university community and to the public beyond the university. The Senate will conduct its business with greatest benefit to faculty and the university in a manner that reflects the best of its conscientiousness and dignity. Consequently, it is the tenor of the Senate's conduct of its affairs and the thoughtfulness of its decisions and leadership that will merit positive perception and earn respect for its deliberations and the results of its efforts on behalf of the faculty and the university.

Effective, thoughtful performance will result in the Senate being viewed as a viable participant and influential member of the university community. It will also be accepted as an essential participant in all university wide ventures. Because it is our image that speaks on our behalf and may speak even louder than our voices, the Senate will conduct its business with greatest benefit to faculty and the university in the manner that reflects the best of its conscientiousness and dignity. While Senate leadership is particularly visible, Senators must be mindful that they contribute to the Senate image through their words and actions as well.

The Senate must proceed with caution regarding the extent to which it preoccupies itself with reactions to the initiatives of other members of the university community. Instead, the Senate must initiate its own dialogues on issues of concern to the general faculty. Rather than pursuing an apparent focus that appears to prioritize the desire for inclusion or equitable treatment, Senate-

initiated dialogue must be followed by strategic actions and supported through visible documentation.

The manner in which the Senate is seen by external constituents is no less important.

In the pursuit of points of common interest with the citizens of Iowa or while engaging in activities that confirm the vision of the Research I University in the eyes of the nation and the world, the responsibility for the way in which the faculty and university is viewed is confirmed by its representatives: the Faculty Senate.

HOW SHOULD THE SENATE OPERATE?

The Senate must pursue its agenda deliberately but in timely fashion. A thoughtful consideration of the issues before it, however, must not be confused with an over-attention to peripheral details, or a loss of focus through a preoccupation with personal agendas.

In order to realize its goals, procedures permitting optimum communication must be a priority in thought and in action within the Senate, between Senators and their constituents, between the Senate and the administration, and between Senate and relevant constituents. Dialogue must be the currency by which the Senate ultimately conducts its business and communication must be free to occur through direct, logical, and unencumbered channels.

Because the final fashioning and approval of policy occurs on the Senate floor, communication at monthly meetings must allow the Senate to operate as a deliberative, creative, representative, and effective decision-making body. Such an environment is liberating and necessary as the Senate considers its actions and drafts its policies. However, the need for the Senate to luxuriate in deliberation and creation must be balanced with the need to address time sensitive issues before the strategic moment is lost. The process by which the Senate conducts its business must be sufficiently flexible to allow thoughtful and timely address as issues require, but

must also be sufficiently consistent to allow the Senate to proceed with its very best judgement in conducting its business.

An imperative guide through all Senate actions must be the building and maintaining of collaborative relationships with the administration. It is only with the goodwill of the administration that the Senate is able to realize many of its goals.

There are also a number of process considerations that may facilitate monthly Senate meetings. These include implementation and use of electronic voting, agreement on a fixed time for debate of issues and other discussion, a more prevalent use of e-mail for disseminating information and other pro forma tasks. These and other means of facilitating meetings must include procedures to ensure that all agenda items will receive the attention they require.

A strength of the Senate lies in the scope of the issues it embraces: Senate initiatives enhance the quality of life of faculty and ultimately the general quality of life of all members of the university community. The Senate is well poised to speak for itself and take the lead in communicating with its constituencies. However, the Senate itself must realize the strength and power it possesses as have its constituencies already reached this realization. Only then will the Senate be willing and able to focus on and assume as its priority the broader vision that lies within its reach and truly assume its important role within that vision.

WHAT SHOULD BE THE SENATE PURVIEW?

The purview of the Faculty Senate is firmly contained within the comprehensive education mission of the university. This area includes all curricular issues and matters pertaining to implementation and oversight of promotion and tenure procedures. The Faculty Senate is obligated to provide counsel and leadership regarding these issues. The Faculty Senate represents collective faculty interests in these areas to the university administration and articulates these interests to all concerned parties.

Strategically, the Faculty Senate is the body that will defend academic freedom and academic integrity. It is the body that frames initiatives in the university's agenda and strategic plan. The Faculty Senate will proceed strategically and actively in shaping the future definition of a Research I university. It will seek to build and articulate a collective vision driven by its actions and the actions of its constituents. In so doing,

The Faculty Senate will perpetuate and protect the process of shared governance as part of the checks and balances of the university organization.

Tactically the Faculty Senate will engage in specific actions that support the university missions of learning and research by both students and faculty. In the short term, the Faculty Senate will provide oversight to the implementation and monitoring of the promotion and tenure document and the post tenure review policy. It will engage in planning and prioritizing in an effort to identify what faculty do and reinforce those productive behaviors. The Faculty Senate will lead when issues, problems, and opportunities arise in the following or related areas: academics, curriculum, academic standards, the nature of teaching, the nature of education, who teaches, the design of educational facilities, faculty grievances, and promotion and tenure. The Faculty Senate will articulate criteria for scholarship and in so doing, retain control and ownership of the evaluation of scholarship.

STRATEGIC PLANNING GOALS

To meet the aspirations presented in the preferred future of the ISU Faculty Senate, these five initiative areas are proposed:

- 1) **LEARNING:** The desired result is faculty ownership of issues and initiatives related to student learning on campus.
- 2) **PROMOTION AND TENURE:** The desire is to create a campus culture in alignment with the current promotion and tenure policy.
- 3) **COMMUNICATION:** To improve communication between Faculty Senate and general faculty; To improve communication between Faculty Senate and administration; To improve communication between Faculty Senate and the public.
- 4) **RELATIONSHIPS WITH ADMINISTRATION AND OTHER GROUPS:** To develop effective communication channels between administration and faculty at three levels:
a) strategic communication; b) planned periodic communication, and c) personal communication; and to improve relationships, trust, and cooperation among administrative and other groups who interact with the Faculty Senate.
- 5) **STREAMLINING FACULTY SENATE PROCESSES:** The desired result is to reach appropriate, implementable decisions.

INITIATIVE AREA ONE:

LEARNING

Educating students is a primary component of the mission of Iowa State University. The university's faculty are the driving force in fulfilling this component of the mission, which has traditionally been conceptualized as the institution's teaching function.

However, recent advances in understanding how people learn have sparked a national dialogue about the importance of conceptualizing institutional missions in terms of student learning rather than teaching. This dialogue addresses issues related to both institutional and classroom practices, and it embraces the exploration of constructs such as the scholarship of teaching.

It is important that the Faculty Senate take the leadership at ISU in educating faculty about the national dialogue related to learning and teaching. This allows the ISU faculty to effectively fulfill its legislative authority in matters related to student learning.

In order to accomplish this, Initiative Area One, Learning, proposes these goals:

- 1) Educate faculty about the national dialogue related to teaching and learning;
- 2) Bring ISU to the forefront of national developments concerning undergraduate and graduate teaching/learning, fulfilling the university's mission in these areas;
- 3) Establish a better understanding within the ISU community of the implications of the new promotion and tenure document for hiring and mentoring new faculty.

Initiative Area

1. Learning

Desired Results

Faculty ownership of issues and initiatives related to student learning on campus

Goal Statement and #

1.1. Educate faculty about the national dialogue related to teaching and learning

ACTION PLAN

#	By When	Item/Step	By Whom	Needed Resources
1.1.1	Spring 2001	Identify and procure speakers with national reputation concerning learning.	Faculty Senate Committee on Professional Development	Money for honorariums
1.1.2	Spring 2001	Identify key FS members to attend national and regional conferences concerning teaching and learning.	Executive Board	Money for certain travel/registration expense
1.1.3	Spring 2002	Organize seminars to discuss and share new teaching/learning concepts.	FDAR Council	Incentives
1.1.4	Spring 2002	Address issues concerning the education of graduate students in their preparation for teaching.	FS Comm on Curriculum and Graduate Council	Faculty time CTE and Grad Council
1.1.5	Fall 2002	Organize focus groups to discuss key issues in the area of teaching/learning and make policy recommendations.	FDAR Council	Faculty time

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Initiative Area

1. Learning

Desired Results

Faculty ownership of issues and initiatives related to student learning on campus

Goal Statement and #

1.2. Bring ISU to the forefront of national developments concerning undergraduate and graduate teaching/learning, fulfilling the University's mission in these areas

ACTION PLAN

#	By When	Item/Step	By Whom	Needed Resources
1.2.1	Fall 2002	Review and synthesize what has been learned from the undergraduate teaching initiatives at ISU [e.g., the Center for Teaching Excellence, the Task Forces for improving undergraduate teaching, the appropriate Grinnell Conferences, and Project Learn] and make recommendations.	Ad hoc FS Committee Responsible to Academic Affairs Council	Faculty time Access to appropriate documents
1.2.2	Fall 2002	Review progress made on Student Outcomes Assessment since the policy was adopted by the Faculty Senate in 1991 and make recommendations, if necessary, for changes.	Academic Standards and Admissions Committee or Curriculum Committee	Faculty time
1.2.3	Fall 2002	Monitor the progress of the Center for Teaching Excellence and make recommendations, if necessary, for improvements.	Academic Affairs Council	Faculty time CTE cooperation

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Initiative Area

1. Learning

Desired Results

Faculty ownership of issues and initiatives related to student learning on campus

Goal Statement and #

1.3. Establish a better understanding within the ISU community of the implications of the new promotion and tenure document for hiring and mentoring new faculty

ACTION PLAN

#	By When	Item/Step	By Whom	Needed Resources
1.3.1	Spring 2001	Identify the implications for teaching/learning in the P&T document as they apply to hiring new faculty and make recommendations.	FDAR Council	Faculty time
1.3.2	Spring 2001	Identify the implications for teaching/learning in the P&T document as they apply to mentoring new faculty and make recommendations.	FDAR Council	Faculty time

INITIATIVE AREA TWO:

PROMOTION AND TENURE

Promotion and tenure is one of the central processes through which the university fulfills its mission. For the promotion and tenure process to work, the faculty and administration must develop, enact, and sustain a common understanding of the philosophy and tenets of the promotion and tenure policy.

The new promotion and tenure document presents a fundamental change from previous policies due to its focus on comprehensive and inclusive measures of scholarship versus singular excellence in a specific area. The new criteria, to become effectively operational will require cultural changes at all levels of the university.

It is important that the Faculty Senate take leadership in developing a campus wide understanding of the basis for promotion and tenure in the current policy, including understanding of new constructs like the scholarship of teaching. The Faculty Senate should influence the process at all levels: faculty, promotion and tenure committees, DEOs, deans, and provost office.

The elements of the promotion and tenure process, beginning with the release of position advertisements and continuing with the development of position responsibility statements, and promotion and tenure review, should work synergistically, all incorporating the spirit of the promotion and tenure document. Each element should serve the needs of the institution, as well as the career development of faculty.

Pursuing this approach will enhance the development of a campus culture that is in alignment with the policy. To that end, Initiative Area Two, Promotion and Tenure, proposes these goals:

- 1) Influence the implementation of the new promotion and tenure process at all levels:

faculty, promotion and tenure committees, DEOs, Deans, Provost Office;

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- 2) Develop a campus wide understanding of the basis for promotion and tenure in the current policy.

Initiative Area

2. Promotion and Tenure

Desired Results

A campus culture in alignment with the current Promotion and Tenure Policy

Goal Statement and #

- 2.1. Influence the implementation of the new promotion and tenure process at all levels: faculty, promotion and tenure committees, DEOs, Deans, Provost Office**

ACTION PLAN

#	By When	Item/Step	By Whom	Needed Resources
2.1.1	Spring 2000	Feedback on evaluation of P&T dossier to understand interpretation of new standards at Provost level	Provost and Executive Board	Criteria for feedback
2.1.2	Spring 2000/ Summer 2000	Establish a framework for administration and Faculty Senate to work together to develop a statement of publicly shared criteria for review of dossiers/portfolios to be consistently applied at all levels	FS President Ad Hoc P&T Com	Cooperation from the Provost's Office + Dean & DEO Councils
2.1.3	Summer 2000	Solicit feedback from college & departmental P&T coms on how new document worked	Ad Hoc P&T Com	Survey
2.1.4	Summer 2000 Annually thereafter	Develop an annual report about assessing the process is working at any given point in time.	Ad Hoc P&T Com	
2.1.5	Fall 2000	Arrange for Faculty Senate representatives to participate in Provost Office review in order to better understand how the new standards are being interpreted.	Ad Hoc P&T Committee (Provost and reps of Provost Office)	Cooperation from the Provost's Office Criteria for membership of ad hoc P&T Committee

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Initiative Area

2. Promotion and Tenure

Desired Results

A campus culture in alignment with the current Promotion and Tenure Policy

Goal Statement and #

2.2. Develop a campus wide understanding of the basis for promotion and tenure in the current policy

ACTION PLAN

#	By When	Item/Step	By Whom	Needed Resources
2.2.1	Begin Immediately	Encourage the Provost to work with the Faculty Senate in instilling a culture of working with this document	FS President & Executive Board	
2.2.2	Fall 2000	Hold forums to achieve consensual understanding of the policy on specific components	Ad Hoc P&T Com	
2.2.3	Continuous beginning Fall 2000	Respond to issues and feedback arising from forum	Ad hoc P&T Committee	
2.2.4	Fall 2000	Invite national speakers to discuss issues like the scholarship of teaching	Ad Hoc P&T Com	Budget

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INITIATIVE AREA THREE:

COMMUNICATION

Effective communication between Faculty Senate representatives and the faculty, between Faculty Senate and administrators and between Faculty Senate and the public is necessary for encouraging discussion that result in timely decisions about issues of concern to Iowa State University. The plan established for these interactions must be flexible, rapid, and allow the Senate to influence and be influenced by all discussion participants.

When in the process of gathering data to be used in decisionmaking, the Senate must seek out informed sources that will contribute to the quality of Senate deliberation. Views of the administration, the Board of Regents, other relevant members of the university community and, when appropriate, public viewpoints must be sought.

In similar vein, internal deliberations must also encourage contributions by the various bodies represented within the Senate. Senate discussion must support and reflect an open exchange of ideas in which the various constituents represented on the Senate are allowed their voices and in which diversity of viewpoints regarding issues is thoughtfully considered.

Despite its efforts to consider the range of information and ideas necessary to informed decisionmaking, the Senate must also retain the ability to be flexible in the face of time-sensitive material.

Toward these ends, dialogue must occur freely, directly, and logically; existing channels must be regularly utilized to ensure the free-flow of ideas. Where none exists, avenues must be constructed to encourage thoughtful and creative discussion.

Initiative Area Three, Communication, offers these specific goals:

- 1) Form a standing Faculty Senate communication committee;

- 2) Improve the speed and efficiency of Faculty Senate communication;
- 3) Improve general communication between Faculty Senate and faculty;
- 4) Cultivate a relationship between Faculty Senate and key university administrators by developing an articulation process;
- 5) Increase awareness of Faculty Senate achievements to improve public relations.

Initiative Area

3. Communication

Desired Results

Improve communication between Faculty Senate and Faculty
Improve communication between Faculty Senate and Administration
Improve communication between Faculty Senate and Public

Goal Statement and #

3.1 Form a Standing Faculty Senate Communication Committee(FSCC)

ACTION PLAN

#	By When	Item/Step	By Whom	Needed Resources
3.1.1	Spring 2001	Develop Responsibilities Statement for FSCC Editorial Responsibilities Distribution/Logistic Responsibilities	Governance Council	
3.1.2	Spring 2001	Determine Committee Make- up and Responsibilities (i.e., Faculty/Staff)	Governance Council	
3.1.3	Fall 2001	Appoint Faculty/Hire Staff	FS President	Research Assistance

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Initiative Area

3. Communication

Desired Results

Improve communication between Faculty Senate and Faculty
Improve communication between Faculty Senate and Administration
Improve communication between Faculty Senate and Public

Goal Statement and #

3.2. Improve the speed and efficiency of Faculty Senate communication

ACTION PLAN

#	By When	Item/Step	By Whom	Needed Resource
3.2.1	Current	For email/Homepage: Present issues succinctly Present kernel of idea not less than monthly	FS Secretary	FS Senators/FS Secretary
3.2.2	Current	For periodic notification of FS Senators on developments and issues send only "headlines" of items with "hotlinks" to details and documentation not less than monthly	FS Secretary	FS Senators/ FS Secretary
3.2.3	Spring 2002	Assess and address current issues and issues related to e-mail dissemination; e.g. effectiveness of e-mail as disseminator of information	Webmaster and President	Email coordinating University staff cooperation
3.2.4	Spring 2002	Assess and address web; e.g. effectiveness of web as disseminator of information	Webmaster	FS Webmaster Time

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Initiative Area

3. Communication

Desired Results

Improve communication between Faculty Senate and Faculty
Improve communication between Faculty Senate and Administration
Improve communication between Faculty Senate and Public

Goal Statement and #

3.3. Improve General Communication between Faculty Senate & Faculty

ACTION PLAN

#	By When	Item/Step	By Whom	Needed Resource
3.3.1	Current	Remind DEOs to reserve time during departmental meetings for FS update	FS President	Memo
3.3.2	Current	Encourage Senators to request constituents' responses to questions via email - increase involvement & awareness	FS President	
3.3.3	Spring 2000	Provide Senators with template to summarize key FS events to constituents in succinct & timely manner	FSAHCC	Template
3.3.4	Fall 2000	Senators develop emergency only notification system to their constituents to ensure attention for critical items	FSAHCC	Template
3.3.5	Fall 2000	Begin periodic publicized Executive Board meetings in locations relevant to faculty	FS President	Advertising
3.3.6	Spring 2001	Initiate faculty wide polls and surveys via email/Homepage to increase general faculty involvement	FSCC	General Faculty cooperation
		Use Web to notify, survey & solicit opinion	Webmaster	
		Conduct annual "How are We Doing?" survey of faculty concerning FS activities		
		Explore Senate Elections via Web/Email		

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Initiative Area

3. Communication

Desired Results

Improve communication between Faculty Senate and Faculty
Improve communication between Faculty Senate and Administration
Improve communication between Faculty Senate and Public

Goal Statement and #

3.4. Cultivate a Relationship Between Faculty Senate and Key University Administrators by Developing an Articulation Process

ACTION PLAN

#	By When	Item/Step	By Whom	Needed Resources
3.4.1	Summer 2000	Meeting between FS reps (Council Chairs, FS Committee Chairs and FS Executives) and key Admin Personnel Determine problems with current communication channels and ways to improve	FS Council Chairs, FS Committee Chairs and FS Executives	Admin cooperation
3.4.2	Summer 2000	Review current meeting structure between FS/FS Committees and key Admin Personnel	Executive Board Key Admin Personnel	Admin cooperation
3.4.3	Fall 2000	Begin periodic formal, publicized Executive meetings in locations relevant to administrators	FS Executive Board	FS Leadership / Space availability

Initiative Area

3. Communication

Desired Results

Improve communication between Faculty Senate and Faculty
Improve communication between Faculty Senate and Administration
Improve communication between Faculty Senate and Public

Goal Statement and #

3.5. Increase awareness of Faculty Senate Achievements/ Improve Public Relations

ACTION PLAN

#	By When	Item/Step	By Whom	Needed Resources
3.5.1	Current	Use email to notify general faculty of FS accomplishments/initiated changes not less than monthly	FS Ad Hoc Communications Committee (FSAHCC)	FS Secretary
3.5.2	Summer 2000	Add a Faculty Senate news item to ISU Homepage Updated regularly	Webmaster	Email coordinating University staff (Webmaster) cooperation
3.5.3	Summer/Fall 2000	Assess and improve visibility of FS Homepage by correcting problems/enhancing benefits identified in 6 to encourage readership	Webmaster	Survey
3.5.4	Fall 2001	"Hot line" between FS & selected journalists both external & internal	FS President	FS President time
3.5.5	Fall 2001	Define feasible options for communication with /legislature & key political resources (e.g., invitations to FS meetings)	<ul style="list-style-type: none">• FSCC• Key Admin Personnel• Director of Gov't Relations• Lobbyist	

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INITIATIVE AREA FOUR:

RELATIONSHIPS WITH THE ADMINISTRATION AND OTHER GROUPS

By itself, the Faculty Senate has the prerogative to initiate and revise legislation in certain areas of university activities. What the Senate wills can be achieved more effectively if there is regular sustained, and mutual communication on issues that come before the Senate with key constituencies.

Sustaining effective channels of communication flowing through the Senate requires continued commitment to informing its constituents of its agenda, actions, and openness to new initiatives. Effective communication must also be maintained with other groups both internal and external, that may support Senate efforts and that may act as collegial decision makers.

To achieve the end of more effective faculty governance, communication must be enriched in three areas: 1) strategic communication with the entire university community through print and electronic media; 2) a more visible voting or observer role by Faculty Senate representatives or administrative councils, and 3) interpersonal linkages with administrators, Regents, and other policymakers, to enhance open communication and to build common understanding and respect.

Initiative Area Four, Relationships with Administration and Other Groups, proposes these goals:

- 1) Develop an effective communication system to facilitate university community information, understanding, and trust;
- 2) Encourage and enhance value, respect, and process in decision making.

Initiative Area

4. Relationships/Administration & Other Groups

Desired Results

Develop effective communication channels between administration and faculty at three levels:

- 1) Strategic communication, 2) planned periodic communication, and 3) personal communication.

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Improve relationships, trust, and cooperation among administrative and other groups who interact with the Faculty Senate.

Goal Statement and #

4.1. Develop an effective communication system to facilitate university community information, understanding and trust.

ACTION PLAN				
#	By When	Item/Step	By Whom	Needed Resources
4.1.1	Current	<p>Personal Communication: Continue open communication and meetings to build common understanding and respect.</p> <p>Continue breakfast meetings with the president and expand to provost.</p> <p>Improve Senate Leadership/ Deans dinner meeting by facilitating interactions and discussion items.</p> <p>Improve Senate/DEO Cabinet relations with regular meetings.</p> <p>Explore other meaningful opportunities for personal interaction and sharing of ideas.</p>	<p>FS leadership and Administration</p> <p>President, Provost</p> <p>Deans' Council</p> <p>DEO Cabinet</p>	<p>Commitment</p> <p>Time for dialogue</p>
4.1.2	Fall 2000	<p>Strategic Communication: Develop a plan for effective strategic communication on key issues prior to public release.</p> <p>Explore judicious use of e-mail for direct communication to university community.</p> <p>Use a system of strategic pre-press releases for internal university communication.</p>	<p>FS President and Executive Board</p>	<p>Commitment and time of both parties.</p> <p>Technology application</p> <p>Staff</p> <p>News Bureau</p> <p>Staff</p>
4.1.3	Fall 2000	<p>Planned Periodic Communication: Seek more effective communication by Senate representation on administrative councils.</p> <p>Appoint Faculty Senate representative to Provost/Deans Group.</p> <p>Appoint Faculty Senate representative to President's Executive Committee.</p>	<p>FS President and University Administrative Leaders</p>	<p>Commitment and time of both parties.</p> <p>Approval of Provost</p> <p>Approval of President</p>

Initiative Area

4. Relationships/Administration & Other Groups

Desired Results

Develop effective communication channels between administration and faculty at three levels:
1)strategic communication, 2)planned periodic communication, and 3)personal communication
Improve relationships, trust, and cooperation among administrative and other groups who interact with
Faculty Senate.

Goal Statement and #

4.2. Encourage & Enhance Value/Respect/Process in Decision Making.

#	By When	Item/Step	ACTION PLAN	
			By Whom	Needed Resources
4.2.1	Current	When final authority makes decisions, communicate rationale to ISU partners before release to the public media.	FS President, university officials head of university relations	E-mail or phone; for example, a general e-mail alert from key administrative officials before the article is read in the evening paper fosters community respect and trust
4.2.2	Begin Summer 2000	Establish a written and public plan of the process of decision making at ISU. Outline specifically who makes decisions on given issues and the input sought in the process.	Governance Council and Key Administrators	Committee structure, time, and willingness to cooperate; secretarial support
4.2.3	January 2001	Expedite timeliness of decisions made by Faculty Senate so faculty can be involved in issues with short deadlines.	FS President and faculty	Maximize electronic communication on key issues

INITIATIVE AREA FIVE:

STREAMLINING FACULTY SENATE PROCESSES

Efficient operation of the Faculty Senate is necessary in order for the Senate to achieve its operational goals. Organizing the Faculty Senate into a more efficient decision-making body is one of the first steps toward that goal attainment. These organizing efforts orient to three initiatives: 1) clear understanding of roles; 2) effective use of communication technology; 3) fast, thorough consideration of special issues.

The Faculty Senate fits within the larger framework of university administration. To support efficiency in action, it is crucial that all participants operate within the purview of their roles and agree upon areas of joint responsibility.

It is important that the Faculty Senate be structured to move quickly on pressing issues. Providing the means by which issues with broad support can be quickly dispatched clears time and resources for deliberation of time-sensitive issues

The Faculty Senate should avail itself of the use of communication technology to increase the penetration of information into the body of the faculty, and to encourage more timely, complete, and representative voting and feedback.

Initiative Area Five: Streamlining Faculty Senate Processes, proposes two goals to meet these ends:

- 1) Organize the Senate into a more efficient decision making body;
- 2) Organize the Senate into a more effective decision making body.

Initiative Area

5. Streamline Faculty Senate Processes

Desired Results

Appropriate, implementible decisions.

Goal Statement and #

5.1. Organize the Senate into a more efficient decision making body..

#	By When	Item/Step	ACTION PLAN	
			By Whom	Needed Resources
5.1.1	Current	Use ad hoc committees appointed by Faculty Senate President that would report directly to Executive Board for quick-turn-around on selected issues.	FS President	
5.1.2	Current	Use electronic communication between Executive Board and Faculty Senate President for assessment of issues.	FS President	
5.1.3	Fall 2000	Use consent agendas for faculty senate, executive board, and council meetings.	FS President and council chairs	
5.1.4	Fall 2000	Clarify role of Executive Board in relation to Faculty Senate and Administration.	Ad Hoc committee	
5.1.5	Fall 2000	Use electronic communication for preliminary discussion of issues.	President, council chairs	
5.1.6	Spring 2001	Encourage faculty to use electronic methods for communication and voting.	Ad Hoc committee	Training on use of computer applications

Initiative Area

5. Streamline Faculty Senate Processes

Desired Results

Appropriate, implementible decisions

Goal Statement and #

5.2. Organize the Senate into a more effective decision making body..

#	By When	Item/Step	ACTION PLAN	
			By Whom	Needed Resources
5.2.1	Summer 2000 Annually thereafter	Set priorities on a few key issues that are faculty concerns/responsibilities to focus efforts toward productive results.	FS President, executive board, councils	Strategic Plan
5.2.2	Summer 2000 Annually thereafter	Develop a systematic process for review and revision of proposed policies among councils, committees, faculty, and administration.	FS President, executive board, councils	Time
5.2.3	Summer 2000	Develop internal coalitions to present a common front to Administration and Board of Regents on appropriate issues.	FS President, executive board, councils	Time
5.2.4	Summer 2000	Develop coalitions with other faculty senates for common front with Administration and Board of Regents on selected issues.	FS President, executive board, councils	Travel expense; electronic communication