

Faculty Organization Minutes  
February 20, 2015  
1:00-3:00  
Hawthorn Hall 107

1. Call to Order – meeting called to order at 1pm.
2. Approval of Minutes of January 16, 2015 – minutes were approved without amendments.
3. President’s Report
  - a. Congratulations to Professor Bhaskara Kopparty, Ph.D., Professors Kristin Huysken, Ph.D., Dan Kelly, Ph.D., Vesna Kilibarda, Ph.D., and Michael LaPointe, Ph.D.,- \$618,000 to provide scholarships and academic support to local students interested in studying science, math or technology at IU Northwest. This is the largest grant among regional campuses.
  - b. EVC Applegate will be meeting with Exec Com on Monday afternoon. Chancellor’s evaluation should be moving forward soon.
  - c. RFC will take up two action items including the proposed amendment to the Teaching Awards (See Attachment 1)
    - i. Discussion – Part A is not relevant here as it is already commonly understood that one teaching award will not be interpreted as excellence in Teaching.
    - ii. Discussion – Part B would double the waiting period that we have currently implemented at this campus.
    - iii. Chuck will argue against this amendment at the RFC meeting.
  - d. EVCAA Search is going well. Interviews beginning soon. Some good candidates.
  - e. Exec Com had a very good discussion with Chancellor Lowe at the last meeting. Thanks to the Chancellor for his candor and time. Topics discussed included the advising surveys, the first year experience program, the faculty org committee structure, and the VC for Administration search.
    - i. VC for Administration will be replaced with a Director per Bloomington directive.
    - ii. First Year Experience – why the rush? Has there been enough faculty input?
    - iii. Faculty Org Committee Structure – it’s impossible to change the committee structure without a constitutional amendment.
4. Vice Chancellors’ Reports
  - a. Second the congrats
  - b. Head Count is 5122. Degree seeking students 4180 (a 9.1% drop). All campuses are experiencing decline, but we have been hit the hardest. Online enrollment is over 1800 students (up 26%, credit hours up 36%). 5 new hybrid degree options (50% or more of the courses are online) have been proposed on this campus. “We simply can’t add online courses quickly enough to keep up with demand.”
  - c. New staff member has been added to address the online course registration systems that have been a difficulty this year.
  - d. Four year graduation rate is 9-10%, which is ok compared the other regional campuses; 6 year graduation rate jumped from 25% to 29% which is a sizable improvement.
  - e. Almost 700 students have already registered for the fall. Registration for Spring 16 will be available soon. This is a big improvement for student planning and retention.
  - f. Advising Point of Service surveys – There was communication through faculty organization. Another example are the senior graduation surveys. The intent of the survey is to identify the needs of students and to support advisors. There is no intention

to include the results of the surveys in P&T. Units may decide how to use this information in the future.

- i. Faculty Question – will the Summer schedule be available with the Fall in the future? Yes. It was intentional to wait this year because of the change in the calendar, but future summer’s will be available with Fall.
  - ii. Faculty Question – Do we have Purdue Calumet enrollment stats? No. The details are not always accurate in public press releases.
  - iii. Faculty Question – What is the percentage of traditional students (right out of High School)? 1200 admissions, about 600 were first-time-full-time. The “15 to finish” initiative does not work for our students in many cases. On the other hand the bonus from the state for each student that graduates in four years is \$30,000, which is very sizable. So it’s not that we should try to force students, but if we can encourage them the impact is large.
  - iv. Faculty Question – Are other campuses moving to year-round scheduling? Although everyone agrees that it’s a good idea. We are the first. IU Southeast is very close to implementing this as well.
  - v. Faculty Question – Canceling under-enrolled courses stands in conflict with the move to a year round schedule. We need to keep our promises to students that classes will be offered when we promise them.
    1. One thing that also conflicts with this model is IU Course Connect. Some courses that we have traditionally offered every other year are offered online from other campuses. The Deans need to make careful decisions about what to cancel.
5. Behavioral Consultation Team – Barbara Dahl, Director of Counseling Services
- a. BCT team is the group that addresses disruptive behavior on campus and in the classroom. Started in 2010, based on IUPUI model. Any member of the BCT team can come present in your department or staff meetings.
  - b. Refer any troubling behavior to this team.
  - c. Call campus PD in emergency.
  - d. Team takes up each reported case and directs student to counseling or other resources, or to the VC for discipline.
  - e. We are not a disciplinary body. We never see the student. We discuss and act on the information that we are given.
  - f. Counseling Office can come to your classroom to present information to your classes.
6. Chancellor’s Report
- a. Michele Alexander event in connection with One Book was very successful. 1000 on campus and 100s at other campuses were able to take part. Thank you to all who participated.
  - b. Congratulations to THREE University Award Winners
    - i. Dee Dee Ige Campbell – IU W. George Pinnell Award for Outstanding Service
    - ii. Subir Bandyopadhyay – Frederick Bachman Lieber Award for Distinguished Teaching
    - iii. Zorin Kilibarda – IU President’s Award for Distinguished Teaching
    - iv. It is a tremendous accomplishment for each one of these individuals, and for our campus at large.
  - c. Congrats to Margaret Skurka, this year’s IU Northwest Chancellor’s Professor
  - d. IU Strategic Plan is currently being customized to our campus. You will see a draft next month.

- e. Faculty Question – Could you elaborate on the state of VC for Administration search? HR mandated that the search be re-started. There will be an announcement next week about the new plan.
7. Tech Tips – “Videoconferencing: Pexip and Eagle Eye” – Aaron Pigors, Director of Media Instructional Services
- a. New 2-3 video bridges are available for departments or individuals. They make it very easy to videoconference off campus. Works only on Google Chrome Browser.
    - i. Just Go to Bridge.iu.edu and enter your pin
  - b. Eagle Eye is a unit in HH105 that allows the camera to focus in on a speaker in some part of the room. It uses voice and facial recognition to do so.
  - c. Faculty Question – how do you get a pin? Go to collaboration.iu.edu or contact IT for help.
  - d. Faculty Question – what does someone from outside do to connect? Go to the same site, but sign in as guest with your number.
  - e. Is it free? Yes.
  - f. Is it better than Polycom? It integrates with Polycom and many other similar services.
  - g. Can you record? Not within Pixip, but possibly with Echo 360 at the same time.
8. Assessment Visit - Barbara Walvoord (2:30-3:00)
- a. Assessment is part of a wide powerful national movement which has both opportunities and dangers. We cannot not do assessment of student learning, but we can do it in a way that is sensible, that serves our own students and campus, and that is still acceptable to the accreditors.
  - b. There are ways to simplify the system. How can assessment be integrated into processes that are already in place without adding a layer of meaningless bureaucracy.
  - c. Assessment is something that we have always done. It is a natural, scholarly act.
  - d. We need to avoid getting bound up in forms and data. The key is to focus on ACTION resulting from data analysis. This is also recognized by Higher Education Commission. “The end of assessment is action.”
  - e. See Attachment 2 for additional notes.
9. Old Business
10. New Business
- a. Motion – The Constitution Committee should bring forward an amendment to adjust the minimum number of votes required for a Constitutional Amendment. The committee should move with some haste to have a proposal by the March Fac Org Meeting.
11. Adjournment at 2:53pm

Attachment 1:

1. TTA: I chaired a Task Force last year that reviewed the TTA. As a result, we (with the ALC's agreement) are asking the UFC to resolve 2 things: (a) a clarifying statement for P&T purposes, and (b) a 2-year waiting period to be eligible again.
  - (a) "The Trustees Teaching Award (TTA) honors outstanding teaching during the previous academic year. Awardees and review committees (e.g., P&T committees) should not construe that a TTA is sufficient evidence of sustained teaching excellence. Rather, a TTA represents one piece of evidence to include in the teaching section of a P&T or promotion dossier."
  - (b) "To induce broader participation, we ask that the UFC resolve that a waiting period of 2 years before awardees are again eligible."

## **Workshop for IUN Faculty Organization**

Barbara Walvoord, Feb. 20, 2015

### **Definition**

Assessment of student learning is the systematic gathering of information about student learning and the factors that affect learning, undertaken with the resources, time, and expertise available, for the purpose of improving the learning.

### **The Basic Steps of Assessment**

1. **Goals:** Articulate learning outcomes/goals/objective. “When students complete this [course, major, gen-ed program] we want them to be able to...”
2. **Information:** Gather information about how well students are achieving the goals and why
3. **Action:** Use the information for improvement

### **The End of Assessment is Action**

**The purpose of assessment is informed decision-making, including the use of information about student learning.**

### **What does the Higher Learning Commission of the NCA Require?**

1. *The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.*
2. *The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.*
3. *The institution uses the information gained from assessment to improve student learning.*
4. *The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.*  
(Criterion 4B, from The New Criteria for Accreditation, 2012. [www.ncahlc.org](http://www.ncahlc.org).)

### **HLC Feedback to IUN, 2014:**

- Need an overall system of assessment. (throughout)
- Need a strong link between the data collected, the interpretation, and the action. Explain how data are fed into decision-making (pp. 7-9)
- Explain how assessment processes were designed and approved (p. 13)
- Explore more fully the factors that contribute to student difficulties on national benchmark tests (p. 14)
- Fully utilize WEAVEonline (p. 13)
- Align student services to student learning and general education (p. 10)

## The Basic, No-Frills Department/Program Assessment Plan

1. **Learning goals** (at the end of the program, students will be able to...)
2. **Two measures:**
  - a. One direct measure (direct means student performance is directly evaluated, as in tests, exams, projects, interactions with clients, etc.)
    - i. Review of end-point senior work by faculty
    - ii. If students take a licensure or certification exam, this will be added as a second direct measure
  - b. One indirect measure (indirect means an intervening step, such as asking students what they thought they learned, or tracking their career or their acceptance into further education)
    - i. My preference: student surveys, interviews, and/or focus groups asking three questions:
      1. How well did you achieve each of the following departmental learning goals [use scale such as “extremely well, very well, adequately well, not very well, not at all”]  
[list each department goal, with scoring scale for each]
      2. What aspects of your education in this department helped you with your learning, and why were they helpful?
      3. What might the department do differently that would help you learn more effectively, and why would these actions help?
    - ii. Second choice: Alumni surveys
    - iii. In some fields, job placement rates will be important
3. **Annual meeting** to discuss data and identify action items.
  - a. Set aside at least 2 hours to discuss ONE of your degree programs.
  - b. Put the annual meeting in place NOW, without waiting for the perfect data.
  - c. At the meeting, consider whatever data you have about learning, no matter how incomplete or inadequate.
  - d. Outcomes of the meeting:
    - i. ONE action item to improve student learning, with a timeline and assignment of responsibility
    - ii. ONE action item to improve the quality of data, if needed, with a timeline and assignment of responsibility
  - e. Keep minutes of the meeting
    - i. To serve as your own record and reminder
    - ii. To document for accreditors that assessment is taking place

## Appendix A: Sample Departmental Report for Political Science Majors

### Goals for Learning

1. Analyze political situations using the tools of the discipline
2. Conduct research into political issues using the methodology of the discipline
3. Be inclined to be politically concerned, engaged, and active, as a citizen and/or a professional
4. Communicate effectively orally and in writing
5. Follow ethical principles of the discipline

### Measures and Use of Information

Measure	Goals	How Information is Used
In senior courses students are asked to conduct research projects. These are evaluated by the instructor(s) of senior courses, using specific criteria, to identify strengths and weaknesses of students as a group.	1, 2, 3	At annual departmental assessment meeting, faculty report student strengths and weaknesses on senior research projects. Based on this evidence, faculty identify action items.
Annually, in senior courses, a questionnaire is administered to students, asking them how well they believe they have achieved each learning goal, what aspects of the program most helped them, and what suggestions they have for improvement.	1,2,3	Results are presented at annual assessment meeting, as above.

### Examples of Changes Based on Assessment

- At last year’s annual assessment meeting, faculty identified a problem with students’ ability to frame a question for inquiry in the discipline, as they began their senior research projects. A committee examined the curriculum to see where these skills were being taught, practiced, and receiving feedback. As a result, the curriculum for 120, 301, and 335 has been changed to add more instruction, practice, and feedback on framing questions for inquiry. As the new cohorts of students come through, faculty will observe whether they are better able to frame questions.

## Suggestions for Change in the Assessment Process

None are anticipated at the moment.

### An Assessment System

