

Faculty Organization Minutes  
October 16, 2015  
1:00-3:00  
Hawthorn Hall 107

1. Call to Order – 1:01pm
2. Approval of Minutes of September 18, 2015 – minutes are approved without amendment
3. President’s Report
  - a. Please complete the Chancellor’s Review Survey
  - b. Congratulations to Crystal Shannon for her election as At Large Rep to the Exec Com.
  - c. Congratulations to Associate Professor Surekha Rao, School of Business and Economics as the winner of the J. Carl Metz Award for Distinguished Service to the Indiana Academy of the Social Sciences (IASS).
  - d. UFC Meeting Nov 7 – Gallmeier will attend and report.
  - e. Sexual Assault in the IU community was the topic of Gallmeier’s report to the Board of Trustees on October 9.
    - i. Gallmeier shared his classroom techniques with regards to the processes of sexual socialization. (See Attachment 1)
4. Chancellor’s Report
  - a. IU Online discussion with other Chancellors of Regional Campuses
    - i. The current situation has caused some financial unrest across the IU system.
    - ii. In addition the system has caused some academic planning issues.
    - iii. There is real traction on the “competitive character” of the IU Course Connect as well as the opportunity to manage the system with the best interest of students.
    - iv. By Fall 2016 IU Course Connect will be very different and potentially will be smaller and more focused. EVCAAs across all campuses will be meeting soon to negotiate these issues
    - v. Commission For Higher Education – future online degree offerings will be offered collaboratively across campuses. (Our own existing programs are grandfathered.) This will mean slow development of new programs going forward.
    - vi. There is a desire to compete within a five-state radius for online student.
    - vii. Hybrid degrees are often just as attractive to our students and still send the message of flexibility to perspective students.
  - b. New Global and International Studies Building on Bloomington campus has recently opened.
    - i. This new building shares a number of features with our new building.
      1. Faculty offices and meetings rooms are quite nice.
      2. Arts facilities and theatre will be very unique of course.
    - ii. Our own building is now visible – reports are that we are on schedule. Spring 2017 move in, Fall 2017 students in the building.
  - c. Philanthropy Week
    - i. Tremendous support among students and alumni
    - ii. Please be aware that some sources of corporate and foundation support are interested in the percentage of faculty/staff who participate in giving.
    - iii. Students need and appreciate the scholarship support.
  - d. Faculty Question – who has responsibility for IU Course Connect?

- i. EVPAA John Applegate (President McRobbie initiated the project)
  - e. Faculty Question – Do the degree programs that IU East is currently offering preclude future degree programs that we may create and offer in the future.
    - i. I don't think so. Shared program processes are being developed. Each campus can always choose to opt out.
    - ii. Faculty Comment – In Business, if a collaborative online degree goes through, IU East must give up its current degree program.
  - f. Faculty Comment – With the Informatics degree, the biggest problem is the idea that one curriculum would work for all campuses. This is often not the case.
  - g. Faculty Question – What is the difference between a “Hybrid degree program” and our current practices?
    - i. Nothing, but we cannot promote the program as “Hybrid” without accreditation.
- 5. Vice Chancellors' Reports
  - a. Mark McPhail – Executive Vice Chancellor for Academic Affairs.
    - i. Apologies for not having addressed Faculty Organization sooner. Thank you for the opportunity to serve.
    - ii. “No commitment that David Malik made to the faculty will be discontinued.”
    - iii. Servant Leadership – established by Robert Greenleaf in the 1970s.
      - 1. Intentional Community – We all should come together around the goal of serving our students.
    - iv. IU Northwest Identity:
      - 1. Diversity is at the center of our identity at IU Northwest.
      - 2. Accreditation Visit coming in the spring. Institutional Planning and Documentation and Measurements should lead to Continuous Improvements.
    - v. Faculty who are exceptional advisors should be recognized.
      - 1. We should have a Service Award with equal compensation to the other awards.
    - vi. Faculty Question – How do you define service?
      - 1. “Doing what you can to make everyone else's job easier.”
      - 2. Service to the campus on committees. Service to the community. Service to your profession.
    - vii. Faculty Question – Are you committed to Faculty Governance?
      - 1. I'm committed to *shared* governance. Faculty governance happens at the department level. Shared governance happens at the faculty organization level and with the Chancellor and Vice Chancellors.
      - 2. Academic Freedom is also a core value.
    - viii. Faculty Question – What is a Redhawk Advising Fellow?
      - 1. A student success fees have been directed toward awarding faculty advisors.
  - b. Jeri Pat Gabbert – VC for University Advancement and External Affairs
    - i. Upcoming events:
      - 1. Homecoming is November 7. Encourage everyone to attend the events scheduled for the day, including the men's and women's basketball games and the Alumni Breakfast in the morning. During the Alumni Breakfast, the IU Northwest Alumni Association will present the Alumni and Student Spirit Awards. Please nominate an

- alumnus and current student for these awards.
      - 2. Chancellor Medallion Celebration is November 12.
    - ii. Philanthropy Week was a great success!
      - 1. All members (60+) of the Student Alumni Association made a gift to Philanthropy Week.
      - 2. The IU Northwest Alumni Association, the IU Northwest Board of Advisors and Career Services partnered on the Professional Clothing Drive. Over 300 pieces of clothing were received. These clothing items are being housed and distributed via Career Services. Sharese Dudley can provide more information about the specific clothing items that we are collecting.
      - 3. IU Northwest Athletics hosted the 'can jam' where over 800 pounds of food were collected. This food will be distributed to students and campus community members.
      - 4. Over 500 thank you notes were written by students that will be sent to IU Northwest donors. In the past, these thank you notes have been very well received by our donors.
      - 5. Carol Wood and Delson Deleon served as the Faculty/Staff Campaign chairs and I thank them for their support and leadership. We are very close to meeting our goals.
    - iii. Carol Wood and Nelson Deleon – Chairs of Philanthropy Week
      - 1. Avg IUN student graduates with \$30,000 in debt. Avg salary of our graduates 10 years after graduation is \$35,000.  
<https://collegescorecard.ed.gov/>
      - 2. Targeted gifts are welcome. Choose what specific area you would like to support.
      - 3. <http://www.iun.edu/giving/>
  - c. Alexis Montevirgen – VC for Student Affairs and Enrollment Management
    - i. Summer tuition discount will be phased out next summer
    - ii. Student Affairs and Enrollment Management Week (See Attachment 2)
6. Professor Susan Zinner – Chair, Constitution Committee
  - a. The Executive Committee has proposed an Amendment to the Faculty Organization Constitution to address the rules for amending the Constitution in the future – (See Attachment 3).
  - b. Currently the Constitution requires that 100 faculty participate in any vote to amend the constitution. In the past 5 years, this minimum threshold has been difficult to reach, thus blocking any attempt to amend the Constitution despite overwhelming support for some amendments.
  - c. The current number for full time faculty is approximately 170, so 59% of the faculty would have to vote in order to pass an amendment. If 100 voted, only 50 would have to vote yes to pass the Amendment.
  - d. If this amendment passes, future amendments will require a vote of 1/3 of the full time faculty (57 minimum), but require that ¾ of those voting approve in order for the amendment to pass (43 minimum).
  - e. This amendment will be read again at the November faculty organization meeting and voted on in the 10 days following Thanksgiving Break.
7. AVCIER John Novak - Office of Institutional Effectiveness and Research and Cynthia O'dell, Associate Vice Chancellor for Academic Support.

- a. AQIP – Academic Quality Improvement Program
  - b. Comprehensive Quality Review every 8 years (this April)
    - i. Projects (1-3 years, groups of people involved)
      - 1. Evaluating and Strengthening the Service Culture at IU Northwest
      - 2. Development of a campus-wide Academic Advising Program at IU Northwest
      - 3. Campaign to Improve Integration of Continuous Quality Improvement
    - ii. Systems Portfolio – a self-study
      - 1. Over 70 people contributed to our last study.
      - 2. [http://www.iun.edu/aqip/docs/AQIP/iun\\_aqip\\_systems\\_portfolio\\_2013.pdf](http://www.iun.edu/aqip/docs/AQIP/iun_aqip_systems_portfolio_2013.pdf)
    - iii. Criterion
      - 1. One – Mission
      - 2. Two – Integrity, Ethical and Responsible Conduct
      - 3. Three – Teaching and Learning: Quality, Resources, and Support
      - 4. Four – Teaching and Learning: Evaluation and Improvement
      - 5. Five – Resources, Planning and Institutional Effectiveness
    - iv. Preparation for this Spring
      - 1. Federal Compliance Documentation – Dec 1 deadline
      - 2. Highlight Report and Portfolio Update – 15 pages of highlights and an update of portfolio (February deadline)
      - 3. Third Party Comment – physical snail mail required
      - 4. Student Survey – new this year
    - v. AQIP Visit on April 11-13
      - 1. We are on track. Move information next month.
8. “Clickers,” William Radell, M.A. – Instructional Technology Consultant, Center for Innovation and Scholarship in Teaching and Learning and Diane Larson, Senior Lecturer, CIS
- a. <https://uits.iu.edu/next>
  - b. IU has been piloting several clicking technologies – Learning Catalytics, Reef Polling, Turning Point Cloud, etc. So far we have only piloting Turning Technologies because of a 2011 faculty organization resolution.
  - c. The Computer Committee now recommends that we rescind that resolution so that other technologies be sampled. The choice about what will be used will be up to the individual professor. (See Attachment 4)
  - d. Faculty Question – Who is making the selection of what learning technologies will be made going forward?
    - i. UITS is making the selection University-wide
  - e. Will IU Northwest be part of the pilot
    - i. No, we’ve missed our chance. Loaner equipment may be offered even after the pilot is ended.
  - f. ACTION – Motion to rescind the 2011 resolution (thus allowing IU Northwest to carries with several dissenting votes.
9. St. Baldrick’s Fundraiser – Julia Saberniak, junior at IU Northwest
- a. <https://www.youtube.com/watch?v=rCVcTxn7sVA>
  - b. This organization has been very important in Julia’s personal development and they are worthy of support.
  - c. Julia is working to have this event approved for our campus.

- d. <https://www.stbaldricks.org/participants/mypage/805751/2016>
- 10. Old Business
- 11. New Business
  - a. AIM HIGH NSF-AIMS Scholarships! <http://www.iun.edu/stem-scholarship/>
  - b. One Book events are underway.
  - c. Theatre Northwest presents *Hedda Gabler* by Henrik Ibsen, Nov 5-14 at the Theatre on Grant.
- 12. Meeting adjourned at 3pm

## Attachment 1:

### **Report to the Board of Trustees October 9, 2015**

We learned recently that more than 20 percent of female undergraduates said this year they were victims of sexual assault and misconduct. The survey from the Association of American Universities drew responses from 150,000 students at 27 colleges and universities, including most of the Ivy League. For example, female seniors at Harvard, 31 percent (or 172 women) said they had experienced some form of "nonconsensual sexual contact" since college began. And over half of those, 90 women, reported that they had experienced penetration or attempted penetration without their consent during their college years.

Across all of Harvard's schools, 4.2 percent of all student respondents reported that they had experienced some form of "nonconsensual sexual contact" during the past years. That translates to 518 students. Among those, 1.4 percent, or 170 students reported that they had experienced completed or attempted penetration without their consent over the past year. The report identified additional areas. In particular, the analysis further suggests that special attention needs to be paid to the consistently higher rates of sexual assault reported by the BGLTQ community. These are obviously extremely disturbing and distressing survey results.

So today I want to share with you some of the pedagogical methods I employ in my introductory sociology classes to introduce my students to social structural explanations on why such horrific events occur with such alarming frequency. Many of my colleagues in the social sciences and the humanities employ similar techniques on the regional campuses to enhance our students' critical thinking skills and help them understand that such acts have both individual and very importantly social structural explanations even though the former usually gets most of the credit.

In my introductory sociology courses I assign the late Bernard Lefkowitz's well known book titled "Our Guys." This is the true story of Tom Cruise's high school in the affluent community of Glen Ridge, New Jersey, where several members of the high school football team gang-raped a mentally challenged high school girl with a broom handle and the handle of a baseball bat in the basement of one of the boy's home while their teammates watched and did nothing to stop the assault. Once the rape was discovered the majority of the community rallied around the football players and blamed the victim arguing that, and I quote, "she must of wanted this to happen or she wouldn't have been there in the first place." So my students are assigned to write a paper employing what C. Wright Mills called the "sociological imagination" and what Peter Berger called the "first wisdom of sociology: that things are not what they appear to be" to explain sociologically what happened in this upper middle class community..

To assist them in their task I lecture on gender and gender role socialization in our culture and I assign other readings to supplement my lectures and provide further examples. One in particular is titled, "Ritualized Homosexuality in a Nacirema Subculture" by the sociologist Michael Kimmel. Nacirema is American spelled backwards and this ploy was first used by Horace Minor in his classic article, "Body Ritual among the Nacirema." Kimmel's article has numerous intentionally misspelled words: students is spelled backwards so is campus, porn, gangbang, and especially the word tarf which backwards spells frat. The rituals include such activities as the elephant walk, anal egg transport, and many others. These are hazing ceremonies common in fraternities all across America. The article not only creatively illustrates the meaning of concepts such as ethnocentrism and cultural relativity, which was Minor's original intent, but it also describes what I call the homosocial bonding process – defined as the process whereby one acquires his or her sexual identity through intensive social interaction with the same sex and not with the opposite sex. To illustrate I practice what Jacobs calls "the teacher as text" and share my own homosocial bonding experience with "the guys" as a freshman in high school where I was taught to envision a high school girl as a baseball diamond and the goal was to score by making it to first base, second base, third base and eventually by making it all the way home. The gender role socialization literature argues that young girls' homosocial bonding process is more institutionalized and occurs in such settings as "slumber parties" where boys are described as human beings who have emotions, "he loves me, a personality, "he's so funny, he makes me laugh," and attractive, "he is so cute." Boys at a young age are already learning to define girls as objects that are meant to score on and girls are defining boys as human beings who are attractive, have emotions and even a sense of humor.

After several lectures on gender role socialization I invite my students into the backstage region of a minor league

hockey team I studied several years ago. I try a little role playing and become a hockey player. I start using their language and gestures. Throughout the lecture I engage in a one-actor stage show, following Bell Hooks suggestion that teaching is a performance act. I begin moving back and forth from the role of sociologist to the role of professional athlete. Next we revisit a "rite of passage" that the veteran hockey players call "shaving the rookies." The students are already familiar with this ritual from previous lectures and from reading an assigned article I published detailing my field experiences among the team. This time I add more information, a larger script, and describe in graphic detail as a hockey player using their language. I argue that this ritual is a form of simulated rape. I remind my students that my study of a hockey team is more than a study of an occupation or subculture; it is a study of men in the company of men. This group of men, even though they offer an exaggerated example, can be used as a mirror to the larger society. By investigating this exclusive male group and their homosocial bonding process, we can learn how the dehumanization and objectification process of women and gay men and women occurs and how such rituals promote homophobia and a rape culture. I integrate my description with Gary Alan Fine's study of Little League baseball players (9-11), who are already beginning to follow such scripts, and are beginning to have similar interactions, Michael Moffat's ethnography of dormitory life, Peggy Sanday's disturbing research on fraternities in her book *Fraternity Gang Rape* and Susan Faludi's revealing expose in the New Yorker on life at the Citadel where new cadets called "Knobs" march to misogynist military "jodies" --- marching songs---with lyrics about gouging out a woman's eyes and lopping off body parts. The similarities are both striking and frightening and my students begin to understand that although individuals are responsible for their behavior, it is in the creation of this kind of homophobia and misogynist culture that incidents like Glen Ridge and more recently Gunnison, Ohio are able to take place. I believe it also helps explain the disturbing survey data I cited from the AAU report at the beginning of my comments. Thank you for listening.

Attachment 2:

### **Student Affairs and Enrollment Management Week**

In an effort to better inform the entire campus community about all of the different programs and services which fall under Student Affairs and Enrollment Management, our offices will be holding 'open houses' throughout the week. Please see the attached flyer and encourage your students and fellow colleagues to participate. We invite anyone from the campus community to stop by our offices during these 'open houses' to learn more about us and to get to know the staff in each of our areas:

#### **Monday, October 19:**

- 10:00am-12:00pm  
ACADEMIC SUCCESS AND ACHIEVEMENT PROGRAMS  
Hawthorn 425
- 2:00pm-4:00pm  
REGISTRAR  
Hawthorn 102

#### **Tuesday, October 20:**

- 11:00am-1:00pm  
ATHLETICS  
Savannah Gym (Inside near scores table)  
STUDENT ACTIVITIES  
Savannah 217  
OFFICE OF THE VICE CHANCELLOR  
DEAN OF STUDENTS  
Savannah 223  
FINANCIAL AID  
Hawthorn 111

#### **Wednesday, October 21:**

- 9:00am-11:00am  
COUNSELING SERVICES  
Hawthorn 201  
STUDENT SUPPORT SERVICES  
Hawthorn 242
- 11:00am-1:00pm  
DIVERSITY, EQUITY AND MULTICULTURAL AFFAIRS  
Moraine 109

#### **Friday, October 23:**

- 10:00am-12:00pm  
ADMISSIONS  
Hawthorn 101
- 1:00pm-3:00pm  
CAREER SERVICES  
Moraine 101

**ALSO**, on **Monday, October 26<sup>th</sup>** from **11:00am-2:00pm**, all Student Affairs and Enrollment Management offices will come together in the **Savannah Center Spine** so that you can have an opportunity to see all of our offices together in one place.



Attachment 3:

1. Exec Com recommends to the Constitution Committee the following proposal:
2. Change the required threshold to 1/3 of the number of current full time faculty, but increase the percentage of affirmative votes required to pass the amendment to ¾ of those voting.
3. Our plan for passing such legislation is to have the first reading of this amendment at the October Fac Org, the second reading of this amendment at the Nov Fac Org, We would like to run the vote period on this issue in the 10 days following Fall Break.
4. Members of the Exec Com have agreed to contact colleagues and encourage them to vote.

Attachment 4:

Resolution from the CT & DE Committee – Chair Diane Larson and Don Coffin—  
Diane Larson presented the following CT&DE Resolution on the single student response system (aka “clickers”):

*The Faculty Organization of IU Northwest endorses the selection of a single student response system (“clickers”) platform to be used on the IU Northwest Campus.*

*In addition, the Faculty Organization of IU Northwest encourages faculty adopting the use of clickers to place that information in their syllabi, so as to make it possible for students to use financial aid to purchase the appropriate materials.*