

Faculty Organization Meeting
January 17, 2020
1-3 pm
Hawthorn Hall 107
Minutes

1. Called to order at 1:00 pm.
2. Approval of Minutes: November 15, 2019 – approved without amendment.
3. New Business
 - a. Student Success Initiative Survey (Kris Huysken): A comprehensive survey of ongoing student success initiatives is being sent to faculty, staff, and student government as part of accreditation (switch from AQIP to HLC). This survey asks for any student government association initiatives which we know are happening on campus. Definition of a student success survey: intentional, targeted strategy with shared responsibility such as a first year seminar course or student engagement rosters. They should not be core support functions of the university, such as the library or student advising center, but those departments may have specific initiatives that count. The survey will be sent out on Tuesday, January 21, and should be turned in by Friday, January 31.
 - b. Return of Faculty Administrative Review Committee (Bill Allegrezza): Discussion was had by faculty member with colleagues from other universities about administrative bloat and faculty understanding the need for various administrative positions. Other universities have committees for this purpose. We already have an Administrative Review committee outlined in the Constitution but it is inactive. We could reactivate this committee on our campus. Faculty Comment: Like the idea and think it is worthwhile. EVCAA: Are we talking about this committee reviewing new administrative positions, or filling vacant positions? Answer: Both. Faculty Comment: Like it and it would help to understand the structure; often do not know where to send students for assistance. Faculty Comment: If committee already exists, should we utilize it. President: Do we need a vote? When would the committee go into effect? Faculty Comment: The committee already exists but is just not staffed, president can staff it any time she likes. Faculty Comment: Can we assign faculty to the committee and start immediately? President Answer: We can but some faculty would have to take on an extra committee assignment because committees are already assigned. EVCAA: Do we envision a committee of only faculty and we invite individuals to explain the reason for hiring the position, or a committee with ex officio members? How do we envision hearing individuals with important information or perspective on the position? President: Wonder if membership of the committee could shift depending on the position being hired, for example if someone from the office hiring that position sits in ex officio until position is hired. Faculty Comment: We can look at the Constitution to see what it says the composition should be. Faculty Comment: Administrative Review committee exists, but in the

past was constituted to evaluate an administrative position for a specific purpose, which is different from what we are talking about. Faculty Question: Revise the committee to give it a new function? Faculty Comment: I think that it was not set up to evaluate like the Dean's Review, but to evaluate how an administrative position is doing on a yearly basis. Faculty Comment: From Constitution, committee shall review and evaluate objectives and accomplishments of IUN Administration each academic year. President Question: How shall we resolve this on membership composition? Faculty Question: Is a search taking place now that could involve this committee? Answer: Yes, the chancellor search. President: Could wait until next year on reinstating this committee to better prepare. Faculty Comment: We might be getting to the end of number of committees we can staff with full-time faculty without doubling on duties. President: Committees are getting very thin, and when they are not very active it becomes difficult to get things done. When writing policies that affect all faculty, committee chair may be uncomfortable with so few members on committee. Faculty Comment: Agrees, as chair of a committee they feel they do not have full representation across university, and noticed some committees are staffed with very science-oriented faculty and lacking in arts. Wonder if we should revisit the idea of each faculty member serving on only one committee. President: We could assign one committee for untenured faculty, and two for tenured faculty. Faculty Comment: Every topic on campus could fit into one of three affairs committees. Perhaps everybody could divide among the three, eliminate all other committees, and the three would create subcommittees for topics. Faculty Comment: good idea but managing that system becomes unwieldy, and the number of "social loafers" increases. Need to be carefully operationalized with members expected to do more, not just to show up. Faculty Comment: Has talked with Chris Young about setting up a two-tier system of one tier with major importance and another tier where responsibilities aren't as intense, and set up are part of a single tier 1 and a number of tier 2. Faculty Comment: If dividing all committees into three categories as Mark mentioned, essentially have ad hoc or standing committees of greater committees while greater committees can have co-chairs to assign leaders of each subcommittee, then everyone in a category can participate in at least one subcommittee or more depending on interest and expertise. Faculty Comment: On council doing it, it eats up a lot more time than just two regular committees, for reasons such as hearing the same thing on two committees in a row. Faculty Comment: Heartened to hear discussion, think it should continue in executive committee. Back to Administrative Review Committee, the charge gives this committee a tremendous role to play on campus as advisory, insight and annual reviews. Committee too important to leave dormant, and with the new chancellor coming in, now is the time to get the committee active and energized. President: Gallmeier said there were evaluations by faculty of administrators at one point on campus. Faculty Comment: To be clearer, not saying committee would do annual review, but more in a sense of strategic priorities and goals and if they are being accomplished. Faculty campus committee could do a great good in shared governance and coordination. President: For administrative structure in February, come up with proposed diagrams with Bill and Mark's proposals to see how they

would look, and maybe effective next school year, add Administrative Review as a staffed committee. Faculty Comment: Encourage instituting this year to be operational when chancellor arrives. EVCAA: Great idea, hope for any administrator reviewed to have an idea of the faculty will be looking at. Love goals and objectives. Need to define with administration for shared understanding of what committee does. President: Define parameters of review first. Faculty Comment: Need time to create the committee and make sure it's what we're looking for and what the purpose of the committee is. Faculty Comment: Hope the parameters are clearly laid out, the deans review committee has issues – a lot of deans have duties faculty don't know much about, and I think the review went too far such as asking for outside views of deans. Most students don't know what deans do. Person who knows best what the dean does is the person they report to, and we need them involved in the process. EVCAA: Purpose of what was done was to provide information to her or whoever is in her position, careful about what to call it as a result. Faculty Comment: Did not resolve bodies issue, but like Mike's suggestion of a two-tier system.

4. President's Report – Susan Zinner

- a. Elections Committee chair could not be here, Nicole Anslover reports that the names of 2020 Faculty Board of Review Members, effective February 1, are Bill Allegrezza, Tanice Foltz, Vesna Kilibarda, Kevin McElmurry, and Susan Rouse; thanks extended to 2019 members.
- b. Deans reviews are now complete, EVCAA met with both co-chairs; were asked for thoughts on process. Faculty Comment: thought it was good, able to read to format, lot of talking about what results looked like and what actual return rate was overall good process; only concern was response rate, CHHS rate was 27% and COAS rate a little over 50%.
- c. Members of Chancellor's Search Committee: Anything to share about process or what to expect? Response from Mark: semifinal interviews conducted, full campus email next week announcing candidates invited to campus and schedule for them, expressing exceptional slate of candidates and right person is coming to campus, beg every faculty member to come and meet them; Kris comment: not only interview them, but they are also deciding whether or not to take this role so coming out shows we are engaged in our community
- d. UFC Report (UFC Rep Andrea Griffin): Committee met in December of last year, Exec Committee is reviewing a lot of issues on university policies, status rep on policies reviewing, committee in large approved policy changed and combos last fall including cheating policies; if anyone has concerns about policies, please let her know. Looking at grading policies overall, minimum standards for campus boards of review, code of academic ethics for faculty, other more admin constitution things; committee also talked about likelihood of adding standing committee, most are ad-hoc, reinstate fac affairs comm and human resources or benefits committee, benefits discussion is a result of less than good issues with investments this past year and working on its makeup; fac affairs committee is a standing committee that UFC has not been operating recently, trying to clarify

duties (policy committee is reviewing all policies; how far will they go on rewriting policies that are purview of fac affairs comm); ongoing discussion about updating bylaws and constitution of UFC, now with third tier accepted of non-tenure full-time track each campus is asked to look at how they're counted so they have right calibration for representation, downstate issue: how do you count univ employees that are also health employees; IU East has put forward statement.

5. Chancellor's Report – William Lowe

- a. Chancellor sends apologies for not providing report; out on emergency business. He wanted to talk about enrollment. EVCAA is addressing this topic on his behalf.

6. EVCAA's Report – Vicki Roman-Lagunas

- a. We can talk about stabilization; at the census we were down 0.7% in headcount but up 0.4% in credit hours (compared to last spring); this is an important indicator, first time I have heard anything like that, think it's excellent (enrollment usually goes down in spring). We are attacking through retention efforts especially; Dorothy and folks pulled through though with 9% increase in new freshmen this semester; different things known on student success.
- b. 4-year grad rate for 2014-2015 cohort up to 22% which is great improvement (never expected above 20%).
- c. Weather is being watched for if anything will need to be delayed for tomorrow's classes, remember to sign up for IU Notify to get emergency notifications.
- d. Another reminder: For first four weeks at least, use student engagement roster at least for attendance; doing pilot on student debt - previously we blocked students from enrolling if they had bursar block on money owed but we have lifted that amount to \$5000. Faculty Question: Retroactive? If blocked before, is it lifted? Answer: It's lifted during enrollment so they can. Question: If they had debt from years ago? Answer: Not lifted, but they should come in to find out what we could do to help them. Faculty Comment: Financial Aid did a review, it's worked well; circumstances where they can be waived there are things we can do to resolve, new initiatives. Faculty Comment: Noticed so many students from Illinois this semester and thrilled about it. Faculty Comment: Several geology students have had financial situations that thought they couldn't come back and it got worked out and they all came back. Faculty Comment: University found emergency fund that can be used, students need to meet criteria to apply. EVCAA: A committee looked at each case of students and looked for holes and the reasons then action plan based on what was owed or had issues, got it down to system that's more regularized. Faculty Comment: Because change in number of students graduated in 4 years means money gained from state that's like essentially doubling tuition, makes all financial sense. Faculty Comment: Sent couple of students over, many students depend on financial aid for books and financial aid doesn't come until weeks into semester; VC of Student Affairs let students know books can be charged to Crimson Card and aid will automatically pay for the charge. Faculty

Comment: Poring over data on financial aid, one piece of data is 61% of students say they can't come up with \$500 in cash or credit to cover emergency (shows vulnerability); compared to other campuses, probably highest.

- e. Sustainability! Efforts ongoing by Erin Argyilan. Mark Hoyert helped create office of sustainability which is Erin's office, she will be focal point for these efforts. Chancellor knows good hot topic to have, downstate trying to find funds to help campuses with sustainability efforts
- f. Faculty Comment: Enrollment stable compared to what? Answer: Compared to same day in cycle last spring, last year almost a percent lower than now. We're over what we budgeted for which is a good thing. Faculty Comment: Echo what's said of new students, thing going on with early high school grads and many more are in December now which feeds us, there wasn't new student orientation last week and wondered if plan to do that going forward. VC of Student Affairs: Numbers so small and unattended that it was discontinued, but can be re-reviewed (downstate originally planned to do online but it may have been bagged). Faculty Comment: Gave students contact info, on several issues student had issues and didn't know who to connect them with. Beth: Can always connect student with her. Comment: Numbers of students still going on. EVCAA: We're up in credit hours more than most regionals including Kokomo. Faculty Comment: Enrollments up, that's great, know faculty lines were tied to that; when progress? EVCAA Answer: Chancellor and Dickerson not released the lines yet, is revisited on a monthly basis, knows English needs positions filled. Faculty Comment: Pizza and parking again? Answer: Yes, and so successful, \$70,000 in parking (expensive) but made up for with keeping students enrolled. Beth: Send students to me any time for any reason if you don't know where to send them, also was not aware of early high school graduation thing, so if under 18 student they have different privacy rights. Faculty Comment: Any time campus is closed it's posted to website and social media channels, not just IU Notify. EVCAA: Doubt we'll close tomorrow but need to take distance travelers into account.
- g. We are going to have an open house, decided too late, takes a LOT of paperwork, maybe after February meeting.

7. Test-Optional Admissions Policy – Micah Pollak (Attachment #1)

- a. Admissions that reduce weight on standardized tests (SAT/ACT) is recommended. Overall the use of standardized exams are poor predictors of student success and other IU campuses have adopted this revised approach to student admissions. Examples were provided of inappropriate application of test required admission protocol: A student has 4.0 but chose not to take ACT/SAT or scored low on those exams was denied admission. Report from the committee is that the adoption of test-optional standard would easily integrate with our current policies.
- b. IU passed plan back in the fall for campuses to be able to adopt this standard.
- c. Micah highlighted the proposed changes made to the policy in addition to going through a PowerPoint Presentation to explain the new policy.

- d. Faculty Comment: Move that we accept changes, discussion needed. Faculty Comment: If you have to take LSAT, to do well you need to take prep course and if you take prep course it costs thousands and some can't afford it, thinks it's a brilliant plan; thinks money should not exclude students. Micah: Departments can have their own policies separate from this policy, school unit decides on their own, encourage those schools to look at their policies and see if they want to make changes. Faculty Comment: Any way to meet some students that don't meet. Answer: There have been some cases like this of case by case where it's dealt with, but it takes a lot of work. Faculty Question: How does it compare to Ivy Tech admissions? Answer: Good question. Faculty Comment: Seems a growing trend that University of Chicago dropped all standardized test requirements. Micah: 1/3 stat from 2018 of universities following trend but thinks it's close to 1/2 now so going fast. Faculty Comment: Think some issues with highly selective institutions, concerned about cheating, elimination of measure is a way to curve it. EVCAA: Ball State, Indiana State have adopted and moving quickly. Faculty Comment: Great idea, reduce bias against minority students greatly, question is about home school. Answer: Only applies to first time graduated students coming out of high school right now at this first stage but hopefully addressed later. EVCAA: With home school, what is done now? Answer: GED score used.
- e. Policy was voted on and approved.
8. New Academic Affairs Policies – Bill Allegrezza (Attachment #2)
- a. Vote to accept name change (Academic forgiveness to Academic renewal), approved.
- b. Combining 300 and 400 level courses with 500+ level graduate courses: Faculty Comment: Something to change on this from last time? Faculty Comment: Move to strike the word “additional” from the policy. Motion to accept revision, seconded, voted and approved.
- c. Auditing a course: Final line highlighted: once invoked, the student may not change to credit status for the course, to deal with students having done this. Faculty Comment: Strongly believe someone paying full tuition to audit a class is not student centered, can envision for free or half tuition; if not getting credit, why not pass/fail. Faculty Comment: Sure they're paying full tuition? Answer: Yes. Susan: Agree, if reach limits, student doesn't do assignments, why pay full amount. Faculty Comment: What if offered free courses as audits, market that and if students do well they may decide to complete or start degrees. Faculty Comment: May find they like professor. Faculty Comment: May help professional courses where if they fail and come back, we advise they audit course. EVCAA: Is payment piece guided by IU and not individual campuses? Answer: Don't know, would've asked Cynthia if she was here. Can look into and bring back. Faculty Comment: Students could audit to preview class and then come back and take for credit, should have some fee. Faculty Comment: Can check on if it's policy and bring back. Faculty Comment: Understanding, clinical courses cannot be audited. Faculty Comment: Professional courses can't be

audited period. Faculty Question: What is rule if student who audits course and then decide and retake for credit and pay for it, is it allowed? Answer: Yes. For professional and clinical, you need professor's permission first, but doesn't answer cost. Faculty Comment: Encourage not to vote on today but review and revisit due to various rules for professional courses. Faculty Comment: Agree 100% with rest of policy. Bill: Will look into pay thing and bring it back next month.

9. Tech Tips: New Classroom Technologies – Aaron Pigors

- a. Life-cycle technology talked about before, now talking about pilot techs. Have power in all Hawthorne first floor classrooms, so if anyone needs it in their classroom, communicate that with registrar. Power here means being able to plug in devices like laptops or special equipment. If registrar doesn't know that a class needs power, will keep assigning to current classrooms.
- b. Power battery bank, in Dunes 2158 and Arts and Sciences lecture hall. Have two big battery banks so students can plug in. Power is not just IT, but also an infrastructure matter; looking into it.
- c. Faculty have asked if they can videoconference into classrooms, and that is something IT can do; install camera in classroom; could also upload video to Kaltura but if you want to conduct class and just can't be there, can videoconference.
- d. Mersive Solstice can wirelessly connect tablet mobile device to display; have it at IQ wall, academic affairs suites; have it in 3 classrooms. Marram 115, 119, 123 have this technology. If you want it, you can talk to UITS for a demo. Arts and Sciences: 2138 and 2130, 32-seat classrooms with lectern; these pods are movable and can be taken somewhere else as needed. Fac comm: can we request ipads for class work and do this? Answer: No stockpile of them. Faculty Comment: CISTL has a stockpile. Faculty Question: How many? Faculty Comment: Dwindling but have them, talk to Tameka to plan. Aaron: Moving toward a BYOD approach, makes no sense outfitting comp labs when students prefer using their own devices.
- e. Have virtual reality on campus, and now with library cleared out talking about putting on second or third floor, also google jam board that can save notes and use as a collaborative tool. If anyone has a tech interest and don't know if we have it, reach out.
- f. Faculty Comment: Nursing school and Med school has service called Examsoft that allows doing exams online from student laptop, most professional departments doing that, only worry is if wifi service goes down; download exam to comp when code given at class so student can't cheat, includes stats and makes it a lot faster and easier to do exams; requiring all students to have laptops; also need backup comps in case student's laptop doesn't work.
- g. Faculty Comment: Can projectors be angled differently? Many students up front in class have to arc heads upward because they aim too high. Answer: Yes, just put in request.

- h. Faculty Comment: Jam board, other campuses are creating studio-like rooms to produce high production value presentations, would be good use if we had high quality camera and decent audio equipment. Answer: Something in works for online vid studio, and tech out there where you look through glass board and flips it. CISTL Director: Material being ordered for room. EVCAA: Not paid for by us, paid by Office of Online Education for equipment and materials. EVCAA: One up at IUPUI and Bloomington; we're getting there.
- i. Faculty Comment: Will be moving next door which was two rooms at one time, not much room for chalkboard, wondering if we can get whiteboard on a wall to work with. Answer: Ability to use document camera so you don't have to compete between whiteboard vs projector screen.

10. Old Business

- a. None was presented.

11. The meeting was adjourned at 2:45 pm.

Attachment 1:
Test-Optional Admissions Policy Proposal

Indiana University Northwest
Policy Statement for the Indiana University Northwest Academic Handbook

Undergraduate Admissions Policy

1. Introduction

Indiana University Northwest in its effort to serve the northwest region of Indiana will have admission policies which implement our goal of quality, diversity, and access to all of our academic programs. The University will strive to have an undergraduate student body whose members are well qualified for the University's courses and programs and who represent the full range of diversity within our region, state, nation, and world.

Indiana University Northwest will base its admissions decisions on the academic quality of the applicants; no one will be denied admissions on grounds of gender, race, religion, ethnicity, veteran status, age, disability, or sexual orientation. In its admissions policies, Indiana University Northwest supports and complies with Affirmative Action regulations.

2. Academic Preparation

Indiana University Northwest has adopted the following standards for academic preparation to ensure that its undergraduate students are properly prepared for college work.

Indiana residents should complete a Core 40 high school diploma or a Core 40 Academic Honors high school diploma.

If a student has not completed a Core 40 high school diploma or a Core 40 Academic Honors high school diploma due to graduating prior to 2011, being home schooled, or graduating from an out-of-state high school, the student should complete, before matriculation, at least 34 courses/credits from the list below of college-preparatory courses, advanced placement courses, and/or college courses where the phrase "one course/credit" means a typical, one-semester course, such as a one semester course in high school, a three credit-hour college course, or a four credit-hour college quarter course. The course/credits should include:

- a. Eight credits of English, of which one credit may be speech and one credit may be journalism.
- b. Six credits of social studies.
- c. Six credits of math including four credits of algebra and two credits of geometry or an equivalent six credits of integrated algebra and geometry.

- d. Six credits of laboratory science.
- e. Eight credits in some combination of additional mathematics, laboratory science, social science, and other courses of a college-preparatory nature.
- f. Four credits of foreign language and courses that develop writing skills are strongly recommended.

If a student's high school does not offer the courses needed to meet one or more of these course requirements, then alternative college-preparatory courses may be substituted for those courses that are not available.

3. Academic Abilities, Achievements, Motivation, and Maturity

Academic success at the college level depends upon a range of factors including not only academic preparation but also verbal, quantitative, and reasoning abilities; academic motivation, work, and persistence; and academic maturity. These factors will be considered in admissions decisions. Some or all of the following will be used as evidence of these factors:

- a. Nationally standardized tests (e.g. SAT, ACT, SAT subject area exams, and AP exams)
- b. Performance in high school (e. g. high school rank, high school grades, high school GPA)
- c. GED exams
- d. Work experience
- e. Letters of recommendation

4. First-time Undergraduate Students

Applicants for admissions as first-time students who are not home-schooled should have completed a high school diploma or be on track to do so before entering the university. Applicants should have or be following a program of study that meets the standards set in section 2 and should demonstrate their academic abilities by meeting the following standards:

- a. Achieve a cumulative high school GPA of 2.00 on a 4.00 scale
- b. Score at or above the median score for high school students in the eight- county region served on a nationally standard test (SAT or ACT) for applicants less than one year out of high school or under 19 years of age. This standard will be waived

for applicants with a cumulative high school GPA of 2.50 or higher on a 4.00 scale.

For applicants who were home-schooled and/or did not graduate from a high school, admissions will be based on factors such as a General Education Development (GED) diploma, academic preparation, and standardized test scores.

Individual academic programs may have higher standards and specific requirements in addition to those mentioned here.

5. External Transfer Students

Applicants who have previously attended one or more community colleges, colleges and/or universities should have satisfied, either in high school or their prior college studies, the course requirements in section 2 and must have one of the following:

a. Official college transcript(s) showing a cumulative grade point average of 2.00 on a 4.00 scale

b. Applicants who have fewer than 26 transferable semester hours should also satisfy the guidelines of Section 4.

6. Inter-campus Transfer Students

Applicants for transfer between campuses of Indiana University must have an Indiana University cumulative grade point average of at least 2.0 and should have satisfied either in high school or in their prior college studies, the course requirements in Section 2 Academic Preparation.

7. Probationary Admittance

Students who are deficient in some of the standards listed in sections 2, 4, 5, and 6 may be admitted on probationary status after further consideration of academic abilities, motivation, and maturity at the discretion of the office of admissions in consultation with the faculty admissions committee. The probationary status begins during the first admitted semester and follows the guidelines outlined in the Indiana University Northwest Bulletin.

8. Non-admitted Applicants

Applicants who are not admitted should be advised of what steps to take in order to be reconsidered at a later date. This advising should include a referral to the Reach Program in conjunction with Indiana's community college system (IVY Tech.).

9. Responsibility and Accountability

As provided by the Constitution of the Faculty Organization of Indiana University Northwest, the faculty shall have responsibility for setting admission policies, standards, goals, and guidelines for our campus. This admission policy will be in effect beginning with the fall class of 2021.

The Vice Chancellor of Academic Affairs shall have responsibility for ensuring compliance with the admission policies, standards, goals, and guidelines adopted by Indiana University Northwest and the Board of Trustees.

Attachment 2:
Academic Affairs Policy Proposals

ACADEMIC AFFAIRS POLICIES:

1. Indiana University Northwest Policy on Combining Undergraduate and Graduate Level Sections

To maintain the integrity of the programs and degrees offered at Indiana University Northwest, the following policy has been established for combining undergraduate and graduate sections.

2. Combining 300 and 400 level courses with 500+ level graduate courses

Only undergraduate courses numbered at the 300 or 400 level may be cross-listed with graduate level courses. In addition, the graduate level course (500+) should include assignments/exams supporting graduate level credit.

3. Academic Renewal Policy (same language, new name)

<https://www.iun.edu/registrar/policies/academic-forgiveness-policy.htm>

4. Auditing a Course

Courses may be taken on an official audit basis, which means that students can attend the course without working for or expecting to receive formal credit. No credit will be given and the audited course will be indicated on the student's transcript with a grade of NC (no credit). The student must discuss course work expectations with the instructor and it is up to the instructor to approve the student's request. Courses taken for audit do not apply toward any academic degree and do not count as part of a student's full- or part-time course load for purposes of financial aid or loan deferments. The tuition for an audited course is the same as that for a credit course.

Students considering the audit option should discuss their plans carefully with their academic advisor. It is possible that another grading option (i.e., Pass/Fail) may be more appropriate. In some cases, schools do not allow students to register for a class for credit after taking it on an audit basis. Students must pick up the audit forms from their school or division, secure the appropriate signatures, and submit the completed form to the Office of the Registrar by the deadline specified in the academic calendar. Once invoked, the student may not change to credit status for the course.