

Faculty Organization Meeting  
November 20, 2020  
1-3 pm  
Online via Zoom  
Minutes

1. Called to order at 1:00 pm.
2. Approval of Minutes: October 16, 2020 – approved without amendment.
3. New Business
  - a. Zoom Reminders (Mark Baer): Best practice is to put your real name (rather than your email address) in your display name.
  - b. Preview of Recipes for Success (Mark Baer): This is a new item for this meeting. If you have something you have done in your class this semester that has worked really well and you would like to share it, please do so at that time.
  - c. Ways to Raise New Business (Mark Baer): There are three ways to raise new business items: the [suggestion box](#) on the Faculty Organization website, by contacting an [Executive Committee Representative](#), and by turning on your camera and speaking up now.
  - d. Jennifer Greenburg: The UFC Faculty Affairs Committee will be meeting soon and having a discussion about the elimination of the Academic Specialist appointment. This is not retroactive and will not eliminate current Academic Specialists but will eliminate the category going forward. Please send her input on this if you have any. Faculty Question: Can you explain what that position is? Mark: I wish I could, but I do not know. If you are interested in learning more, please check out ACA-23 (<https://policies.iu.edu/policies/aca-23-academic-specialist-appointments/index.html>). Faculty Question: Do we have anybody with this title at IU Northwest? Mark: I do not know. If you have a question or concern about this policy, please contact Jennifer.
  - e. Bill Allegrezza: I wonder if we could have a discussion and a motion on whether it would be okay to record these Zoom meetings for people who miss them. Mark: Is there any discussion on this? Faculty Comment: I think the faculty should be aware that if the meeting is recorded, there will be no anonymity for faculty comments made during the meeting. Historically, the minutes do not include names for faculty comments, so faculty can have an expectation of anonymity outside the confines of the meeting itself. This is not to say changing this would be good or bad, but it would be a change. Faculty Question: Didn't we vote this down last year? Faculty Comment: I don't remember why but I do remember that there was opposition from the faculty about this the last time it was brought up. Mark: Should we make this a motion? Faculty Comment: No, I do not think it would be appropriate. Faculty Comment: Let's be honest, how many of us would

like to watch this tomorrow night? Mark: I hear it and this will be tabled for now.  
Faculty Question: Does tabling it mean that it can come back later? Mark: There was no motion so it does not need to be voted on, it just remains under the table.

- f. Surekha Rao: The Beyond Boundaries Indiana Academies Symposium was supposed to be last April and it was postponed. It will now be a virtual event on April 9-10, 2021. Thirteen academic societies will be participating, and I am hoping there will be participation from several of our colleagues.

#### 4. In Memoriam – Dr. Frederick B. Chary by Jim Lane

- a. Frederick B. Chary retired in 2004 from the Department of History. He passed away last Saturday at the age of 81.
- b. The Faculty Organization voted to include these remarks in full in the minutes. See Attachment #1 for the full remarks.

#### 5. President's Report – Mark Baer

- a. Congratulations to Cynthia Roberts who recently won the Bicentennial Medal, to Marie Eisenstein who won the Founder's Day Teaching Award, to David Parnell who won the COAS Dean's Award for Distinction in Service, and to Garin Cycholl who won the COAS Dean's Award for Distinction in Research/Creative Activity. Jon Becker, chair of the Founder's Day Search Committee, will explain why the Founder's Day was just awarded this past week. Jon: The pandemic caused delay in the required course visitations for evaluating the finalists of the award. We met in the summer to narrow down to the finalists, and in October we visited the classrooms of the finalists. The finalists taught in a variety of formats, from in-person, to Zoom synchronous, to online and asynchronous. We thought all of the finalists were excellent, but we would like to congratulate Marie for winning the award. Next year we hope to be back to normal with the timeline. We will be exploring the option of creating a second award for distance or online teaching next year. Mark: Excellent, well done, and congratulations again, Marie.
- b. Retirement: Today we need to recognize the retirement of our colleague Bill Dorin. Bill, thank you so much for all of your service to Indiana University Northwest. Bill: Thank you for your comments. It has been 30 enjoyable years and I am looking forward to retirement.
- c. University Faculty Council Report: The UFC will be meeting on December 7<sup>th</sup>. Your representatives are Monica Solinas-Saunders and Harold Olivey. Among the business that day, they will be considering four policies: UA-03 Discrimination, Harassment, and Sexual Misconduct, ACA-17 FBR: Minimum Standards for Uniform Hearing Procedures, ACA-52 Definition of Serious Personal Misconduct, and ACA 41-Faculty Role Regarding a University Financial Exigency. All four policies were created by the UFC Policy Committee but still

need to be approved by UFC. Please contact Monica, Harold or myself with questions about this.

- d. Executive Committee Report:
  - i. Super Committee Charges: The Executive Committee is working with me to distribute charges to the super committees. Faculty Affairs, chaired by Ranjan Kini and Tia Walker, has been charged to work with UITS to consider the best technology solutions for key classrooms across our campus and to review the criteria for the Trustees' Teaching Award and the Founder's Day Teaching Award to adequately consider the work of faculty excellence in hybrid and hyflex modalities. Finally, the Faculty Affairs Committee will initiate the yearly constitutional review. Academic Affairs, chaired by Diana Chen-Lin and Alex Wang, has been charged to clarify the procedures by which classes are listed on IUOCC and the bodies responsible for decisions regarding those as well as the relevant deadlines involved. They will also clarify the Curriculum Committee structure (routing of approvals) across the IU Northwest campus including the authority of each committee. Student and Campus Affairs, chaired by Subir Bandyopadhyay and Kevin McElmurry, have been charged to review the Exigency Policy and to activate the Administrative Review Committee. If there are actions on any of these items, the super committees will bring them to the Executive Committee, and then Executive Committee will bring them here to Faculty Organization.
  - ii. Faculty Board of Review Elections: These elections will begin the Monday after Thanksgiving Break. The current FBR will serve until February 1, when the newly elected group will take over. Our candidates for this upcoming election are: Gianluca DiMuzio, Charles Hobson, Kristen Huysken, Zoran Kilibarda, Ranjan Kini, Eva Mendieta, Vernon Smith, and Susan Zinner. This is a full slate of candidates to allow for a full FBR and also alternates that will be available if any of the elected members needs to recuse themselves for a certain case.
- e. Northwest Council Report: The most recent meeting focused on the IU Anti-Racist Agenda. This is a point of focus. I have emailed the Diversity Co-Chairs of our Super Committees to set up a meeting to move forward in collaboration with the administration on this issue.
- f. Restart Committee Report: The Restart Committee has ratcheted down to meeting every other week. Faculty have recommended a shift of focus from providing guidance to providing support. We are looking to create some conversations between faculty on what is working well for them.
- g. Regional Campus Safety Committee Report: Our representative to this committee is Kate Gustafson. IU has done a great job on preparing for a virtual winter session and IU must be commended for offering free Departure Testing this past week. We can feel good about what we have done.

## 6. Chancellor's Report – Ken Iwama

- a. Good afternoon everyone. Thank you, Jim, for the tribute to Frederick Chary, and for recognizing Jacob Moore, who was an employee of the Pangere corporation, which is doing construction work on our campus. This raised a larger issue for me about safety, particularly along Broadway. I know this is a historical issue for the campus. I asked Gary Greiner to collect some data on past incidents along Broadway. So I would like everyone to know that I am revisiting this issue. I know it has been talked out previously, before I arrived, but I think it is worth following up this latest incident with a discussion about whether there is anything else we can do. I would like to, working with the Faculty Organization, to restart conversations within the Facilities Committee. I am less interested in report-outs and more interested in conversations and discussions about how we can move forward. I would love to hear faculty contributions to this discussion about Broadway, but even more so about classroom spaces and construction priorities. I want to make this as transparent as we can, even more so than it has been in the past.
- b. I would like to attend faculty events, and I cannot make every one, but please continue to advertise them to the campus community. I recently attended an excellent seminar on immigrant women. When I learn about the interests of the faculty and what they are studying, it allows me to connect it to external constituents and find collaborations I can bring back to the university.
- c. Enrollment: This continues to be a problem across IU. I just checked this morning and every campus across IU is down in applications for Fall 2021. This is a significant concern and the reasons are probably varied. Much of it has to do with the high school lag that is going on right now. It is hard for the guidance counselors, and for us, to get to students right now. We know the high standards we have for remote learning, but for high school students who have poor remote learning experiences in high school, they might not realize that they would have a different experience at IU Northwest. We have created a multi-disciplinary Strategic Enrollment Management Team to look at enrollment issues and help us think of strategies both short term and long term to address these issues. Enrollment is everyone's job in some way. I think the SEM Team will represent everyone coming together.
- d. Budget: There is not going to be too much clarity in terms of IU guidance until maybe June, because of all the COVID-related economic issues happening at the state level. So we will not know much until late spring or early summer about IU's financial position. Last year there were not official budget hearings on our campus due to the pandemic, but this year we will have those hearings whether they have to be virtual or not, and we will be looking for more ways to make those hearings even more transparent.

- e. Anti-Racist Initiative: I am asking the faculty as a group to come together and help us chart our future in terms of what we need to do on this campus for the benefit of ourselves but also mostly our students.
- f. Presidential Search: After having discussions with the Executive Committee, we came up with three questions that we could present to our representative on the Presidential Search Committee, the Chancellor of IU Kokomo. She confirmed that she had received them and that she is fielding questions from other campuses as well. Another request made by the Executive Committee was that the regionals participate in some way at some stage of the search process, and I passed this along as well. I have not heard back on that request yet. I am hoping that we will have some presence or representation, at least in the finalist stage of the search process so I will keep you updated on that too.
- g. Chancellor's Medallion: Thanks to Jeri Pat's office and Aaron Pigor's team for helping us put that together. Special shout out to Mark Baer. If you have not seen his performance yet, please go and look at the video ([iun.edu/medallion](http://iun.edu/medallion)). It is representative of what our students are going through and of their hope and persistence. The students were also fantastic in their testimonials, and VP John Applegate and President McRobbie also made some great comments about our campus as well. Instead of giving out a medallion, we are giving out lapel pins to all our staff and faculty, who have helped to get us through this past year. It was important to have something to commemorate what we have been through this year. Our faculty and staff have gone above and beyond the call of duty. There is no better way to say thanks to you. Happy Thanksgiving, everyone.
- h. Faculty Question: Any idea how we are comparing enrollment-wise to Purdue or other campuses in our same region? Answer: Anecdotally, everyone is down as well. It's not just IU Northwest. We are not an outlier in terms of our region or even nationally. This is impacting everyone.

## 7. Recipes for Success

- a. Linda Galocy: Because we have so many empty classrooms, I was able to separate my face-to-face students into three different classrooms. One student in each room logged into Zoom so that the Zoom students could each talk to the face-to-face students, who really enjoyed that.
- b. Nicole Anslover: Some of our faculty members have been having success reaching out to our students who are struggling and offering them to do Zoom oral projects instead of written assignments. Students are expressing gratitude and doing well with that option.
- c. David Parnell: Reaching out to students about makeups multiple times can pay dividends. I had three students miss a key presentation in my class, and by following up with each of them I was able to schedule them to all do the makeup presentation on the same day, so they each had a small audience.

- d. Erin Argyilan: People are saying because of depression they are experiencing some physical problems reading the screen, so I have been switching in some audio sources and voice thread assignments that allow students to participate orally. We had a conversation with park rangers and members of the community and the students made personal connections and it was a reminder to the students that this is a step on their path to a longer and bigger goal.
- e. Monica Solinas-Saunders: I consciously reply to all my students emails by starting with the question “How are you?” Normally I would not get an answer, but this semester they take the time to do so and even send additional updates about their health and mental state.
- f. Mark: Thank you all for speaking up. I am sure each and every one of us has done even more than we give ourselves credit for.

#### 8. EVCAA’s Report – Vicki Roman-Lagunas

- a. Strategic Enrollment Management Team: We have broken into groups with assignments to look at short term goals for the spring semester and next fall. We are asking for the different groups to come up with strategies for new students. More to come on this.
- b. Congratulations to you all! You have got through 13 weeks of real craziness this semester. You have done so much to help your students succeed. Every semester we measure the number of complete withdrawals and class withdrawals. In Fall 2019 we had 106 complete withdrawals, and that is about normal. This fall we had 115. So we really didn’t lose a much larger amount of students at all this semester and that tells me something about the teaching and learning that’s going on. In Fall 2019 we had 530 course withdrawals, but this year we only had 475. That tells me you are doing something right with this. In 2019, the greatest reason for a withdrawal was personal/academic, followed closely by health, with modality of course being the least important reason. In 2020, withdrawals for modality increased. Faculty Question: What does modality mean? Students withdrew because a class was online or because it was not? Answer: It is not possible to know based on the question.
- c. We did a survey of students this semester, that we called a check-in survey, which had almost 500 respondents. So we have some more data there that will help us to address concerns and we will bring it to this group when we have analyzed that data.
- d. Faculty Question: What should we plan for next fall, given that schedule proofs will be due soon? Answer: We have been led very much by science. The medical response team mentioned that they are hopeful with the vaccines coming out, with a first round coming out in Indiana in December. This won’t get to the student population for awhile. Our team predicts that students will have access to the vaccine by April. We expect that by fall a lot of people will be vaccinated and we will be a safer community and we will be closer to our next normal. The restart

committee will start thinking about these things and bringing the recommendations to Faculty Organization soon. We need faculty members to determine if learning outcomes can be met by whatever modalities you are using.

9. Enrollment Outlook – Dorothy Frink, Director of Admissions

- a. For the spring semester, sophomores and freshmen are behind about 20% in enrollment, so those two groups of students may need a little more encouragement. The Office of Admissions is doing everything we can to try to bring up our number of applicants for Fall 2021.

10. Student Engagement Roster – Cynthia O'Dell and Veronica Williams

- a. See Attachment #2 for this presentation. The SER is a tool that lets faculty and staff give students timely feedback. Faculty are asked to do roster verification in Week 2, but to provide performance feedback in Weeks 2, 4, 6, and 8 as well.
- b. After faculty provide feedback on the SER, students receive automated emails with the feedback. Academic Advisors see their students who have feedback and contact them as appropriate. Enrollment Coaches make phone calls to students who have feedback that indicates they are struggling. In Fall 2020, 546 students were on the list. 49% of them spoke directly with an Enrollment Coach. 32% received a voicemail but did not call back. 10% had no active phone number on file. The rest had already dropped the course.
- c. We know everyone is working hard and putting the information into the SER. We want you to know that it is not just going nowhere and that a whole bunch of people are reaching out to students to help them as best as we can.

11. Extended Auto-Withdrawal Policy – Diana Chen-Lin & Alex Wang

- a. The Bloomington Faculty recently passed an extended auto-withdrawal policy. We have created a similar proposal for our campus. See Attachment #3. During the pandemic this policy would extend the auto-withdrawal deadline to the end of the semester, just before finals week. We welcome questions.
- b. Faculty Question: In “A” it says students should request a withdrawal, but that they don't have to ask their instructor. The withdrawal is from the e-withdrawal system, so how else can they do it? Answer: That language came from the Bloomington version, but I think what the policy intends is that they can withdraw using the current process but that there is not a process of approval, they get it automatically. Faculty Question: But the current process does route to us. Are they going to change that so requests do not route to us? Answer: Yes. This is only for the duration of the pandemic at this time. Peter Zachocki: I would say the students should follow the normal process but my office will monitor the process and skip the dean's approval and have the W be recorded. Mark: To clarify, this

would be an auto-withdrawal, and students will not need to supply a reason.

Faculty Question: So they will not need to be having a passing grade to get a W?

Answer: That's correct, this would override that language. Faculty Question: So a student can be not attending or flunking but they can still wait until the last day of classes to withdraw?

Answer: The same way that they could withdraw all the way up until week 8 in those circumstances, yes. Faculty Question: The policy says they should meet with their academic advisor or their enrollment coach. Do they have to do so?

Answer: I think that is meant as a recommendation because it is virtually impossible to force that requirement. Faculty Question: Is it wise to make this a major communication or only to tell students when they request a withdrawal?

My fear is if we advertise it, we might lose students who could have passed a class. Faculty Question: Students cannot take the final exam, fail, and then withdraw?

Answer: That is correct. This would only be active up to Week 15. And this policy only lasts until the Vice Chancellor formally acknowledges the end of the pandemic. Faculty Comment: This seems like a good opportunity to use the SER to tell students that they should speak with an Academic Advisor and consider withdrawals.

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c. This comes moved and seconded by the Executive Committee, so we are going to have a vote now. The motion carried by a majority of the Faculty Organization.

d. Faculty Question: Can we communicate this to our students right after this meeting? Cynthia: It should probably be something that is left for Academic Affairs to communicate to our students first, so Vicki and I would get together first. Faculty Question: So just to clarify, is this effective just for the pandemic?

Answer: Yes, this policy loses effect once the EVCAA announces the end of the pandemic.

## 12. SustainIU – Erin Argyilan

- a. The Power Down Initiative: The office of Sustainability and SustainIU is asking people to take a power down pledge! Please turn off all equipment on campus that you won't be using during the winter session. Unplug anything that's unnecessary. Please fill out the [petition](#) even if you are not on campus.

## 13. Student Success Academy Infographic – Kris Huysken and Harold Olivey

- a. This item moved to the next meeting.

## 14. Old Business

- a. None presented.

## 15. The meeting was adjourned at 3:00 pm.



Attachment 1:

In Memoriam: Dr. Frederick B. Chary

**Remembering Fred Chary**

**James B. Lane**

I am here today to pay tribute to my good friend and former IUN colleague Fred Chary, who passed away last Saturday of complications from Covid-19 at age 81. A graduate from Central High School in Philadelphia, he earned an undergraduate degree from the University of Pennsylvania and a PhD from the University of Pittsburgh in 1968. In 1972, while at IUN, he published the critically acclaimed book “The Jews and the Final Solution, 1940-1944,” which remains the definitive study of how the Bulgarian people, under the nose of a Nazi regime, used their political skills to halt the deportation of their Jewish citizens, who were loaded on a train headed for death camps. Chary always credited the Bulgarian people, not their King, for stopping the train. He was one of the first Fulbright scholars to do research in a Communist country during the Cold War.

Toni and I lived just a few blocks from the Charys in Miller during the 1970s and frequently got together for cards, board games such as Risk, special occasions, and holidays.

While the Charys spent a year in Bulgaria (sons David and Michael attended Ho Chi Minh School there), a bunch of us at Ron and Liz Cohen’s New Year’s Eve party made an audio tape for them. It apparently didn’t get through the Communist censors, probably because it was considered too raucous, although Fred later suspected the reason was political.

Students will remember Dr. Chary starting class with the question: “How do you know what you know?” Billy Drozda wrote that “*his lectures filled chalkboard after chalkboard and were fascinating.*” Once, teaching a Historiography seminar, I asked other department members to talk about their areas of specialization, in Fred’s case, the Soviet Union and Eastern Europe. I’d

never seen Fred teach, and he did not disappoint, interweaving a perfect blend of content, personal anecdote, and Q and A.

Fred and I often played poker at the Glen Park home of Dean of Education Lew Ciminillo. Math professors Abe Mizrahi and Leroy Peterson were regulars. When Fred got a particularly good hand, he'd inadvertently rock back and forth in his chair, tipping off the rest of us to beware.

Fred was an effective Chair of the Faculty Org, served several terms as Chair of the History Department, and was a proud member of the American Federation of Teachers, which prevented the administration from instituting a mandatory 12-hour teaching load and had considerable clout until defanged by Republican legislators.

For years Fred and Diane Chary would purchase a table at Temple Israel in Miller for the annual Trivia Night and invite IUN friends Jack Bloom, Karen Rake, Sue Darnell, and Ron Cohen to participate. I was expected to know questions on Region history and rock and roll. David Klamen recalled that Fred was an interesting conversationalist at the university cafeteria faculty table, along with his longtime friends, English professors George Bodmer and Alan Barr, a lunchtime practice that now seems a distant memory.

Both Fred and I were ardent Philadelphia sports fans. In 1974, the year the Flyers first won the Stanley Cup, we were at a party during the crucial game against Boston and found an empty bedroom for the final minutes. We celebrated Phillies World Series victories in 1980 and 2008, and two years ago, when the Eagles finally won the Superbowl, he was the first one I called. I'll miss him and think of him often.

In recent years, Fred served as a board member of the Indiana Jewish Historical Society, published a short history of Bulgaria and his memoir "Chutzpah and Naïveté: An American

Graduate Student Bursts Through the Iron Curtain to Do Research in Bulgaria.” When I last saw him, Fred was putting the finishing touches on a historical novel set in Russia.

Among the many former students and faculty who have paid tribute to Fred were Neil Goodman, Roberta Wollons, Lori Montalbano, and Paul Kern, who wrote: “Very sorry to hear this. Fred was a brilliant linguist and had an encyclopedic knowledge of history. He had an ironic sense of humor. And he was a very good chess player. He was my colleague for 38 years, part of an IUN history department faculty generation that flourished for four decades.” High school teacher Jim Reha wrote: “*Jim, please express our condolences to Fred's family. I always enjoyed his class and used information from him throughout my teaching career.*” Among all the tributes, those from students he probably would have appreciated the most.

At Fred’s 80<sup>th</sup> birthday party last year, Jean Poulard opened a bottle of French champagne, and we toasted our good buddy and esteemed colleague, who beamed as friends and family sang “Happy Birthday to “Dear Freddy.”

Attachment 2:  
Student Engagement Roster Presentation

(See the following pages)



# Student Engagement Roster (FLAGs)

Presentation to the Faculty Organization November 2020

Veronica Williams, Director of Academic Advising and Cynthia O'Dell, AEVCAA

INDIANA UNIVERSITY NORTHWEST

The Student Engagement Roster (SER) tool lets Indiana University faculty and staff give students timely feedback to actively encourage engagement that leads to graduation.

They can provide observations, recommendations and write individual notes.



Faculty are asked to:

- 1) Week 2 – Roster verification for FA purposes (all courses)
- 2) Weeks 2, 4, 6, 8 - Performance feedback (especially first year courses)
- 3) Any other week of term – as appropriate



PSY-P 211 METHODS OF EXPERIMENTAL PSYCHOLOGY

Lecture #34862 · Fall 2020 · More Details

Find Student

Select in Bulk

Multiple Student Feedback

Filter

23 Students [Add](#)

<input type="checkbox"/>	<b>C</b> Lynnae 2000500516	<b>Observations</b> <ul style="list-style-type: none"><li>Attending</li></ul>	
<input type="checkbox"/>	<b>C.</b> Natalia 2000351710	<b>Observations</b> <ul style="list-style-type: none"><li>Strong performance on assignments</li></ul>	<b>Recommendations</b> <ul style="list-style-type: none"><li>Keep up the good work</li></ul>
<input type="checkbox"/>	<b>D.</b> Sydney 2000183346	<b>Observations</b> <ul style="list-style-type: none"><li>Completing some but not all assignments</li></ul>	<b>Recommendations</b> <ul style="list-style-type: none"><li>Complete assignments</li></ul>
<input type="checkbox"/>	<b>E</b> Megan 0003607399	<b>Observations</b> <ul style="list-style-type: none"><li>Strong performance on assignments</li></ul>	<b>Recommendations</b> <ul style="list-style-type: none"><li>Keep up the good work</li></ul>
<input type="checkbox"/>	<b>E</b> Ramez 2000203694	<b>Observations</b> <ul style="list-style-type: none"><li>Strong performance on assignments</li></ul>	<b>Recommendations</b> <ul style="list-style-type: none"><li>Keep up the good work</li></ul>
<input type="checkbox"/>	<b>E</b> Alexis S 2000288841	<b>Observations</b> <ul style="list-style-type: none"><li>Strong performance on assignments</li></ul>	<b>Recommendations</b> <ul style="list-style-type: none"><li>Keep up the good work</li></ul>
<input type="checkbox"/>	<b>G</b> Michael 2000653892	<b>Observations</b> <ul style="list-style-type: none"><li>Irregular attendance</li><li>Low participation</li><li>Not completing assignments</li><li>Not completing quizzes/exams</li></ul>	





# Student Engagement Roster

Help ▾ j bloom@iu

FA20: SOC MOVEMT & COLLECTIVE A  
Lecture #15946 · Fall 2020 · More Details

Find Student

Select in Bulk

9 Students **Add** 1 Selected

<input type="checkbox"/>	Pierce, Nessar	0001455496 · nrpierce
<input type="checkbox"/>	Popovich, Arielle Jane	0003513686 · aripopov
<input type="checkbox"/>	Stavitz, Nicole Elizabeth	2000342735 · nstavitz
<input type="checkbox"/>	Taylor, Anthony	0003590303 · tayloant
<input checked="" type="checkbox"/>	Vaca, Alyssa Michelle	0003108554 · avaca

## Single Student Feedback

Alyssa Michelle Vaca

Search Observations and Recommendations

### Presets

Manage Presets

Select a preset...

### Observations

View All

Never attended

### Recommendations

View All

No recommendations at this time

### Notes

Shared with student

500 characters remaining

Restore

Clear All

Apply

Cancel

Submit

Last Name ▾ A-Z

Last Saved: Today at 1

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INDIANA UNIVERSITY NORTHWEST

# Important Reminders

- Your feedback will not register unless the day/timestamp appears upon submitting.
- Updating the feedback from week to week is important. If you flagged a student for poor performance, you should go back and update it so advisors know their performance improved. For example, if you “flag” a student to come see you, and they do, you can go in and remove that “flag”.



# What happens next after I provide feedback?

- 1) All students receive an automatic email message that they have received feedback which directs them to their view of the Student Engagement Roster. That message comes from the faculty member who provided the feedback.
- 2) Academic Advisors check their advisee lists regularly to identify students with feedback and connect with them as appropriate.
- 3) Student support offices are provided lists of students to reach out to as appropriate (Writing Center, Math Assistance Center, etc.).
- 4) Enrollment Coaches in the Student Advising Center make phone calls to talk with students who have received feedback that indicates they are struggling in their coursework. They leave a note in Adrx on this outreach.



# Fall 2020

546 students on lists for weeks 2-8

EC spoke with student	265	49%
Voicemail and email left	174	32%
No phone contact, email left	57	10%
Withdrew from course(s)*	50	9%

\*prior to calling

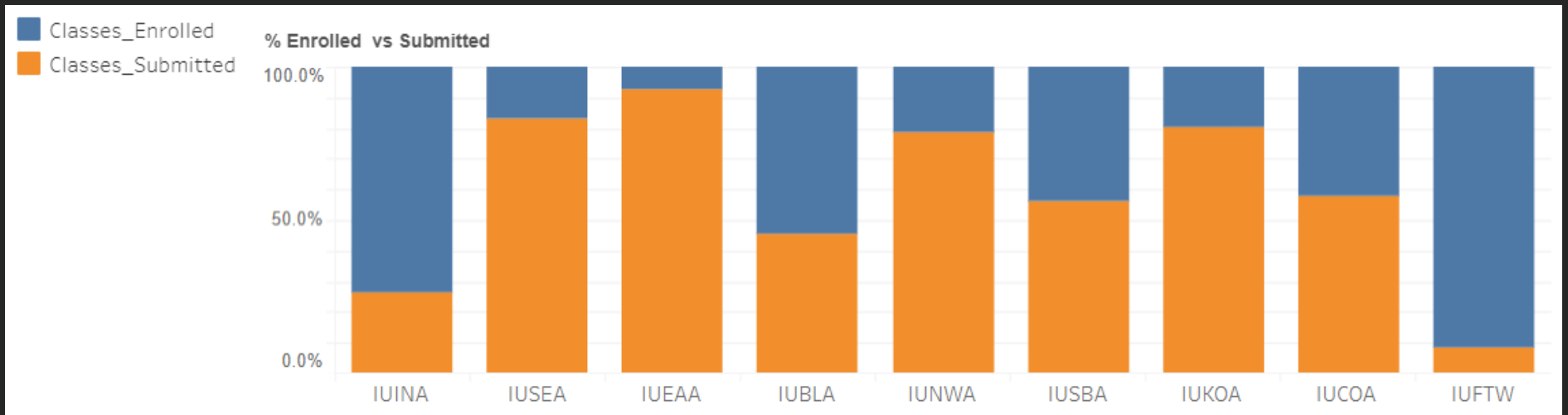


# Phone call examples

- 1) Student and professor have resolved issue, student is now attending regularly
- 2) Student's technology account was not set up, advisor Vwilliams assisted
- 3) Spoke with student, just trying to pass it, knows that progress is low, not concerned
- 4) Student discussed withdrawal plan with primary advisor Kballard
- 5) Student has increased study habits, and feels they are improving.
- 6) Spoke with student and he admits he is struggling with CHEM. I steered him toward our tutoring resources. Doc. In ADRx.
- 7) Not understanding math material so I gave her information on Math Lab



# SER Usage across campuses Fall 2020



For more information about the SER

<https://flags.iu.edu/index.html>



**INDIANA UNIVERSITY NORTHWEST**

Attachment 3:  
Extended Auto-Withdrawal Policy Proposal

(See the following pages)



### **Extended Auto-Withdrawal Policy Recommendation**

The IU Northwest Academic Affairs Super-Committee recommends that the campus extend the auto-W deadline for withdrawal from courses to the last day that classes are taught each term (this excludes final exam week) for the duration of the COVID-19 pandemic. The committee recommends that this policy remains in place until such a time that the EVCAA formally acknowledges the end of the effect of the pandemic on the IU Northwest campus.

The committee recommends that the campus establish a late Auto-Withdrawal from All Subjects with guaranteed W grades policy for students for the duration of the pandemic.

- A. Students could request a W grade in an individual course or from all enrolled courses by following the processes established by their dean's office until the last day classes are taught for the term (this excludes final exam week). These late requests would not be routed to the school/college offering the courses nor to the course instructors. Once submitted, the student would be assured W grades.
- B. Students should meet with their academic advisor or enrollment coach to initiate such requests. The consultation will ensure that students are aware of the implications of the late withdrawal in terms of prerequisites/sequencing, financial aid, SAP, scholarship eligibility, and visa eligibility, and that special populations (international students, student-athletes, etc.) consult with appropriate offices before initiating the drop.