

Faculty Organization Meeting
February 19, 2021
1-3 pm
Online via Zoom
Minutes

1. Called to order at 1:00 pm.
2. Approval of Minutes: January 22, 2021 – approved without amendment.
3. New Business
 - a. 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.
 - b. No new business items were raised.
4. President's Report – Mark Baer
 - a. Congratulations to Tin-Chun Lin, the recipient of the 2020 Distinguished Scholarship/Creative Activity Award.
 - b. Thanks to Harold Olivey for his excellent Faculty Town Hall presentations. They were recorded and are available here:
https://drive.google.com/file/d/1_UWYE5v_pBOsJ5j2DIhHuY2RMwIN_iuq/view?usp=sharing
 - c. UFC Consolidated Grading Policy: The UFC is trying hard to create a policy that all campuses can abide by. I have sent in your feedback from our campus. The UFC Executive Committee continues to wordsmith the document, but it is still in process.
 - d. RFC Post Pandemic Conversations: The RFC is considering hosting a series of post pandemic conversations, centered on the role of regional campuses, what has changed and what has remained the same. This is still under development but I wanted to share it with you because I thought it was an exciting idea. There will be opportunities to participate as panelists and to attend to listen.
5. Super-Committee Reports – Mark Baer
 - a. Student and Campus Affairs (Subir Bandyopadhyay and Kevin McElmurry):
 - i. The Budget Hearing process will start in March. Mark, Subir and Kevin will be at each hearing, and one additional faculty member from the area under discussion will be present at each hearing.

- ii. Financial Exigency: We have come up with an exigency plan for our campus, but the university lawyer has come up with their own called a “financial crisis plan.” We will examine it as a super committee when we receive it and bring feedback on it. We might receive this in the next two weeks. Mark: I look forward to this and hope it will be a good, collegial process.
 - iii. The use of Qualtrix for polling and surveying members of the university committee is popular, but there is a risk of overuse and survey fatigue. Our committee will review survey policies in place on other campuses and draft one that is appropriate for our campus.
 - iv. Many of our committee members are involved in the Strategic Enrollment Management (SEM) group. So if you have questions about what our committee is doing, many members are doing quite a lot of work in that capacity.
- b. Academic Affairs (Diana Chen Lin and Alex Wang):
- i. No specific agenda to report as of now. But we have several ongoing tasks and will have more specific items to report in March and April. We have asked the various smaller committees that make up Academic Affairs to report to the super committee on agenda items they are considering.
 - ii. We arranged for a representative from IU Online to provide a Zoom presentation to members of our campus community about which classes go on IU Online Course Connect and that took place on January 29.
- c. Faculty Affairs (Tia Walker and Ranjan Kini):
- i. Teaching Professor Guidelines: We were tasked with making some clarifications and incorporating these guidelines (approved at April 2020 Fac Org) into the P&T Guidelines. We are working on these now for approval in Spring 2021. A committee will also be formed sometime in the future to evaluate all tenure and promotion guidelines.
 - ii. Faculty Grants: Because of budget cuts, we had to cut the number of faculty grants this year. We gave 5 summer fellowships, 1 mid-career summer fellowship, and 4 grants in aid of research.
 - iii. Trustees Teaching Award: Deadline extended to 2/22 and criteria were reviewed and clarified. Vesna Kilibarda: Deadline was extended to 2/8 to apply, and candidates now have until 3/8 to submit materials. Changes included encouragement to add information about teaching during COVID and strong encouragement to non-tenure track faculty to apply.
 - iv. Founders Day Teaching Award: We are looking at how to incorporate online and hyflex and modalities. For this year, added a way to evaluate those teaching only online. We will review criteria for all teaching awards in 21/22.
 - v. Faculty Comment: Please also encourage each other to apply for FACET.
 - vi. Computer and Distance Learning: Dan Kelly and Olatunde Abiona have been working with IT on improvements to distance learning tools, such as

cameras that can allow use of larger whiteboard, use of OWL cameras or GoPro cameras, and adjustments to microphones. Faculty can also get laptops issued to them if their office computer is a desktop.

- vii. If there are any concerns about teaching modalities or classroom technology, please address them to Tia.
- viii. UFC: The UFC continues to meet regarding student evaluations, and is continuing to accept ideas and concerns from faculties. Reach out to Jennifer Greenburg about this. Jennifer: Contact me soon, because our next meeting is at 3:30 today. There are a lot of voices on the topic. The Academic Specialist Rank is also still under review.
- ix. Diversity and Inclusion committee is still working on an antiracist campaign.
- x. Faculty Organization Elections for Spring 2021 are being arranged.
- xi. Ranjan: Are we supposed to look at the individual unit P&T guidelines when doing revision, or only look at the campus P&T guidelines? Vicki: We haven't revised or looked at our campus P&T guidelines since 2011, and I know a lot has happened with teaching, research and service over those years. This will be up to your committee, but you might want to talk about community engagement or online publishing. That's the first thing. The second thing is that the guidelines we have really confuse the lines between the faculty we have. So it's really a conversation around whether we can have one goldenrod with a whole section for tenure-track, another section for clinical, and another for lecturer. The other thing is that a lot of things we do are not in writing anywhere, and we just assume everyone knows how to do them. I am talking here about process, not criteria. We want a guideline of the process. One of the things that is happening is that we're forgetting to send the letters to the people who are up for promotion, so they are not hearing anything about their process. Mark: So this spring the Faculty Affairs Super Committee will be trying to put forward both a brief clarification of the Teaching Professor guidelines, and to work on a set of standard procedures for all P&T committees. We hope to have both of those things done this spring for your approval. Looking forward to next year, we hope to revise the entire campus P&T guidelines. So to come back to Ranjan's question, we are talking about the campus P&T guidelines only, and each unit would be responsible for its own guidelines.
- d. Mark: Thank you to all the super committee chairs. I think this is going well and I look forward to talking more about the super committee structure in the near future as we decide whether to extend this experimental structure into the next year.

6. Pandemic Impacts on Faculty Annual Report Resolution – Mark Baer

- a. See Attachment #1. This resolution comes approved by the Executive Committee, and is therefore already motioned and seconded.
- b. Faculty Comment: I am disappointed at this because it implies that the deans would not already give faculty the chance to explain this. I am a dean but also a faculty member and I am going through this too. Mark: I am sorry to hear that and surprised as well, because we presented this resolution to the Deans' Committee and it seemed to receive unanimous support there. Faculty Comment: One of the primary concerns was the untenured faculty, to make sure the path was as smooth as possible for them. Faculty Question: Is it implied that research productivity impacted by access to laboratory facilities is included? Mark: Yes, that is not at all excluded and we certainly realize that is an issue.
- c. The resolution was passed by a majority of the Faculty Organization.

7. Chancellor's Report – Ken Iwama

- a. A snow day with remote learning doesn't have quite the same impact as it used to.
- b. We just started in-person classes on campus again. If there are any issues, report them to who needs to hear about them. Health and safety is a priority for all of us.
- c. Commencement 2021: President McRobbie will be coming out with a statement on commencement in the coming days. The thought process is that we will try to do in-person events across IU, but significantly de-densified. There will also be consideration for 2020 grads in the hopes that they can participate as well.
- d. Looking forward to Fall 2021: "We're back" – what does that mean? Our interpretation is that we will look as much like Fall 2019 as possible. There are many caveats loaded into that. We're talking about the rate of vaccinations. Something else not to be dismissed is the future of work, as Mark was talking about, "post pandemic" committees and lessons learned moving forward. There is of course uncertainty and there will be pivoting. We will address this through hyper communication: restart meetings, town halls, and discussions.
- e. We continue to be one of, if not the most, safest campuses across IU as far as COVID. We are not scheduled to be a vaccine distribution center for now, but that could change. We are dedicated to helping our surrounding community as far as we can.
- f. Fall 2021: We continue to have challenges with applications and admissions for Fall 2021. High school students are most likely to delay college applications because it's hard to focus on the future or they need to connect to their guidance counselor. We do have the SEM team focusing both on these potential new students and on persistence.
- g. As we reach out to potential students, we should talk about our value, but we really need to talk about our academic programs, and our faculty, and our excellence. Having academic open houses is critical to us to spread the word.
- h. Budget planning: It is hard to make choices about the budget when Fall 2021 numbers are looking like they are now. I take some solace in the application

decline being only a delay, but at some point we have to solidify budget estimates, so the delay cannot last too long before it affects us. Our goal for the budget process is to make it as transparent as possible. I think we will work very well together. I am going to listen and learn about this process as we move forward and depending on feedback it may look different next year when we do it.

- i. President's Search: In-person interviews are planned for later this month. I don't know what is planned for those visits. There are eight areas the search committee will focus on, and the regional campuses will be one of those areas of emphasis.
- j. Quality: Let me go back to our quality here. Such great feedback from the immigration event. These are things we want to highlight not just in our community but to those in the region.
- k. Welcome back grab-and-go events have been postponed to Tuesday and Wednesday of next week, so please come by and be seen.
- l. Faculty Question: What are preferences for summer 2021 classes? Chancellor: Summer is to look like spring looks right now. Vicki: Yes. As far as what students prefer, the answer varied according to our survey: some students appreciated not having to come to campus, and others wished they could be on campus. Faculty Question: Are we planning on in-person bridge activities in August? Vicki: I have not heard about it in particular, but we did it last August, so I imagine we will make it happen again.

8. EVCAA's Report – Vicki Roman-Lagunas

- a. I am so convinced that we are moving in the right direction for shared governance. I appreciate the time that the committees have given me and the questions that I have received. The super committees and their commitment has been an extraordinary success so far on our campus, helped out by the SEM team and the restart committee. Kudos to shared governance here.
- b. Sustainability: We have an office of sustainability, which is Erin Argyilan's office. Can you tell us what your office is doing? Erin: We are working with facilities on waste management and sustainability. I have formed a committee and we are working on a climate action plan for the campus. We are making data-driven decisions. We have a couple of student interns as well. We are meeting with the city on Monday to see how we can align our goals. We will hold a workshop in April with folks on campus who want to help develop our action plans to achieve carbon neutrality, deliverable in August. Vicki: We are so lucky to have Erin take on this leadership, and sustainability is high on our agenda.
- c. Graduating Senior Survey: I have the results of this survey from academic year 2019/2020. Survey-takers have the option to call out a faculty member who had a positive impact on them. More than 200 faculty were mentioned by their students. The top ten mentioned faculty were: Maureen Rutherford, Glenn Lauzon, Crystal Shannon, Monica Solinas-Saunders, Sara Adams, Vesna Balac, Anita Benna,

Charlie Hobson, Nancy Smith, and Helen Harmon. Congratulations and thank you all!

- d. Mark: I want to read out a reminder from Cynthia O'Dell about the Celebration of Faculty Research, which will take place on March 19, 9:00-11:30am.

9. Budget Process Overview – Michelle Dickerson

- a. See Attachment #2. This is an overview of the budget process to let everyone know what happens every year during budget time.
- b. The annual budget process goes from November to May each year.
- c. Core data begins with revenue predictions from the academic units (including credit hour projections), and information from the university budget office (such as tuition rate increases or state appropriation changes).
- d. The Budget committee meets 4-5 times during the process, and it includes the Faculty Organization President and 2 members of Faculty Organization.
- e. General Funds expenses are held constant during a period of declining credit hours, with the exception of salary increases, benefits changes, and university taxes.
- f. Budget hearings take place by unit to review and discuss any current year anomalies or request for funding of new programs, positions, and initiatives. Can support requests for one-time, non-reoccurring expenses.
- g. Budget updates are shared in cabinet meetings, council meetings, Faculty Organization Meetings, and at the annual Town Hall meetings.
- h. Faculty Question: Is there any thought of changing or rebranding the online course fee? It has been a contentious point for some students. Answer: It has been discussed, but there is no plan to get rid of it. We did get some talking points from the university on how to explain it. Faculty Question: Why not rebrand it as a lower fee to all classes? Answer: A lot of these decisions are not coming from the regional campuses, but from Bloomington, but we can try to take that idea back to them. Faculty Question: Is there any discussion of a university tax freeze, given the regional campus enrollment pressures? Answer: Last year they did make some reductions, and you can be sure we ask them every year. We don't have assumptions yet on tuition rates and salary policy this year, so cannot be sure. Faculty Question: We had a 5% cut in the budget last year, will that be the basis for the new budget for the coming year? Answer: Yes, that is the plan unless we hear that state appropriations are increased. Faculty Question: Are you getting any feedback on what the state government is planning to do as far as higher education? Answer: We are thinking that they will reinstate the money that they reduced last year. Chancellor: There are some indications of positive movement, but we do not know what it is yet. Faculty Question: Are university taxes a function of credit hours or student enrollment? Answer: It is somewhat connected because university taxes are a calculation on various cost-drivers, but it is also

about the costs that the university overall incurs, and we have to share in a percentage of their costs.

10. Student Success Academy – Kris Huysken and Harold Olivey

- a. See Attachment #3. The Student Success Academy is our path to accreditation. We are interested in getting some feedback from faculty about campus culture. When we think about culture, we are talking about how we view ourselves. Who are we? How do we relate to our students?
- b. We have devised a short poll to ask faculty where we fit. The poll consists of four questions.
- c. We are gathering information to help us decide on a student success project to pursue for our accreditation.

11. Old Business/Announcements

- a. None presented.

12. The meeting was adjourned at 2:50 pm.

Attachment 1:

Pandemic Impacts on Faculty Annual Report Resolution

Pandemic Impacts on Faculty Annual Report (DMAI)

Whereas the Covid-19 pandemic has negatively impacted research opportunities in many academic disciplines by restricting travel, reducing access to academic conferences, reducing or delaying publishing opportunities, and creating other significant impediments;

And Whereas these research impacts have been unevenly distributed and have uniquely affected each discipline and researcher;

And Whereas the Covid-19 pandemic has manifested significant challenges to standard teaching practices including, but not limited to, requiring faculty to quickly adopt new technologies, teach in new and multiple modalities, and work harder to engage students who are negatively impacted by the pandemic;

And Whereas the COVID-19 pandemic has substantially altered or limited access to community-based organizations whereby many faculty provide service, conduct research, and/or involve students in community-engagement.

And Whereas many faculty members are rising to these challenges in the context of negative personal impacts including, but not limited to, healthcare challenges, increased family responsibilities, and increased childcare responsibilities;

The IU Northwest Faculty recommends that the Executive Vice-Chancellor for Academic Affairs, Deans, Chairs, and other faculty leaders take these impacts into account when conducting reviews of Faculty Annual Reports (DMAI). The Faculty request that in the case that a DMAI reports a significant decline in productivity over the last year, unit leaders offer faculty members the opportunity to provide a short narrative regarding the impacts of the pandemic on their research, teaching, and service output in order to inform the review. We recommend that this practice remains in place until such time that the pandemic no longer imposes negative impacts on research, teaching, or service.

Co-authors: Mark Baer, Susan Zinner, Jonathyne Briggs, Sharon Pratt

Attachment 2:

Budget Process Overview by Michelle Dickerson

(See the following pages)

February 19, 2021

ANNUAL BUDGET OVERVIEW



INDIANA UNIVERSITY NORTHWEST

Budget Start Date and Duration

- The annual budget process is completed over a 6-month period
- Budget deliverables begin in November and the budget process continues through May
- Planning starts when the budget calendar is received from UBO (University Budget Office). The calendar includes the dates data is received from UBO and the dates reports/updates are due from the Regional campuses.
- The IUN Fiscal Affairs staff prepares an internal budget calendar to carve out action steps performed at the campus levels
- Both calendars are shared and discussed with the Unit Finance Directors, mentioned in the monthly Council meetings and posted to the Council shared drive



CORE DATA BEGINS WITH REVENUE

FROM THE ACADEMIC UNITS:

- **Non-instructional fees:** request for new and increases in fees (course, lab, administration fees)
- **Incidental Income (*other income*):** projections
- **Credit Hour projections:** projections per Unit for UG, Grad, Residential, Non-Residential, OCC and Banded Tuition



Key Data from UBO

(assumptions received in mid April, official approvals received in May or June)

- Tuition rate Increases
- State Appropriations
- Benefit rates
- University tax increases
- Official Budget guidelines
- Salary policy and Union salary rates

- **FY 2020 Special Requirements;** i.e. due to the pandemic, requirements for the FY 2020 budget included a 5% expense reduction, freeze on salary increases and bonuses, restrictions on travel and limited/exceptional hiring that requires University approval



Budget Committee Members and Meetings

The Budget Committee meets 4 to 5 times during the budget process. The meeting objectives include the following:

The Committee members are the Cabinet, the Faculty Org. President and 2 Faculty Org. members

- BUDGET OVERVIEW
- BUDGET HEARINGS/PRESENTATION MEETINGS
- REVIEW OF ASSUMPTIONS: TUITION RATE INCREASES, STATE APPROP. UNIVERSITY TAXES, PROPOSED SALARY INCREASES
- PROJECTION MODELS OF REVENUE & EXPENSES built on assumptions



as presented in the April TH Mtg.

FALL TRENDS

FALL TRENDS (Degree Seeking)

HEAD COUNT				CREDIT HOURS			
FALL SEM.	NUMBER OF STUDENTS	CHANGE FROM PRIOR YEAR	% CHANGE FROM PRIOR YEAR	YEAR	CREDIT HOURS	CHANGE FROM PRIOR YEAR	% CHANGE FROM PRIOR YEAR
2013	5,237	N/A	N/A	2013	57,137	N/A	N/A
2014	4,758	(479)	-9.15%	2014	53,540	(3,597)	-6.30%
2015	4,471	(287)	-6.03%	2015	50,898	(2,642)	-4.93%
2016	4,160	(311)	-6.96%	2016	48,238	(2,660)	-5.23%
2017	4,055	(105)	-2.52%	2017	46,699	(1,539)	-3.19%
2018	3,959	(96)	-2.37%	2018	45,285	(1,414)	-3.03%
2019	3,877	(82)	-2.07%	2019	44,481	(804)	-1.78%
2020	3,801	(76)	-1.96%	2020	43,993	(488)	-1.10%



General Funds Accounts

In a period of declining credit hours and revenue.....

- GF (*general fund*) expenses are held constant with the exception of increases inSalaries, Benefits, University Taxes

University taxes are paid to fund the support from the UA office which includes Compliance, Legal, Internal Audit, Treasury, Purchasing, Accounting, Insurance, Capital planning, etc..

- Total expenses cannot exceed total revenue
- **Balancing the Budget...**The budget is balanced at the Campus level (consolidation of all funds)



Budget Hearings/Presentations

Budget Committee meets with the Deans, Directors and VCs of each Academic Unit and Administrative Dept.. (*one hour meetings*).

Note: The Unit Leader decides who (*from their team*) will join them in the meeting

Review and discuss: (*budget material request is sent 2 weeks prior to the meetings*)

- current year anomalies, negative balances, exceptions
- requests for funding new programs, positions, initiatives (as previously discussed & approved by the EVCAA)
- requests for cash to fund one-time, non-recurring expenses



Communication: Budget Policies and Strategic Plans

BUDGET UPDATES and STRATEGIC PLANS ARE SHARED AT THE FOLLOWING:

- Cabinet meetings
- Council meetings (with Deans attendance)
- Faculty Org Meetings
- Annual Campus-Wide Town Hall Meeting in April; includes... FY actual projections, high level budget projections, credit hour trends, proposed salary increases, planned use of year-end cash savings



Questions



INDIANA UNIVERSITY NORTHWEST

Attachment 3:
Student Success Academy Poll Questions

(See the following pages)

Who are we?

A community resource

A cultural center

An intellectual oasis

A place of opportunity

The Harvard of the Midwest

Home of the Fighting Avocados

Are Our Students....

Customers

Data points

Revenue units

The reason we exist

Clues about Culture

What we assume

How we talk

How we think

How we act

An Organization's Culture

Deeply rooted

Passionately defended

Reinforced by structures, policies, procedures, behaviors

What an organization IS



**Thinking about *our* Culture
and Student Success:**

Where Do We Fit?



Examining attributes central to the culture of Institution A and Institution B...



Please rate where you see IUN on the continuum between the two.

Institution

A

Institution

B

1



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Emphasizes data related to



- Retention (related to enrollment numbers)
- Graduation rates (related to institutional status)
- Demographics (identifying untapped student populations)
- High school rank, GPA, test scores
- Head count
- Enrollment trends
- Website hits
- Funnel metrics: inquiries, applications, yield rates
- Geographic recruitment area
- Net cost/net tuition
- Course placement from HS metrics & SAT/ACT
- Predictive attrition modeling
- Placement rates
- Program review based on Return on Investment

- Retention (as a measure of student progress)
- Graduation rates (related to student goal attainment)
- Demographics and diversity (as a reflection of the community served)
- Academic standing
- Learning outcomes, assurance of learning
- Students goals
- College readiness
- Engagement on campus: participation in college services, student organizations, activities, homecoming
- Strategic management of diverse populations
- Student Satisfaction and Climate Surveys (NSSE, CSSE)
- Success in entering post-bac degree programs, licensure, admissions exams (boards, MCAT, LSAT, GRE, etc.)

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Campus Initiatives



- Recruitment and expansion
- Significant admissions staffing/funding
- Customer relationship management
- Statewide, aggressive marketing
- Streamlined application processes
- Open houses
- Aggressive re-enrollment
- Targeting stop outs, drop out
- Enrollment-oriented advising
- First-year non-renewable scholarships
- Enrollment incentive programs: “Add a class”, giveaways, discounts
- Late drop date to keep students in school
- Summer orientation
- Adding high-demand degree programs
- Extended building hours & operations
- Nice grounds, beautiful buildings, lazy rivers

- Attention to diversity, equity, and inclusion; underserved populations, engagement
- Wrap around services (orientation to graduation)
- Fall orientation
- First year experience course
- Tutoring, peer mentoring, learning communities
- High-impact practices, practicums, internships
- Learning style focus
- Intrusive advising, success-oriented coaching & advising
- Academic, personal, professional support
- Bridge program (ease transition into college)
- Mental health support
- Career transfer center / Experiential Credit
- Coherence across curriculum
- Investing in teaching staff, Teaching and Learning Centers, Undergraduate Research

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Policies and Practices for Students



- No application deadline; extended enrollment into semester; penalty free drop/add
 - “Flexible” admission standards
 - No testing or placement policies
 - Reduction of out-of-state tuition
 - Registration holds (financial or advising)
 - Mandatory attendance policies
 - Multiple probationary periods; no dismissal policy
 - Advising focused on increasing credit load
 - Large classes
 - No mechanism for policy review (policies for policy’s sake)
 - Students seen as numbers
 - “Passing the buck” with student questions/inquiries
 - “Sink or swim” mentality, few support services
 - Course completion options that extend student residence time
- Application deadline
 - Support for learning how to learn, and better understanding oneself
 - Plans to identify personal goals, develop and complete plan of study
 - Strong onboarding
 - Multiple measures for grading; prompt feedback; graded assignments early in semester
 - Appropriate academic forgiveness policy
 - Smaller class sizes
 - Policies/policy review that make campus/college navigation easier for students
 - Scholarships, institution-provided funds for degree completion
 - Significant funding of success initiatives
 - Focus on employability, student satisfaction

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Policies and Practices for Faculty



- Larger class sizes; Higher teaching loads
- Focus on research scholarship over teaching scholarship
- No expectation of faculty engagement with students outside of class
- No professional development support or formative peer review of teaching
- No final exams
- DFWI reports as a proxy for academic rigor
- No undergraduate research
- Faculty-centered teaching schedule
- Course offerings and cancellations – faculty driven

- Orientation; Faculty mentoring; professional development programs
- Faculty advisors carry out academic and professional advising
- Collaboration between faculty and students to create scheduling
- Mandatory office hours per week
- Less use of adjuncts/more instructors with terminal degree credentials
- Regular feedback to students: Early Alert System; grades in a Learning Management System
- Student Success Collaborative
- Academic Accommodations

