

Faculty Organization Executive Committee Meeting  
Minutes  
January 8, 2016  
Library 140A  
12:00-2:00 p.m.

Chuck Gallmeier – President, Mark Baer – Secretary, Will Dorin – At Large, Iztok Hozo – At Large, William Allegrezza – COAS Rep, Andrea Eugenie Charlotte Griffin – SOBE Rep, Joseph Ferrandino – CHHS Rep, Scott Sandberg - Library Representative, Subir Bandyopadhyay - Vice President, Glenn Lauzon – SOE Rep, Steven Echtenkamp – Med School Rep

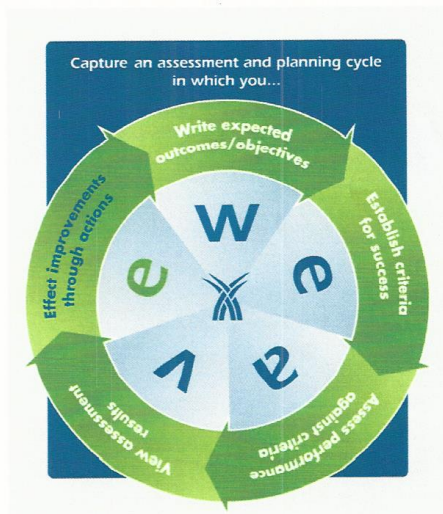
1. Approval of the minutes of November 6, 2015
2. President's Report and Announcements:
  - a. Chancellor's Review Update – still no update. This may be later than normal. Committee hopes to have a draft report to circulate in February.
  - b. Election – Board of Review to begin February 1<sup>st</sup> (currently only 4 candidates)
    - i. We need 7 candidates to have an election.
    - ii. The elected members must be in place by Feb 1.
  - c. Current Board of Review Case has been completed.
  - d. Honor Society of Phi Kappa Phi – membership proposed by VCAA McPhail
    - i. Chuck has charged the Faculty Affairs Committee to consider this issue.
  - e. Center for Servant Leadership – membership proposed by VCAA McPhail
    - i. Chuck has charged the Faculty Affairs Committee to consider this issue.
  - f. One Book/One Campus Faculty Participation
  - g. Board of Trustees Meeting – February 4<sup>th</sup> and 5<sup>th</sup> at IUPUI
    - i. The Exec Committee Meeting will be moved to February 12.
  - h. UFC Teleconference - January 19<sup>th</sup> UFC Meeting, IUPUI – February 23
    - i. 12 month pay option was dismissed.
    - ii. Committee suggestion – online petition might be a way of expressing the importance of this issue to administration.
  - i. Distinguished Teaching Awards Committee Meeting – January 8, 2016
    - i. Announcements will be made in February or March
  - j. Terri Crouch and Jenny Kincaid – March 1<sup>st</sup> Teaching Awards Workshop
3. Chancellor Lowe – 12:30-1:00
  - a. Welcome back Subir!
  - b. Enrollment is running behind this semester – 4% credit hours.
  - c. IU Northwest ranked at the bottom of student satisfaction and student engagement in advising in a recent survey. This may be related to the enrollment dip.
  - d. The faculty role in advising was recently defended. Faculty must step up, not just by meeting with students who come to their office, but by reaching out to students.
  - e. One Book/One Campus Faculty Participation – one can sample this book. The style and literary quality is quite good. Pieces can be assigned even if you have not planned your syllabus around this issue.

- f. Committee Question – what areas of advising specifically are we failing at?
    - i. Student satisfaction, number of contacts, number of attempts to reach out, and propensity toward self-advising.
    - ii. Nationally, only 40% of students are getting advised by their advisor. That speaks to a system wide problem in this area.
  - g. Committee Question – are there reliable online tools for students to plan courses?
    - i. Yes
  - h. Committee Question – is there an automated way to manage prerequisites for courses as students are registered far in advance?
    - i. No. There is a committee working on these sorts of issues.
  - i. Committee Question – More training for Faculty Advisors would be welcome.
  - j. Committee Question – Is the new building on schedule?
    - i. Yes, maybe even a little ahead of schedule due to great weather.
4. EVCAA McPhail – 1:00-1:30
- a. AQIP is the most important aspect of EVCAA’s job right now.
    - i. Strategic Plan is being drafted with the Deans
      - 1. Missions and goals for the plan should be aligned with the mission of the university or colleges.
      - 2. Two pretty clear outcomes from the previous AQUIP evaluation:
        - a. We report of activities but don’t close the loop with those items to show how they represent continuous quality improvement.
        - b. Lack the mechanisms for reporting continuous quality improvement.
    - ii. Weave software is a campus wide responsibility to address this issue. This is part of our accreditation but not the full requirement. (See Attachment 1)
    - iii. Committee Question – Is there a way to connect Faculty Annual Reports to this process.
      - 1. That would not be helpful at this point.
    - iv. Draft of Academic Affairs mission and goals – (See attachment 2, DRAFT ONLY) – This is a sample of how a department or unit might look.
    - v. There are some creative accounting practices that have been identified that make it difficult for the EVCAA to make good decisions.
  - b. Servant Leadership
    - i. One of the things that was attractive about IU Northwest was that there is a structure in place for Servant Leadership. This idea is already build into our athletic programs as well as other places.
    - ii. On many campuses the people who do the most service are often exploited because service is not valued by the institution as a whole.
    - iii. Servant Leadership could be a way differentiate ourselves from the rest of the IU system.
    - iv. Service to students is the reason for the existence the University.
    - v. Servant Leadership is not the same thing as the service component of P&T.

- c. Phi Kappa Phi – is the nation’s oldest interdisciplinary Honor Society
    - i. Provides funding for study abroad as well as awards for distinguished service.
    - ii. Committee Question – what are the requirements of the university?
      - 1. Annual fee, faculty advisor, involvement in annual events
    - iii. Committee Question – what are the requirements of the students?
      - 1. Minimum GPA, juniors and seniors, small fee
- 5. MOTION TO APPROVE MEMBERSHIP IN PHI KAPPA PHI, to be funded by the Office of the EVCCA – APPROVED WITHOUT DISSENT
- 6. Beth Tyler – Associate Vice Chancellor and Dean of Students -1:30-1:50
  - a. Process for adjudicating incidents of Academic Misconduct (See Attachment 3)
    - i. This document has been revised and clarified from a much longer document.
    - ii. Committee approves of the changes and will ask the Academic Affairs committee to present the document to Faculty Organization at the January meeting.
  - b. NSO Revision
    - i. AVCDs is also leading the revision of the New Student Orientation. The goal is to move the more boring aspects of administration to videos that students can access online, and make orientation about interacting with faculty and engagement with the academic programs.
    - ii. It is unknown if there will be funding for improvements in orientation.
- 7. Agenda Items for January 15, 2016 Faculty Organization Meeting
- 8. Old Business
- 9. New Business
  - a. Committee Comment - Discussions and votes on action items should be held until the relevant administrator is not present.
  - b. Committee Comment – Faculty members should be running online programs. This should be affirmed by the faculty organization.
    - i. A resolution has been drafted and will be sent to the Academic Affairs committee.
- 10. Adjournment at 2:13pm

# Documenting Quality Improvement Projects With WEAVE

- W**rite Outcomes and Objectives
- E**stablish Criteria
- A**ssess Performance
- V**iew Results
- E**ffect Improvements



*Frequently Asked Questions and Instructions  
For using WEAVE to Develop and Document  
Continuous Quality Improvement Projects*

**What is WEAVE?** WEAVE is an online institutional assessment and planning system that is used by academic institutions for accreditation, assessment, curriculum management and strategic planning. IU Northwest obtained the product this year to provide a mechanism for documenting campus Continuous Quality Improvement (CQI) processes and projects as required by the Higher Learning Commission (HLC) for our Academic Quality Improvement Pathway (AQIP) accreditation. WEAVE will be used to document the AQIP Action Projects that are required by the HLC, and will also be used to document and manage CQI projects across the campus in both academic and non-academic units. It also has additional uses, such as strategic planning, curriculum management and assessment, and accreditation. For now we will focus on managing and documenting campus CQI projects for IUN's April 2016 AQIP Accreditation Visit.

**Why do I have to input information into WEAVE?** In November of 2013, IU Northwest completed and submitted its AQIP Systems Portfolio to the Higher Learning Commission to meet accreditation requirements and expectations. In January of 2014, HLC issued its *Systems Appraisal Feedback Report*, and outlined a number of opportunities for improvement that IUN could implement and document more effectively to illustrate the principles and practices of Continuous Quality Improvement. WEAVE was specifically mentioned as a viable vehicle for responding to the System Appraisal's call for better documentation of our efforts, and it provides a systematic structure for ensuring that the projects that we document can lead to continuous quality improvements.

**How many goals should be stated in WEAVE?** Because the emphasis of CQI is quality, and the structure of WEAVE requires substantive documentation, you should initially develop no more than two goals for your unit or department. Through the planning cycle, once goals have been accomplished, new goals can be added to document quality improvements. Additionally, WEAVE can also be used for accreditation, curriculum development, and assessment of learning and programmatic objectives. For the purpose of the AQIP visit, and as a way of becoming familiar with the various elements of continuous quality improvement, it is best to focus on one, and not more than two goals, during this first assessment cycle.

**How will the CQI initiatives put into WEAVE be monitored or evaluated?** Monitoring and evaluation of the WEAVE process happens at several levels: by the WEAVE administrator designated to document CQI initiatives (i.e. Department Chair, Dean, Unit Director, etc.), that individual's supervisor, by the Assistant Vice Chancellor for Institutional Effectiveness, and finally by the Chancellor. When information is placed into WEAVE it is input initially in draft form, and only saved as a final document at the conclusion of the yearly cycle. Throughout the process, documents can be reviewed or changed, and feedback can be provided by the Office of Institutional Effectiveness if requested during the input process. The Office of the Chancellor will have the opportunity to review all CQI projects and initiatives before the yearly cycle is completed. At the beginning of the next cycle, existing projects can be updated and assessed, and when initiatives have achieved their projected goals, new ones can be added.

**How will my unit or department be impacted by CQI?** All institutions following the Higher Learning Commission's AQIP Accreditation Pathway are required to provide evidence of Continuous Quality Improvement. WEAVE offers a mechanism for systematically documenting CQI across the institution, and can be utilized by all academic and administrative units on campus. Also, for those units that have accreditation requirements, WEAVE can assist with the reporting and documentation processes required by accreditation agencies. Finally, WEAVE can assist in the development and planning of curricular, extra-curricular, and co-curricular projects. In short, every unit or department at

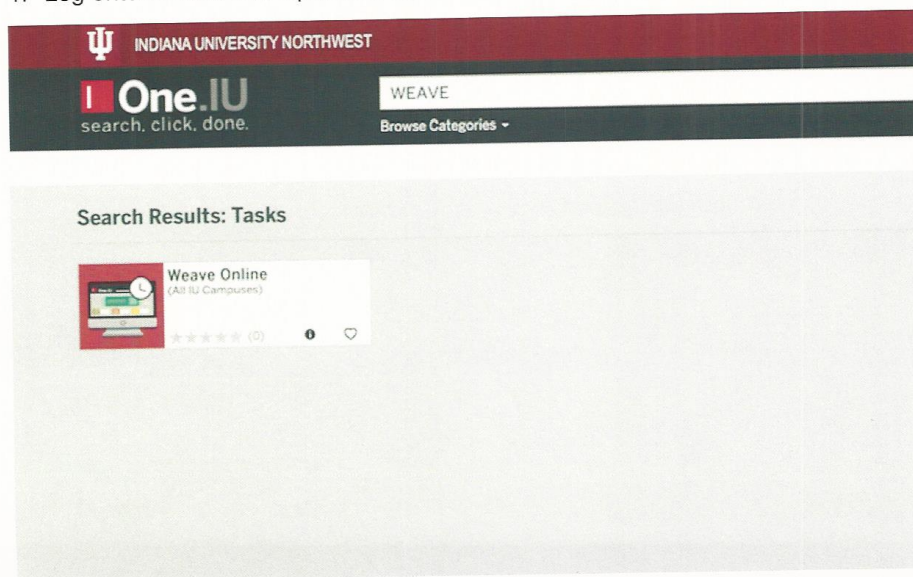
IUN will contribute to the university's accreditation efforts and our successful completion of the AQIP accreditation review.

**What is the timeline for WEAVE implementation?** Implementation of WEAVE on campus has already begun in anticipation of the April 2016 Higher Learning Commission visit. Since the process was only recently initiated, we anticipate modest but sustained documenting of CQI projects by the time of the accreditation visit. The required AQIP action projects will be fully documented by April, and individual Continuous Quality Improvement projects that have been initiated should have Mission, Goals, and Objectives input into the system by February 15, 2016 with Measures, Findings, and Action plans completed by March 15, 2016. Analysis and reporting will be completed by the end of the academic year, but it is important that evidence of substantive progress be available at the time of the AQIP accreditation visit. Training has been scheduled in January, February, and March for individuals who will be working with the WEAVE system, but unit and departmental WEAVE administrators are encouraged to begin working with the system immediately. In addition to on-campus training, WEAVE provides extensive documentation within the system, as well as a number of on-line resources on their website.

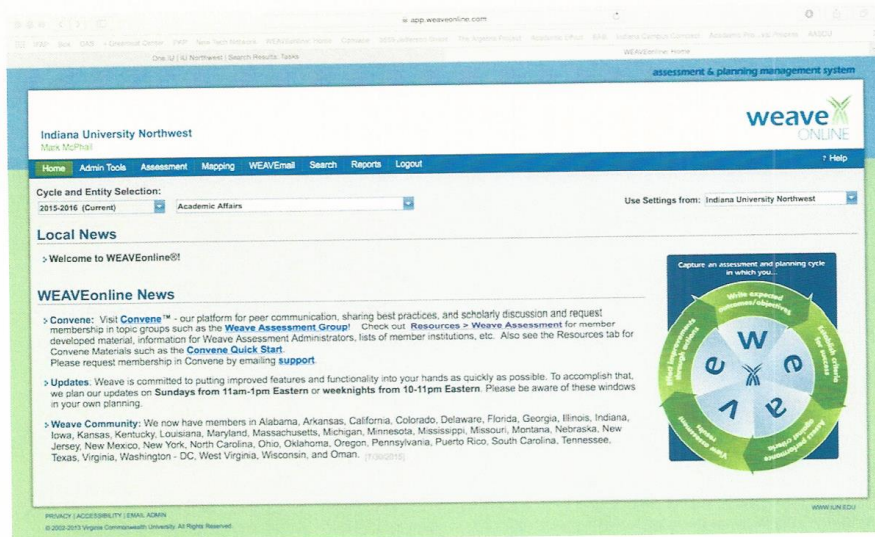
**Exactly what information should I put in WEAVE?** In anticipation of the April 2016 visit of the HLC accreditation team, the information that will be put into WEAVE will be any departmental, unit, or institutional initiative or project that illustrates Continuous Quality Improvement on campus. Examples include departmental or divisional projects designed to achieve University or Campus strategic priorities; efforts aimed at addressing opportunities outlined by the *Systems Appraisal Feedback Report*; initiatives focused on student success, inclusive excellence, enrollment and retention, etc; The structure of WEAVE facilitates documenting existing efforts and establishing planning cycles for assessing and improving those efforts through the integration and inclusion of data and evidence.

**How do I access WEAVE?**

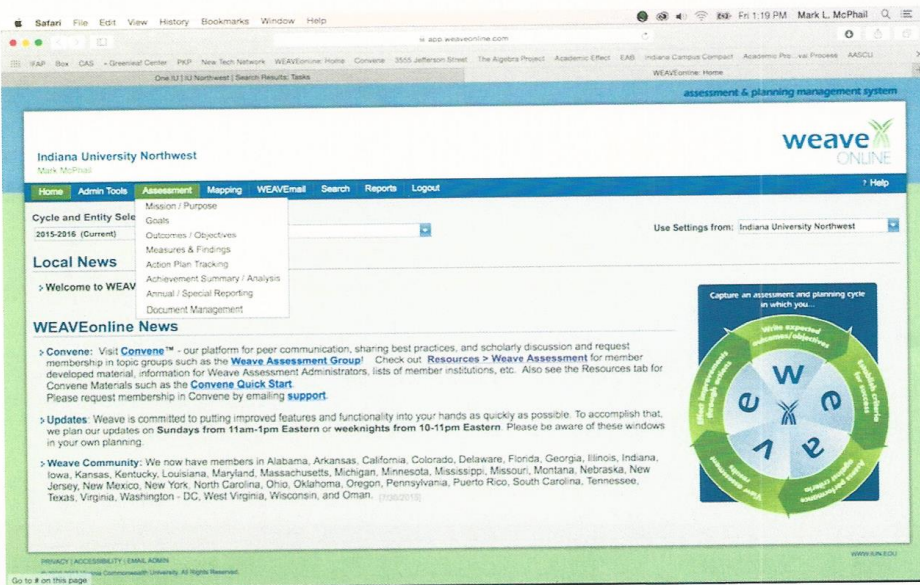
1. Log onto One IU and input WEAVE in the Search Bar



- Select WEAVE Online (All IU Campuses). You will be directed to IU Northwest's WEAVE Page. If this does not happen, then input into your web browser this address: <https://app.weaveonline.com/IUN/login.aspx>. Since IUN uses Central Authentication Service (CAS) to provide access to applications and services, your WEAVE username will be the same as your CAS username. If all goes well you will see a page that looks like this.



On this page, select "Assessment" on the blue menu bar. This is where you will document your action projects.



Here is an overview and explanation of the information that will be input into WEAVE that uses Academic Affairs as an example.

**MISSION/PURPOSE:** *Unit Mission, Purpose, and Vision statements should be clearly aligned with the university's mission, values, and priorities.*

*Mission:* To attain regional visibility as an educational institution that provides affordable educational opportunities to traditionally aged students, adult learners, and historically underserved populations through transformative education, community engagement, and servant leadership.

*Vision:* To be recognized nationally as an institution that successfully prepares diverse communities of learners for lives of civic engagement, professional success, and intellectual independence through a commitment to equity and democratic service, continuous learning and improvement, and inclusive academic excellence.

**GOALS:** *Goals should also focus on gaps, deficiencies, or areas of improvement. They should be concrete, measurable (quantitatively or qualitatively) and offer opportunities for formative review.*

- I. **Facilitating Student Success:** Academic Affairs will pursue this goal through the creation of *intentional academic communities*. An *Intentional Community* is one designed and planned around collective values and ideals in which the sharing of resources and responsibilities is a basic expectation.

**OBJECTIVES/OUTCOMES:** *Objectives and Outcomes reflect specific achievements in relation to campus and university mission, values, and strategic priorities, e.g. "improving undergraduate advising aligns with IU's Foundations of Enduring Excellence, enhances student success, and increases stakeholder engagement" and is responsive to the AQIP System Appraisal Report's Opportunity 3R2: "IU Northwest may want to consider establishing benchmarks and targets. This, in turn, may assist them in better serving students and planning processes that are intended to improve student and stakeholder satisfaction."*

**MEASURES/TARGETS/FINDINGS:** *Measures are established in relation to three distinct states: where we are now, where we are in relation to peers and aspirational institutions, and where we would like to be (Target). e.g. "student satisfaction with advising is measured in relation to our campus senior survey, data from other regional campuses, and NSSE data." Targets specify the amount of progress we want to make, and the time period in which we wish to make it and will be determined by Findings, which are produced through reporting processes that are qualitative, quantitative, or both (e.g. NSSE "survey responses to the question, 'to what extent have your academic advisors listened closely to your concerns or questions?' show that IUN first-year students said "very little" about 19% of the time, while our peers' students said this about 8% of the time.'). To effectively improve advising quality in a way that is measurable IUN would set a target goal of 8% or less as a measure of quality improvement."*

**ACTION PLAN TRACKING:** *Action Plans assess progress toward the goal, and often include recommendations for realigning or refocusing strategic efforts. While planning should be guided by concrete goals, measures, outcomes, etc., it should also be both reflective and flexible enough to allow for adjustments to both the process and its outcomes. (e.g. the establishment of the RedHawk Advising Fellows position, supported by IU's Student Success Fee, reflects a strategic approach to addressing advising concerns drawn from recommendations developed by the IUN Advising Council.)*

Following the April 2016 HLC visit, a final Campus-Wide forum will be held to review the effectiveness of WEAVE for documenting campus CQI efforts. At that time we will also present a more comprehensive discussion of WEAVE's analysis, reporting, and document management capabilities.

## Attachment 2:

### Academic Affairs Mission & Goals (DRAFT)

*Mission:* To attain regional visibility as an academic institution that provides affordable educational opportunities to traditionally aged students, adult learners, and historically underserved populations through transformative education, community engagement, and servant leadership.

*Vision:* To be recognized nationally as an institution that successfully prepares diverse communities of learners for lives of civic engagement, professional success, and intellectual independence through a commitment to equity and democratic service, continuous learning and improvement, and inclusive academic excellence.

#### GOALS:

- I. **Facilitating Student Success:** Academic Affairs will pursue this goal through the creation of *intentional academic communities*. An *Intentional Community* is one designed and planned around collective values and ideals in which the sharing of resources and responsibilities is a basic expectation.
- II. **Enhancing Inclusive Excellence and Institutional Equity:** Academic Affairs will support and advance initiatives that contribute to improving diversity and inclusion on the IUN campus that serve our distinctive student populations, serve our local and regional communities, and improve our campus climate and stakeholder satisfaction. Our efforts will be guided by the AAC&U's view of Inclusive Excellence: "Through the vision and practice of inclusive excellence, AAC&U calls for higher education to address diversity, inclusion, and equity as critical to the wellbeing of democratic culture. Making excellence inclusive is thus an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities."
- III. **Cultivating Servant Leadership:** Servant leadership is based on the idea that "true leadership emerges from those whose primary motivation is a deep desire to help others" (Spears, 2005). Academic Affairs will pursue this goal through an enhanced focus on, and valuing of, service related activities at all levels.
- IV. **Promoting Stewardship & Sustainability.** Central to the promotion of fiscal stewardship and sustainability is the creation of what Peter T. Ewell describes as a "culture of evidence"—the disposition of the institution to consider evidence routinely at all levels when planning and contemplating action" and to hold "itself unremittingly responsible for learning about itself and for using the resulting knowledge to continuously improve its operations in the light of its mission and the needs of its stakeholders."

OBJECTIVES:

- I. **Align campus planning with the Foundations of Enduring Excellence articulated in Indiana University's Bicentennial Strategic Plan with IUN's Regional Campus Mission.**
  - a. Excellence in Research
  - b. Re-imaging Education
  - c. Responsible Stewardship
- II. **Fulfill the Collaborative Imperatives defined in the Bicentennial Strategic Plan for the Regional Campuses of Indiana University**
  - a. Completion and Student Success
  - b. Access and Affordability
  - c. Engagement and Regional Development
- III. **Institutionalize Continuous Quality Improvement as defined by the Higher Learning Commission's Academic Quality Improvement (AQIP) Pathway.**
  - a. Identify and Implement Best Practices for data selection, analysis, decision making, and results tracking
  - b. Identify and clarify measures of stakeholder engagement and success
  - c. Identify and establish benchmarks against which to set performance targets
- IV. **Align human, administrative, and financial resources with Indiana University Northwest's Strategic Priorities.**
  - a. Improving Institutional Infrastructure and Support
  - b. Effecting Managerial and Administrative Transformation
  - c. Insuring Financial Management and Sustainability

MEASURES & FINDINGS:

1. Retention and Graduation
2. Equity and Inclusion
3. Service and Engagement
4. Stewardship & Accountability
5. Transparency & Trust
6. Stakeholder Satisfaction

### Attachment 3:

## **Indiana University Code of Student Rights, Responsibilities, and Conduct Hearing Procedures for Responding to Incidents of Academic Misconduct IU Northwest**

### ***Academic Affairs Oversight***

Responsibility for academic misconduct is primarily in the sphere of Academic Affairs, although the Dean of Students is to be notified of all cases of academic misconduct and is empowered to institute additional sanctions if the matter rises to the level of an offense against the campus community or the student is a repeat offender.

Students who have been charged with academic misconduct are afforded multiple points of access to be heard and present their side of the matter. Different levels of review and procedural fairness have been established to protect the student. Most incidents of academic misconduct are course-related and are handled by faculty and academic administrators. Sometimes a violation may be tangential to a course, for example the infraction of “interference” could be initiated by a student remote to the course(s). Similarly, if a student acquired a copy of a final exam and decided to sell it, the violation would be “facilitating academic dishonesty.”\* In each of these examples of out-of-class academic misconduct, a faculty member or faculty administrator will initiate disciplinary proceedings.

### ***Action by a Faculty Member***

The term “faculty” or “faculty member” as used throughout this document refers to all those who teach and/or do research at the university including (but not limited to) tenure-track faculty, librarians, holders of research or clinical ranks, visiting and part-time faculty, and other instructional personnel.

A faculty member who suspects a student has committed academic misconduct in connection with that faculty member’s course should inform the student of the suspicion in writing, which may include email, and invite the student to a private face-to-face meeting to discuss the matter and hear the student’s response. In the case of online courses, the instructor is encouraged to conduct the meeting via Skype, if possible. If, despite the faculty member’s good faith effort to schedule such a discussion, the student declines to meet or does not respond, the faculty member will complete the investigation without benefit of the student’s input.

If the faculty member concludes the act of misconduct did occur, the faculty member may impose one or more sanctions, which include the following.

1. Repeating the assignment(s) in which misconduct occurred
2. Completing additional assignment(s)
3. A lower or failing grade for any assignment(s) in which misconduct occurred
4. A lower or failing grade for the course.
5. Required withdrawal from the course, with a grade of either “F” or “W” at the faculty member’s discretion, regardless of when during the semester the student withdraws from the course.

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\* See [Part II, Section G](#) of the “Code of Student Rights, Responsibilities, and Conduct” for a comprehensive list of what constitutes academic misconduct.

Serious acts of academic misconduct result in a grade of “F” for the course. Whenever a failing grade is imposed at the end of the semester and the student has requested a review, an Incomplete (“I”) will be temporarily entered on the record until final disposition. Grades of “F” as an academic sanction cannot be removed from the permanent record (such as through repeat and applying extended “X”). The official transcript contains no entry of the reason for an academic sanction of “F”.

The Dean of Students will be notified of this action in writing using the Academic Misconduct Reporting Form, which can be transmitted via email. The Dean of Students will inform the student in writing of their right to have the decision reviewed by a higher authority. The levels of review in cases of academic misconduct are, in this order: 1) Department Chair or Program Director, 2) Dean, and 3) Academic Affairs Committee. If, after an Academic Affairs Committee review, either the student or the faculty member believes that a procedural error occurred that was serious enough to prevent a full and fair consideration of a misconduct finding or academic sanction, then they may file a written appeal with the Executive Vice Chancellor of Academic Affairs. The student or faculty member has seven working days\* from the date they receive the decision of a unit hearing board to file the appeal.

### ***Review***

There is an expectation that cases of academic misconduct be resolved expeditiously. If a student asks for a second level review or even a third level this process should take place in the span of two working weeks,\* barring any extenuating circumstances. If desired, it is the student’s responsibility to initiate the next level review seven days from the date they sign the Academic Misconduct Reporting form and arrange for an appointment with the designated administrator. Because information sharing is a key element in seeking resolution, the faculty member and the student may be asked to provide information in advance of the review. The administrator reviewing the case may decide that both student and faculty member should be present in conference; each party should be informed of such in advance in writing, which includes email.

If a student ultimately seeks a review by the Academic Affairs Committee, then a reasonable amount of time must be allowed for preparation. In general, the Committee should strive to convene no later than 30 working days\* from the first-level conference. Individual Committee members who are parties to the case being considered are expected to recuse themselves from the process. The student will be notified of the hearing and provided an opportunity to prepare. If witnesses are involved, each side must disclose in advance who will be present. At the hearing, witnesses can be questioned by the student, instructor, or Committee member. The student has the right to be assisted by an advocate, who may be an attorney. Advocates are not permitted to represent students; they may not comment nor engage in questions.

There are few formal procedures for conducting the hearing. It is up to the chair to assure that all necessary information is presented and that the proceedings are balanced and fair. The Committee chair also determines when sufficient information has been presented. The Committee can take up to 10 working days to make a decision and it is final, unless either the instructor or student believes that a procedural error has been made sometime during the process. The decision of the Committee must be

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\* Working days and weeks include anytime when classes or exams are in session.

based solely upon the information presented at the hearing, i.e., oral presentations and any written documents submitted. The final disposition requires a majority vote. The Committee can find for the student or uphold the faculty member's initial decision. The authority of the Committee is such that it can 1) dismiss all charges, 2) change, reduce or add student sanctions, and 3) assess the faculty member's action and or sanction to be without basis or arbitrary and recommend a faculty sanction. Any sanction in the latter will be in accord with faculty discipline guidelines.

No sanctions shall become effective until after opportunities for review have been exhausted. Coursework performed while misconduct proceedings are underway, however, shall be considered conditional. Conditional work may be affected or eliminated based on a final finding of misconduct or sanction imposed. This may result in loss of course credit, a delay in the awarding of a degree, or revocation of a degree that was awarded prior to a final decision in the misconduct proceedings.

Any time limit set out in these procedures may be extended by the relevant authority only for good reason shown.

***Action by the Dean of Students***

If, after reviewing the disciplinary report from the faculty, the Dean of Students believes the violation is serious enough to warrant further review, he/she can decide to charge the student with personal misconduct, in which case [Procedures for Responding to Incidents of Personal Misconduct](#) will apply.