

Faculty Organization Executive Committee Meeting
Minutes
January 13, 2017
Library 110
12-2 p.m.

In Attendance: Susan Zinner (President), Kristin Huysken (Vice-President), Mark Baer (Secretary), Linda Galocy (At Large), Iztok Hozo (At Large), Crystal Shannon (At Large), William Allegrizza (COAS), Erin Argyilan (COAS), Glenn Lauzon (SOE), , Joe Ferrandino (CHHS), William Dorin (COAS), Scott Sandberg (Library), Marsheila Harris (CHHS), Erin Argyilan (COAS)

1. Welcome
2. Approval of minutes: November 4, 2016
3. 12:00 Discussion: Susan Zinner, President (including UFC meeting summary at IUPUI November 29, 2016)
 - a. Adjunct Parking Cost follow-up – Departments would have to foot the cost of covering the parking passes for adjuncts.
 - i. The issue is tabled.
 - b. New Faculty Board of Review – Andrea Griffin, Glenn Lauzon, Surekha Rao, Susan Rouse and Andrea Tamburro
 - c. Agenda for Fac Org
 - i. Glenn Lauzon – assessment committee policy proposal (See Attachment 1)
 - ii. Marie Eisenstein and Cynthia O'Delle – policy proposal regarding extended FX
 1. Committee is asked to please be prepared for clarifying questions regarding the procedure for applying.
 - d. EVCAA Search
 - i. 26 have applied for the EVCAA and the pool is pretty good.
 - ii. Some candidates from other IU campuses but none from IU Northwest.
 - iii. Interviews will begin in early March.
 - e. Gender Equity Study
 - i. Parameters have been established. Bulk of numerical calculation is yet to be done. Numbers will be delivered by April in time for budget review process.
 - f. Sanctuary Campus Petition
 - i. forwarded by Dr. Contreras to look into the process of becoming a sanctuary campus. (See Attachment 2)
4. 12:30 Chancellor Lowe
 - a. Sanctuary Campus Issue
 - i. President McRobbie made a significant statement on Dec 1 regarding support for DOCA students.
 - ii. A petition can be sent forward either through Chancellor Lowe or directly.
 - iii. Faculty Question – Does the campus have this autonomy?

1. The campus probably does not have the autonomy to declare itself a sanctuary separate from the IU BOT.
- b. Enrollment
- i. Thank you to all of the faculty and departments who have reached out to students to get them enrolled. The efforts have paid off over the last few weeks.
 - ii. We have students who are in good academic standing but do not continue. Why? If we don't answer that question we are in for significant difficulty.
 - iii. We have MADE our enrollment projections! Two weeks ago it did not look like that would be possible.
 - iv. Graduate credit hours are above projections. Non-resident credit hours are also up. Both of these groups pay a premium.
 - v. New student enrollment is up by 6.4%.
 - vi. It is essential that we at least stabilize our enrollment in the coming year.
 - vii. Faculty Question – How much are we down from last spring?
 1. Between 5 and 6%.
 - viii. Faculty Question – when do we uncouple the Dual Credit students from our enrollment effort?
 1. That will happen this fall. There will be a PR effort to accompany this change.
 - ix. Faculty Question – Where do non-resident students come from?
 1. Mostly Illinois. The Illinois university system is struggling which is helping that sector for us.
 - x. Faculty Question – How does Illinois tuition compare to ours?
 1. Our non-resident tuition probably compares well to their in-state tuition.
5. 1 p.m. EVCAA Rominger
- a. Enrollment
- i. We will be meeting budget projections.
 - ii. Effort to move students to IU Northwest online courses was successful.
 1. Only one student of all those moved requested to stay in the outside course.
 - iii. Graduate, non-resident, new student, and transfers are up.
 - iv. We have HS students on campus, who pay 50% tuition. There are about 92 of these students.
- b. An incentive plan to share indirect costs on grant applications will be presented at Faculty Org.
- i. Committee suggests that EVCAA clarify:
 1. what will happen to the 25% Principal Investigator portion in the case that the PI is receiving compensation.
 2. Does a course release count as compensation?
 3. Also clarify how does the Bloomington campus cut affect this policy.
- c. Many searches underway including Dean of Education and Dean of the Library.
- d. Many new degrees are in process. 5-6 online consortium degrees.
- e. Faculty Question - What caused the delays in some search processes?

- i. Logistical difficulties. All are expected to be in place for the fall.
 - f. IU Northwest has been a significant provider of Dual Credit. HS students must have Dual Credit to earn honors diplomas. HLC has recently put forth new requirements for HS teachers who offer dual credit, which blocks many teachers who have been offering these courses. These new regulations have been delayed until 2020. We have an opportunity as Teachers needing additional credentials may come here to meet the new requirements.
 - g. Faculty Question - Does a certificate have to go through all of the approval steps as a new degree.
 - i. They are usually approved much more quickly.
 - h. Universal Associate Degree in Liberal Studies will be offered across all campuses. Some first-generation students desire this degree as a marker of achievement.
- 6. Petition forwarded by Dr. Contreras (continued)
 - a. Due to committee consensus, this issue will not be included in the Fac Org Agenda. It can be raised in new business.
- 7. UFC Report – Zinner and Briggs
 - a. IU Sexual Misconduct Policy
 - i. Controversial Issue - IU Campuses will consider actions that happen off campus when individuals involved on campus community members. IU will continue to investigate these issues event if criminal and civil charges have been dropped.
 - ii. Resulted in a mixed vote but carried.
 - iii. There will be updated training next year.
 - b. Nepotism Policy change.
- 8. 1: 30 Agenda items for January 20, 2017 Faculty Org meeting
 - a. FLAGS Update
 - b. Revised FX Policy
 - c. Review of Academic Affairs Committee
 - d. Assessment Gen Ed Committee Proposals
 - e. Marketing Update from Tom Wyatt
 - f. Retention Committee 2nd Reading
- 9. New Business
 - a. UFC is looking for Budget Affairs and Faculty Affairs committee members.
 - b. One Book – MAr 22 – Henrietta Lacks' family will be on campus
- 10. Old Business
- 11. Adjournment at 2pm

Attachment 1:

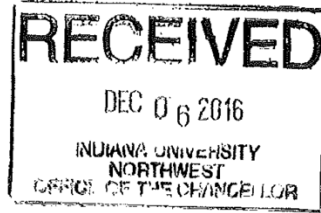
Glenn Faculty Org
Executive Comm Jan

**Assessment-General Education Committee of IUN Faculty Organization
Proposal for the Process of Evaluation and Revision of General Education Principles**

12-5-2016

After every two 4-year assessment cycles of the Student Learning Outcomes in General Education, the Assessment-General Education committee will invite feedback about the general education principles and program and its assessment from the faculty. The committee will consider identified strengths and weaknesses and recommend any changes to the Faculty Organization. Any requests for changes to the five principles, categories, or outcomes of the IU Northwest General Education Program should be submitted to the committee for consideration. The committee will review them as part of this established process that needs to be synced with the IU Northwest Academic Bulletin cycle.

Attachment 2:



December 2, 2016

Indiana University Northwest
Faculty Organization,

The undersigned faculty recognize a serious threat posed to vulnerable members of our academic community (students, staff, and faculty) by the incoming Donald Trump administration. We want the IUN faculty organization to lead in having our institution join the growing national movement to have the university declared a "Sanctuary Center of Higher Education." We call for the immediate establishment of a faculty organization task force to expedite the development of a specific proposal for IUN as a Sanctuary Center of Higher Education. This proposal would be presented and voted upon at the next meeting of the faculty organization.

Sanctuary Center of Higher Education: Background, Definition, and Proposal

Posted By *Victor Silverman, Miguel Tinker Salas & Gilda Ochoa* On November 16, 2016 @ 1:32 am In [articles 2015](#) | [Comments Disabled](#)

Background

The inspiration for a proposal for a Sanctuary Center of Higher Education draws on two lineages: the Sanctuary Movement of the 1980s and the role of academic institutions in protecting refugee intellectuals.

The idea of a place of worship as a sanctuary from secular authority is an old concept, part of European law in the medieval period. The Sanctuary Movement revived and adopted these ancient principles in the 1980s to support Central Americans who were fleeing violence and repression in El Salvador, Nicaragua and Guatemala, violence that was often supported by the US. As conditions deteriorated, thousands of refugees ventured north, seeking asylum in the US. In response people of faith, students, academics, community activists, lawyers, labor, and peace activists directly resisted the actions of the Federal government. Over 140 churches and synagogues housed these refugees while providing assistance for them to apply for asylum. In addition, sanctuary centers offered classes and otherwise attempted to mitigate the harsh conditions immigrants faced. A network of churches and activists coordinated activities throughout the country.

The sanctuary city movement, which also emerged in the 1980s, drew inspiration from the religious movement. Hundreds of cities, including San Francisco, Los Angeles, Chicago and New York have declared themselves Sanctuary Cities. Sanctuary cities will only cooperate with immigration authorities in limited circumstances. A critical principal of the Sanctuary Movement has always been "access without fear" allowing people who are part of the social fabric of our society to access social services.

Pomona College participated indirectly in this movement. In the 2000s, before the Obama administration adopted the Deferred Action for Childhood Arrivals (DACA) by executive order, institutions of higher education such as Pomona College and others had begun to recruit and accept undocumented students, the Dreamers. The schools proved creative in providing these students "access without fear," finding ways to financially fund and

support undocumented students. However, the College did not protect undocumented staff in similar ways in 2011, which led to a major upheaval on campus.

The tradition of academic institutions defying or sidestepping governments over matters crucial to their mission is a long one as well. During World War II many west coast institutions participated in the National Japanese American Student Relocation Council that arranged for over 5,500 interned Nisei college students to attend schools back east. Pomona arranged for Itsue Hisanaga, a Japanese American student, to attend Oberlin.

Like Pomona College's relationship with immigrants, this willingness to help has an ambiguous history. Universities and colleges have provided homes for refugee students and faculty for decades. As fascism won control of Europe in the 1930s and 1940s, thousands of intellectuals fled. Similarly, in the 1940s and 1950s the US hosted large numbers of Chinese intellectual refugees fleeing war and revolution. Many of the intellectual refugees were radicals, often Communists. Yet even in the repressive atmosphere of the Red Scare in the 1950s, some schools sought to protect them. They also moved to defend the rights of dissent and free inquiry against outside pressure. Unfortunately, many other institutions capitulated to government and public demands, firing hundreds of suspected and actual leftists while imposing ideological requirements on faculty. Since then, other waves of refugee and immigrant academics have entered US institutions of higher learning in recent decades with greater safety. Nonetheless, dissenting intellectuals continue to be targeted by outside groups. Pomona is currently host to a "scholar at risk" as part of a larger national program that places refugee academics in schools.

Defining a Sanctuary Center of Higher Education We do not yet know how our students, faculty, and staff may be affected by new laws, government actions, or public pressure. Yet our goal must be to continue to provide access without fear. We need to do what we can to assure the community and the outside world that that we will protect undocumented students and staff along with Muslim, Middle Eastern/North African and South Asian international staff, faculty, and students. We have to insure that we remain an open educational community for all, particularly those who have been targeted in recent months. Therefore, we offer the following definition.

A sanctuary center of higher education is place that values and protects all members of the community.

---It is based on the moral and ethical responsibility of colleges and universities that grows from their special role in society as places of free inquiry and education.

- It is designed to counter the fear that impedes our mission.
- The sanctuary center of higher education applies to students, staff, and faculty.
- It applies to undocumented people and to others likely to be persecuted such as Muslim, Middle Eastern, Central Asian or North African people.
- It puts the institution on record as pledging it will do what it can to protect these vulnerable people in the event that the government, outside groups, or individuals move against them unfairly or immorally.
- It means the College will pledge to refuse to cooperate with immoral laws, executive orders, police demands, or judicial decisions that target these members of our community.
- It means that the College will refuse to report the names or other information about these people, to turn them over to authorities, or to otherwise aid in their persecution.
- It means that the College will use the institution's resources to replace lost financial aid or work and to help them survive day-to-day if need be.

Proposal

- 1/ We propose that the College declare itself a Sanctuary Center of Higher Education.
- 2/ To provide substance for this declaration, we propose that the College pledge to take the actions listed below in the case that there is a change in the condition or status of undocumented students and/or threats or actions taken against students, faculty or staff that target them based on their immigration status, race, religion, ethnicity, nationality, gender, or other category that the College has pledged to respect.
- 3/ We propose the College take the following steps as needed:
 - a) Prohibit access to Immigration and Customs Enforcement (ICE) agents on campus.
 - b) Deny ICE access to student, staff, and faculty data.
 - c) Provide relevant training for all faculty, staff, and students
 - d) Ensure all students, faculty, and staff are treated equitably.
 - e) Develop a plan to provide assistance, information, and safety for students and families.
 - f) Shelter targeted students, staff, and faculty, along with their families.