

Faculty Organization Meeting  
March 27, 2020  
1-3 pm  
Online via Zoom  
Minutes

1. Called to order at 1:00 pm.
2. Approval of Minutes: February 21, 2020 – approved without amendment.
3. New Business
  - a. Micah Pollak: The Admissions Committee is reporting that standardized testing programs (SAT and ACT) are closing testing centers. The Admissions Committee therefore recommends waiving the SAT and ACT requirements for Fall 2020 admissions. Applicants would be conditionally admitted and placed into block scheduling. Faculty Question: Would this be a lot of students? Answer: It looks like only 50 students at this point. Faculty Question: Does Faculty Organization need to vote on this? Answer: No, this is within the discretion of the Admissions Office as probationary admittance. Faculty Question: Would those admitted this way have to go back and take the test? Answer: That has not been worked out. Students who do well in their first semester could have their conditional status removed. Faculty Question: Will this be 50 additional students on top of existing conditional admits? Answer: This is not clear as this is still fluid.
  - b. Erin Argyilan: Earth Day event had been planned for Spring, but that will now obviously not be happening. The plan for now is to move it to the Fall as a Fall Festival, if congregating is allowed by then.
  - c. Crystal Shannon: The new One Book for next year has been selected. It is *The Great Derangement*, a book on climate change. Activities related to it will be announced in the upcoming weeks.
  - d. Susan Zinner: I have heard today from an Assistant Professor whose travel funds were disrupted by the pandemic. I have spoken with the Chancellor about this and travel funds, especially for tenure-track faculty, is something that is on our radar.
  - e. Scott Hudnall: The library has been offering a lot of services over the last couple weeks. We will be adding more in the coming weeks. Here is a link: <https://libguides.iun.edu/virtual>. Faculty Question: The library did a great workshop this time last semester, on disinformation and misinformation. I am wondering if the library would be willing to post that workshop online, so that we as faculty can post it and go through it with our students. Scott: I will speak with Nico and ask about how we can get it added to the Faculty Forum guide on Canvas.
  - f. Jen Fisher: As the microbiologist on campus, I am following a lot of the technical documents [about COVID-19] that are coming out a rapid pace, and creating a

bibliography for my students, so if anyone would be interested in having them, let me know and I would be happy to share.

- g. Garin Cycholl: I want faculty to know that the Writing Center will be open normal hours for consultation online. Let your students know.

#### 4. President's Report – Susan Zinner

- a. The Faculty Election will run next week, starting March 30<sup>th</sup>. We have a full slate of candidates. The Executive Committee identified people to run and reached out to them, and that seems to have worked. All elections will be competitive except for Secretary, where only the incumbent is running.
- b. UFC Meeting: At the UFC meeting online earlier this week, many announcements were made. Commencements may occur in late summer, possibly September. This is still tentative. Indiana Coronavirus cases are expected to peak in late May or early June, according to experts in the governor's office. Social distancing will therefore probably need to continue for awhile longer. Over 2,100 IU faculty have attended webinars and in-person sessions about transitioning to online teaching. A recent survey found that 9/10 students were satisfied with either using their own home wifi or a campus hot spot for connectivity. Proposed amendments to the UFC constitution were also brought up, including a suggestion that non-tenure track faculty have specific representation in UFC. In addition, UFC took up grading issues, a modification of ACA 66. This amendment provides a way for the instructor to change grading schemes from graded to P/F in the middle of the semester given approval by the student and the dean. See Attachment #1. The Executive Committee discussed this policy change and expressed concern about students and departments with special circumstances. This is available as an option, but has not been fully fleshed out yet. We need to develop a policy on our campus. Another important issue that came up is the tenure/promotion clock for assistant professors and lecturers seeking promotion. These individuals can request an extra year on their tenure/promotion clocks, if they choose.
- c. Revised Faculty Organization Committee Structure Proposals (see Attachment #2): We are facing a number of issues with staffing faculty committees. Certain committees require participation from all departments. This means that some committees have very small numbers, and these small committees are asked to make decisions for all faculty. There are two proposed new structures. The Executive Committee recommends adopting the super-committee approach with co-chairs. This would still allow faculty to serve on only one committee and would address issue of representation, but would also allow a more efficient distribution of faculty participation. Co-chairs of super-committees would meet with their sub-committee chairs and would present to faculty organization when relevant to advocate policies.
  - i. Faculty Question: How big would these committees be? Would they be representative? Answer: I imagine each super-committee would be about

1/3 of the faculty, so yes it should be representative. Faculty Question: Would sub-committees be independent or would they report up to their super-committees? Answer: Business would be routed to Executive Committee through super-committee chairs, so the sub-committee would report to the super-committee chairs to have the information passed on. Faculty Question: The Trustees Teaching Award committee is currently staffed by previous year's winners. How would that interact with the super-committee formula? Answer: Essentially the teaching award committees would remain an exception to this rule, because I think most people like this way of staffing those committees. Faculty Question: So would award-winners be automatically slotted into that super-committee, or would this be an additional assignment? Answer: Yes, it would be additional. One of the benefits of winning a teaching award is serving on that committee the following year. Faculty Question: I am trying to get my head around this, how would voting work? Answer: The sub-committee would do its work, vote on a proposal, and then it would go through the super-committee chairs to the Executive Committee, and then on to Faculty Organization. Faculty Comment: So the idea here is that the sub-committees would not be standing committees, but would be formed as issues arise by the super-committee co-chairs. Susan: I see another question in the chat. The question is whether the supercommittee co-chairs would have to be from Executive Committee. The answer is no. I had envisioned none of the super-committee co-chairs would be Executive Committee members. Faculty Question: Executive Committee is currently our "super committee." What is the role of it in this new system? Is it replaced? Answer: No, the Executive Committee would still exist and would receive proposals and information from the sub-committees. The Executive Committee would still govern Faculty Organization meetings. It would just be receiving information and proposals from a different source. Faculty Comment: I was just wondering if the Executive Committee could play a bigger role in this process instead of delegating this authority to supercommittee co-chairs. Faculty Comment: I thought this meant there would be standing committees but the co-chairs of the super-committee were just coordinators of existing committees. Answer: Well that's possible too. Faculty Question: Would the super-committees set the agendas or would the sub-committees do their own work? Are we using the umbrella committees to delegate down work to ad hoc and standing committees? How are we distinguishing between the two? Answer: There are committees that have discrete tasks, so I think we are envisioning that there are a rotating cast of people available to do work. So any time the super-committee needs say, five people, to get something done, there will be people available to be assigned that task. Sometimes those tasks will be previously defined work, other times they will be new work. We have

been spending so much time on this because each of our committees is very different. Faculty Comment: If the faculty is feeling bogged down by this proposal, then the only other possible option to staff our committees is to go back to everyone being assigned two committees. The status quo is not working because we are not staffing all our committees to full strength. The only other option is to go back to two committees per faculty member.

- ii. Susan: So I don't know what people are thinking. We were hoping to vote today, but it seems like there might be some question among the faculty. What does everyone think? Faculty Comment: Vote today. Faculty Comment: Yes, let's vote, we wanted more information, but let's just get it done. Faculty Comment: Yes. Susan: Okay, we will vote then. Let's vote using the yes/no feature in chat. After voting commenced, the majority of the faculty present (about 80), voted yes. Susan: Okay, thank you. We will give this new structure a try next year.

#### 5. Chancellor's Report – William Lowe

- a. Hello everyone. My main message today is to say thank you. You are taking this health and academic crisis very seriously, and adjusting very quickly. We are doing this for our students, who need our support. I want to offer my profound thanks for what everyone is doing in an emergency situation. Especial thanks to the colleagues in CISTL and UITS who have come up with innovative solutions on short notice. There is a statement from the university on the summer sessions of 2020. Both summer sessions will be moved completely online. Please look to deans and department heads on how this will look for each unit.
- b. The IUN campus is partially staffed during parts of the day by essential personnel. All other business is continuing online. Physical presence on campus is limited for our health. Quarantining dates to the Middle Ages as an effective response to disease. Do not come to campus as a general rule. You are not permitted to work from your office during this time. Be humble in the face of this virus. No one has immunity. Our teaching and scholarship continues. This is the time of year we usually have budget hearings, but you will not be surprised to learn that they are being postponed. Again, you all have my thanks.
- c. Faculty Question: How will online fees work for summer? Will some students be assessed online fees, or only some? Answer: All students for all classes in summer will be assessed an online fee, because as students go online we have to pay for resources that support them. The university has already made a decision about this.
- d. Faculty Question: Will students in lab classes be charged both a lab fee and an online fee if we try to move their summer lab classes online? Answer: I will pass this on to Vicki. Vicki: I don't know about this for the summer semester. We are looking at pro-rating lab fees for Spring courses right now. We haven't addressed

summer yet, but there is concern that new programs need to be purchased to move lab classes online. We are having to pay for things we did not think we would have to pay for.

- e. Faculty Question: What about clinical fees for nursing clinicals? Vicki: That's a good question. If they are doing clinicals, they would probably have to pay the fee. Are they doing clinicals? Faculty Comment: Sort of. They are signed up for them, but no sites will take them right now. Vicki: I will be asking my compatriots around the state about this and will get back to you.
- f. Faculty Question: Does this mean that our tuition is going up this summer? Answer: The tuition is remaining the same, only online fees will be added to all classes for the summer.

#### 6. EVCAA's Report – Vicki Roman-Lagunas

- a. Hello everyone, I miss you all, and I am very grateful and humbled to call you my colleagues. I have one thing I want you to know: we have now been designated a Hispanic Serving Institution. We are looking at a series of grants now that we think we will have the time to prepare. Three of them are due in January. This is an extraordinary opportunity for us here at IUN.
- b. The Chancellor did a great job of communicating information. I wish we could be more specific about future plans. Some people are more comfortable with ambiguity than others. If you have any questions at all, please get in touch with me by phone or email or any way at all. I am here for you.
- c. Faculty Question: What is the status on the deep cleaning of our offices on campus? Vicki: The Chancellor knows better than I do. Chancellor: Cleaning and custodial staff are among crucial staff right now, and they are deep cleaning the campus even as we speak. We expect them to be done before we can get back.
- d. Faculty Question: Do you have a timetable about resuming any searches that were in progress? When will we have a decision about which searches will be put on hold and which will be allowed to go forward? Answer: We do not have a timeline yet. The Chancellor has been speaking with VP Applegate about this, and we have requested that he please let us know soon which searches will be allowed to continue and which will not. As soon as Applegate gets back to the Chancellor, the Chancellor will let me know, and we will get back to you. Chancellor: At this point all searches are being approved at university administration level. We have to wait for a response.

#### 7. Updated Sustainability Resolution – Kris Huysken and Harold Olivey

- a. Last time there were some questions about our energy consumption and the types of energy our campus uses. The Chancellor shared with us the energy information from the February Trustees meeting. I am now sharing some of these slides with

the group (see Attachment #3). You can see our energy usage is mainly electric and natural gas. Our usage is very similar to those of the other regional campuses.

- b. We have now modified the IUE Sustainability Resolution and adapted it to our campus (see Attachment #4). We added point 6 and portions of IUN's mission where applicable. We gave this to Erin Argyilan to look through, and she has some friendly amendments to add to this proposal. Erin: Thank you. We have some work to do on the carbon budget for our campus. The biggest obstacle we have here is that our buildings are not independently metered – all our buildings are lumped together. The good news on that is that it is being fixed. I suggest adding some language on specific documents to point 6 and adding information about environmental resilience and the office of sustainability and the city of Gary to resolution #2 (see Attachment #5). Kris: My concern about adding the city of Gary to this list is that anything from the city would come to IU through the Office of Sustainability anyway. If we leave Gary listed in there, does that mean we pledge our resources to support Gary policies even if they are ones we do not like? Faculty Comment: It gets dicey when we start adding external organizations to our resolution. Faculty Comment: We should also list the Northwest Indiana Regional Planning Commission. Faculty Comment: This is a good organization to list. Kris: I would suggest adding external organizations to the “whereas” portion of the resolution and keeping the “resolved” portion of the resolution to only IU organizations.
- c. Kris: I move that we accept Erin's amendments as currently written on the screen.
- d. The motion was seconded and the overwhelming majority of the faculty present voted yes on these amendments.
- e. Susan: The amendment carries. We now need a motion on whether the faculty should accept this resolution. Faculty Comment: Point of order. Can we vote with the caveat that the language will be cleared up? There are some typographical errors in the current text that we are voting on. Susan: Yes, let's say we are voting on the grammatically correct version of this resolution. Everyone please vote using “Participants” – yes or no. The resolution passed by a vast majority of the faculty present. The finalized and accepted resolution is Attachment #6.
- f. Erin: The facilities folks want to shoot for accomplishing our resolution goals by 2030.

#### 8. HERI Survey – John Novak (see Attachment #7)

- a. This past fall we participated in the Faculty Survey by the Higher Education Research Institute. This survey went to all faculty on our campus, and 128 individuals participated, including 34 adjuncts and 87 full time faculty. The infographic shows in bold national numbers from 2016, because national data is not available from 2019 yet. The filled in numbers are from our institutional survey in 2019. We are kind of on par with other faculty bodies from institutions across the country, on average. The places we differ make sense based on the kind

of institution that we are. I am learning about this survey as I go, and I was hoping to speak with the people at HERI this spring, but that is looking unlikely right now. More reports on this survey will be coming later this spring. There is one more document at the end that shows the specific questions we added to the survey with regard to feelings about shared governance and knowledge transfer at IUN.

9. ODEMA Update – James Wallace

- a. Thank you for carving out a little bit of time for me. I wanted to update you on some deadlines coming up. The call for proposals for the Diversity Fellows program is open and active and the deadline is May 29<sup>th</sup>. The Diversity Landmarks call for submission is also open. See this [webpage](#). We have been working with Aneesah Ali on an unconscious bias workshop. I am anticipating a webinar on this on April 6<sup>th</sup>. Keep an eye out for that announcement.

10. Old Business

- a. None presented.

11. The meeting was adjourned at 2:54 pm.

Attachment 1:

Modification of ACA 66

**ACA-66 Section d. (amendment shown in red)**

S/F (Satisfactory/Fail) Policy. Prior permission must be sought from the School Dean and the Vice Chancellor/Vice Provost for Faculty and Academic Affairs or equivalent to offer a course on a Satisfactory/Fail basis. The grade of S may be awarded only for such approved special courses; S and F are the only grades which may be awarded to enrollees in such a course.

**Exception:** During a state of emergency, a closing of the campus, or other extraordinary circumstances for a prolonged period, an instructor may award an S grade to some or all students in a course who had enrolled in the course for letter grades. Permission of the Dean of the unit that is offering the course is required, with documented notification to the student, in either case, based on the determination that awarding an S rather than a letter grade will not adversely affect a student's academic progress, status or eligibility for benefits. Each campus faculty governance organization in consultation with the provost/chancellor and the campus registrar shall develop procedures to implement it on their campus.

**ACA-66 Section f. (amendment shown in red)**

P (Pass) Policy. The grade P (Pass) is a grading option a student may elect with the approval of the student's dean, under the procedure established by the school or division. Instructors of undergraduate students are not notified of students registering for this option; all instructors should record a regular letter grade, which if D or higher, will be changed to P when grades are processed by the Registrar. The P grade cannot subsequently be changed to a grade of A, B, C, or D.

**Exception:** During a state of emergency, a closing of the campus, or other extraordinary circumstances for a prolonged period, a student may elect to change a regular letter grade (of D- or higher) to P (Pass) with the approval of the student's dean, under the procedures established by the student's school or division.



Attachment 2:

Revised Faculty Organization Committee Structure Proposal

(See the following pages)



# Faculty Org Committee Restructuring: Option 2

March 27, 2020

## Option 2

- ▶ Proposal: Every faculty member serve on either 1) Faculty Affairs Committee, 2) Academic Affairs Committee or 3) Student/Campus Affairs Committee and then serve on a related subcommittee falling under each primary committee
- ▶ Rationale: These three committees serve the primary function of faculty governance at IUN and the subcommittees are linked to each of the three and would allow us to function more effectively.

# Issues

- ▶ 1. Certain committees require representation from all departments
- ▶ 2. Some committees have few active members; few faculty are making policy which impacts all IUN policy (Bill A. concern)
- ▶ 3. Some inequity between committees re. workload
- ▶ 4. Current committee structure is slow, doesn't allow for sufficient flexibility should an issue arise which mandates a quick response

## Option 2

- ▶ Primary committee: Faculty Affairs
  - ▶ Faculty Affairs Committee shall concern itself with matters pertaining to the rights, privileges, and responsibilities of faculty members; it shall be advisory to or representative of faculty, depending on matters referred to it.

# Option 2

- ▶ Primary Committee: Faculty Affairs

- ▶ Subcommittees:

- ▶ Executive Committee
    - ▶ Community Engagement
    - ▶ Computer & CT/DE
    - ▶ Diversity & Inclusion
    - ▶ Grants (Faculty)
    - ▶ Elections
    - ▶ Faculty Development
    - ▶ International Affairs

# Proposal 2

- ▶ Primary Committee: Academic Affairs

- ▶ Academic Affairs Committee shall be concerned generally with consideration of the implementation of University system-wide academic standards and policy review and recommendation in all areas of academic standards and academic program quality.

# Option 2

- ▶ Primary Committee: Academic Affairs

- ▶ Subcommittees:

- ▶ Academic Ceremonies
    - ▶ Assessment
    - ▶ Calendar
    - ▶ Library
    - ▶ Constitution Review
    - ▶ Survey & Curriculum





# Option 2

- ▶ Primary Committee: Student/Campus Affairs

- ▶ Subcommittees:

- ▶ Admissions
    - ▶ Budget
    - ▶ Campus Planning/Facilities
    - ▶ Grants (Students)
    - ▶ Retention
    - ▶ Scholarship/Financial Aid
    - ▶ WAC
    - ▶ Board of Trustees Teaching Award
    - ▶ Founders Day Teaching Award



# Executive Committee recommends Co-Chairs

## ▶ ADVANTAGES:

- ▶ Could make management easier (meeting scheduling, availability of a Co-Chair, etc.)
- ▶ Provides straightforward structure for processing university business (i.e., when we have an issue, the committee to consult is pretty obvious)
- ▶ Allows for more efficient use of time of President, Committee Co-Chairs
- ▶ Doesn't increase service load of individual members if all faculty participate fully
- ▶ Will address issue of representation on some committees
- ▶ Current model of one committee/faculty member appears to be no longer unfeasible

# Executive Committee recommends Co-Chairs

## ▶ DISADVANTAGES:

- ▶ Committee Co-Chairs become pivotal to effective shared governance (hardly a disadvantage, but means that these roles become more crucial to faculty governance)
- ▶ Some niche committees could get proportionately less focus
- ▶ Managing a Canvas site and Zoom meetings for each super-committee could prove challenging for Co-Chairs

# Super-Committee Co-Chair responsibilities

- ▶ 1. Meet at the beginning of the academic year to charge each sub-committee Chair falling under each of the three Super-Committees (after the Faculty Org President meets with each of the three Super-Committee Chairs re. anticipated issues)
  - ▶ Be available during the academic year when issues arise
  - ▶ Be willing to advocate for policies that benefit students, faculty and the university
  - ▶ May need to present policies to Faculty Org

# What about the committees that need representation from all areas?

- ▶ We could survey the Colleges/Schools to find out which committees they feel it is essential to have College/School representation and it becomes their obligation to find a representative
  - ▶ Advantage: puts the burden on the College/School/Department to find a representative (instead of Faculty Org President or Executive Committee)
  - ▶ Disadvantage: faculty may experience pressure to participate (especially if untenured)

# FINAL RECOMMENDATION

- ▶ Given the pros and cons, the Executive Committee feels that Proposal 2 using Co-Chairs and a series of subcommittees is the better approach
  - ▶ Questions?
  - ▶ Faculty vote?

Attachment 3:

Slides showing IUN Energy Usage

(See the following pages)

IU Northwest Executive Committee – March 2020 – Discussion on Sustainability Carbon Neutral 2020: Excerpts from Trustees Facilities Presentation February 2020

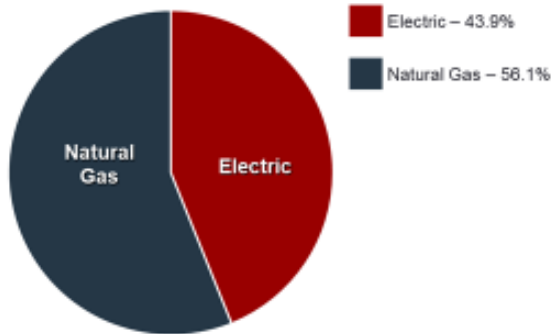
Questions related to IU Northwest Carbon Neutrality 2040 Resolution

Do we understand our current energy consumption?

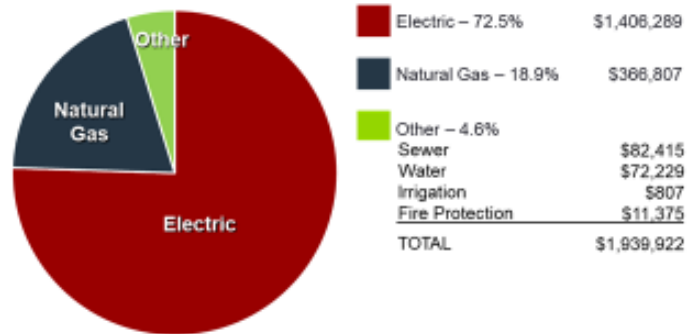
Can IU/IU Northwest project/measure carbon neutrality efforts?

### IU Northwest Purchased Fuels and Utilities – FY 2019

Energy Use Percentage




Cost Percentage





# Emerging Energy Technologies: Examples from the Bloomington Campus

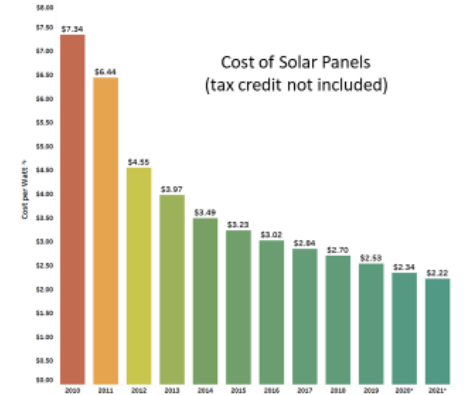


## Emerging Energy Technologies

### Viable Renewable Alternatives for Energy Diversity

## IU Bloomington Campus – Summary of Solar Energy Production

- Larger systems at higher cost, longer payback period
- More energy produced, more cost savings during periods with greatest sunlight energy
- Will continue to reassess as cost/watt continues to decrease



## IU Bloomington Campus – Solar Energy Production

### Costs Able to be Reduced Via Solar Photovoltaic Systems

#### Sample of Five Installations

Average Annual Electricity Cost Savings: \$5,900

#### Return on Investment; Projected Payoff Period

	Project Cost	Estimated Payoff Period
Indiana Memorial Union	\$12,425	24 years
Briscoe Quad	\$256,000	42 years
Tulip Tree Apartments	\$56,750	36 years
E-House	\$22,735	23 years
Central Heating Plant	\$11,874	29 years

20 KW SOLAR PHOTOVOLTAIC ROOFTOP SYSTEM



## Solar Installation Examples



# Emerging Energy Technologies: Examples from the Bloomington Campus

## Energy Storage System (ESS)

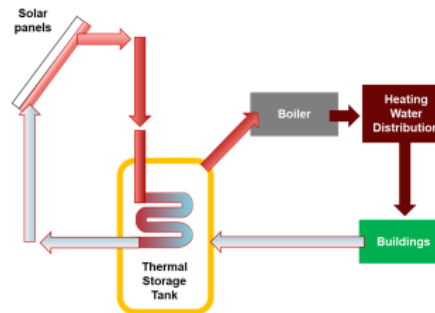
Utilizes Lithium Ion Batteries to Store Power Generated by Solar for Future Use



INDIANA UNIVERSITY

## Solar Hot Water System

- Brings heating water to distribution temperature more economically than boiler alone
- Uses solar to heat water in storage tank, which can then be stored at higher temperature until sent to boiler for final heating and distribution
- Saves energy that would have been used by boiler to heat water to distribution temperature



INDIANA UNIVERSITY

## Questions related to IU Northwest Carbon Neutrality 2040 Resolution

Do we understand our current energy consumption?

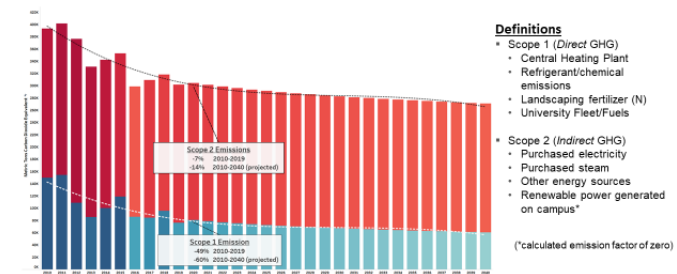
Can IU/IU Northwest project/measure carbon neutrality efforts?

1. IU analyzes energy usage on the Northwest campus.
2. IU has begun meaningful implementation of alternative energy sources at IU Bloomington.
3. IU maintains cost / savings analysis of these efforts, and projections for future infrastructure.

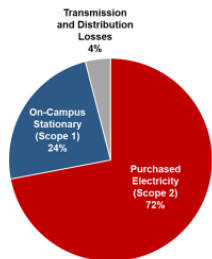
IU seems well positioned to produce projections, and to conduct cost/benefit analyses of “carbon neutral” efforts at IU Northwest.



### Reduction of Carbon Footprint Combined Annual Emissions Reduced 23% Over Past Decade; Projected 31% Reduction by 2040



### Reduction of Carbon Footprint IU FY19 Greenhouse Gas Emissions by Source



**Purchased electricity is largest source of greenhouse gas emissions**

- Electricity produced by third party (not IU)



### Summary

- Reduction in usage is offsetting increased costs
- Natural gas hedging secures pricing and availability
- Central utilities distribution more efficient and cost-effective
- Continued monitoring of cooling degree days
- New systems allow analysis of performance and usage at building level
- Continued investments in R&R reduce costs
- Alternative technologies provide diversification and not reliance on single utilities source
- Continually seeking ways to reduce carbon footprint



Attachment 4:

**Draft Sustainability Resolution from IU Northwest (03-11-20) for Faculty Organization (March meeting)**

[IU Northwest-specific references are in square brackets below.]

**Rationale for putting forward the resolution**

1. Whereas the Paris Agreement on climate change (2015); the International Panel on Climate Change Report (2018); and the Fourth National Climate Assessment Report by the US Global Change Research Program (2018) have all warned of the catastrophic dangers to humans and the earth if climate change is not addressed;
2. Whereas Indiana and other Midwest legislators are leading and participating in the bipartisan Climate Solutions Caucuses in the U.S. Senate and U.S. House;
3. Whereas IU is internationally recognized as an Innovative University in *Reuters' Top 100: The World's Most Innovative Universities*;
4. Whereas Core Value 7 of the IU Bicentennial Strategic Plan commits to "Sustainability, stewardship, and accountability for the natural, human, and economic resources and relationships entrusted to IU";
5. Whereas Action Items of the Strategic Plan include the goal "to solidify IU's focus on efficient and environmentally conscious campus design and operation";
6. [Whereas "civic awareness", "ethical practices and behaviors", and "engaged citizenship" is named as part of Strategic Priority 4 (Building & Sustaining Community) of IU Northwest's Strategic Priorities (2018);
7. [Whereas part of IU Northwest's Mission is to "inspire and empower a diverse body of students to be active citizens, who apply their knowledge to transform their communities and the world"];
8. Whereas, recognizing how current and future university students have made climate concerns and sustainable practices a high priority, as evidenced, for example, by the international student-led Global Climate Strikes;

**Now, therefore be it resolved that**

**[IU Northwest], through collaborations of its constituent groups in administration, faculty, staff, and students, will work cooperatively to**

1. prioritize sustainability and a climate action-plan as major, long-term goals of the [IU Northwest] campus, in all planning;
2. actively support the work of the [Sustainability Council, the IU Northwest Office of Sustainability,] and future academic programs in sustainability, such as the Collaborative B.A. in Sustainability Studies;
3. anticipate the post-carbon, sustainable economic era and preserve fiscal responsibility while pursuing the goal of carbon neutrality;
4. create effective synergy between administration, faculty, staff, and students as we implement and model sustainable best-practices and use of renewable resources to the [IU Northwest] campus, student body, and wider community, for the *next* 50 years and beyond; and
5. [as a campus], to collaborate on achieving the goal of becoming carbon neutral by 2040, ahead of what is advocated by the International Panel on Climate Change Report.

## Attachment 5:

### **Draft Sustainability Resolution from IU Northwest (03-11-20) for Faculty Organization (March meeting) – Argyilan amendments**

#### **Rationale for putting forward the resolution**

1. Whereas the Paris Agreement on climate change (2015); the International Panel on Climate Change Report (2018); and the Fourth National Climate Assessment Report by the US Global Change Research Program (2018) have all warned of the catastrophic dangers to humans and the earth if climate change is not addressed;
2. Whereas Indiana and other Midwest legislators are leading and participating in the bipartisan Climate Solutions Caucuses in the U.S. Senate and U.S. House;
3. Whereas IU is internationally recognized as an Innovative University in *Reuters' Top 100: The World's Most Innovative Universities*;
4. Whereas Core Value 7 of the IU Bicentennial Strategic Plan commits to “Sustainability, stewardship, and accountability for the natural, human, and economic resources and relationships entrusted to IU”;
5. Whereas Action Items of the Strategic Plan include the goal “to solidify IU’s focus on efficient and environmentally conscious campus design and operation”;
6. [Whereas “civic awareness”, “ethical practices and behaviors”, “engaged citizenship”, and “aligning civic engagement with other campus initiatives and priorities” are named among the Objectives of Strategic Priority 4 (Building & Sustaining Community) of IU Northwest’s Strategic Priorities for 2017-2020 (2018);
7. [Whereas part of IU Northwest’s Mission is to “inspire and empower a diverse body of students to be active citizens, who apply their knowledge to transform their communities and the world”];
8. Whereas, recognizing how current and future university students have made climate concerns and sustainable practices a high priority, as evidenced, for example, by the international student-led Global Climate Strikes;

#### **Now, therefore be it resolved that**

#### **[IU Northwest], through collaborations of its constituent groups in administration, faculty, staff, and students, will work cooperatively to**

1. prioritize sustainability, environmental resilience, and a climate action-plan as major, long-term goals of the [IU Northwest] campus, in all planning;
2. actively support the work of the [IU Office of Sustainability and SustainIU initiatives, the Hoosier Resilience Institute, the IU Northwest Office of Sustainability, the City of Gary] and future academic programs in sustainability, such as the Collaborative B.A. in Sustainability Studies;
3. anticipate the post-carbon, sustainable economic era and preserve fiscal responsibility while pursuing the goal of carbon neutrality;
4. create effective synergy between administration, faculty, staff, and students as we implement and model sustainable best-practices and use of renewable resources to the [IU Northwest] campus, student body, and wider community, for the *next* 50 years and beyond; and
5. [as a campus], to collaborate on achieving the goal of becoming carbon neutral by 2040, ahead of what is advocated by the International Panel on Climate Change Report.

Attachment 6:

**Sustainability Resolution of IU Northwest**

Approved by the Faculty Organization on March 27

**Rationale for putting forward the resolution**

1. Whereas the Paris Agreement on climate change (2015); the International Panel on Climate Change Report (2018); and the Fourth National Climate Assessment Report by the US Global Change Research Program (2018) have all warned of the catastrophic dangers to humans and the earth if climate change is not addressed;
2. Whereas Indiana and other Midwest legislators are leading and participating in the bipartisan Climate Solutions Caucuses in the U.S. Senate and U.S. House;
3. Whereas IU is internationally recognized as an Innovative University in *Reuters' Top 100: The World's Most Innovative Universities*;
4. Whereas Core Value 7 of the IU Bicentennial Strategic Plan commits to "Sustainability, stewardship, and accountability for the natural, human, and economic resources and relationships entrusted to IU";
5. Whereas Action Items of the Strategic Plan include the goal "to solidify IU's focus on efficient and environmentally conscious campus design and operation";
6. Whereas "civic awareness", "ethical practices and behaviors", "engaged citizenship", and "aligning civic engagement with other campus initiatives and priorities" are named among the Objectives of Strategic Priority 4 (Building & Sustaining Community) of IU Northwest's Strategic Priorities for 2017-2020 (2018);
7. Whereas part of IU Northwest's Mission is to "inspire and empower a diverse body of students to be active citizens, who apply their knowledge to transform their communities and the world";
8. Whereas, recognizing how current and future university students have made climate concerns and sustainable practices a high priority, as evidenced, for example, by the international student-led Global Climate Strikes;
9. Whereas, IU Northwest wishes to actively support the mutually beneficial work of state and local agencies, including the City of Gary and the Northwest Indiana Regional Planning Commission

**Now, therefore be it resolved that IU Northwest, through collaborations of its constituent groups in administration, faculty, staff, and students, will work cooperatively to**

1. prioritize sustainability, environmental resilience, and a climate action-plan as major, long-term goals of the IU Northwest campus, in all planning;
2. actively support the IU Northwest Office of Sustainability, IU Office of Sustainability and SustainIU initiatives, the Environmental Resilience Institute, and future academic programs in sustainability, such as the online Collaborative B.A. in Sustainability Studies;
3. anticipate the post-carbon, sustainable economic era and preserve fiscal responsibility while pursuing the goal of carbon neutrality;
4. create effective synergy between administration, faculty, staff, and students as we implement and model sustainable best-practices and use of renewable resources to the IU Northwest campus, student body, and wider community, for the *next* 50 years and beyond; and
5. as a campus, to collaborate on achieving the goal of becoming carbon neutral by 2040, ahead of what is advocated by the International Panel on Climate Change Report.

Attachment 7:  
Preliminary HERI Faculty Survey Results

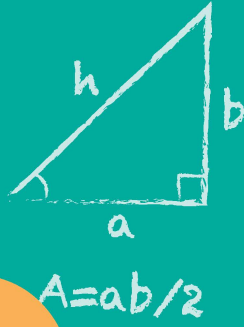
(See the following pages)

$$a^3+b^3=(a+b)(a^2-ab+b^2)$$

$$a^m a^n = a^{m+n}$$

$$y = x - 1/8(1/xy) + x$$

$$x \neq y \quad x = \infty$$



$$a+b=c$$

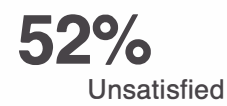
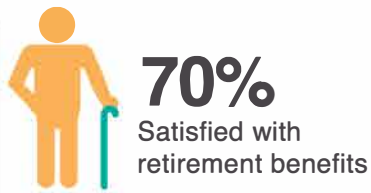


# THE FACULTY EXPERIENCE

National results are shown in BLACK | Your local institution results are shown in GRAY

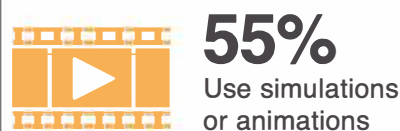
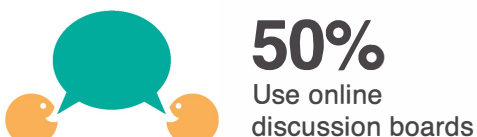
From teaching practices to embracing a culture of diversity to work-life balance, the values and beliefs of faculty impact students, administrators, and institutions.

## Faculty love what they do!

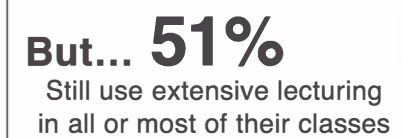
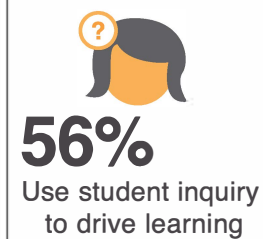
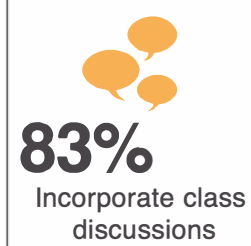


## Although feelings on salary are mixed.

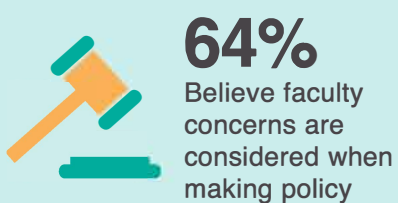
## While only 17% have taught an online course, many integrate technology into the classroom.



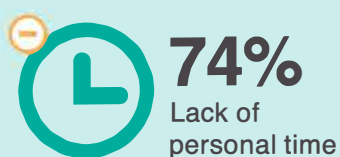
## Most engage their classes with student-centered teaching methods.



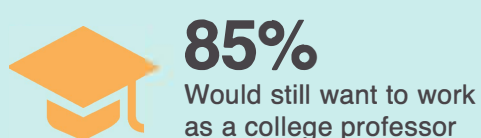
## And while 68% of faculty feel at odds with the administration...



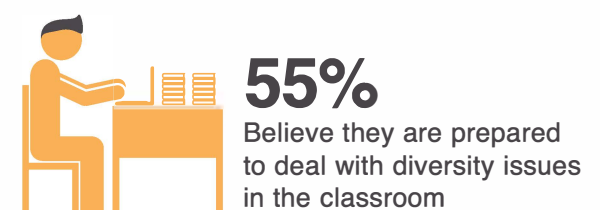
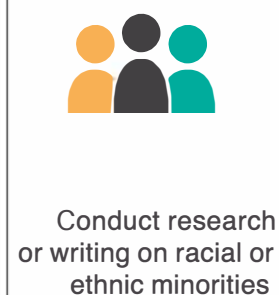
## And stress is present in many forms...



## Most faculty would choose their job all over again.



## Diversity matters to faculty.





# FACULTY'S ROLE

in Research, Teaching, and Service



National results are shown in BLACK |

results are shown in GRAY

Research, teaching, and service are integral functions of higher education institutions. Through personal commitment and collaborative efforts, faculty are critical in contributing to the vitality of each at their college or university.

Research, teaching, and service are of essential importance to faculty.

75% Personally value teaching



53% Personally value research  
22% Personally value service

They also use outside funding to support their work.

24% Receive funding from foundations



29% Receive government funding  
11% Receive funding from business/industry

Faculty approach research in the following ways...

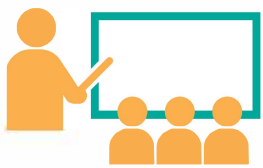


47% Collaborated with the local community on research/teaching



71% Engaged in academic research that spans multiple disciplines

...And seek help to improve their teaching.



68% Participated in organized activities around pedagogy or student learning



87% Participated in the development of curriculum

Faculty show their commitment to their work through their interaction with undergraduate students.



55% Advised student groups involved in service/volunteer work



X% Worked with students on your research project(s)



73% Encouraged students to seek solutions to problems and explain them to others



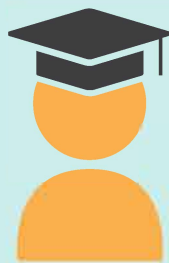
56% Encouraged students to recognize biases that affect their thinking



69% Encouraged students to evaluate the quality or reliability of information



Faculty strongly agree that their role in educating undergraduates is to...



73% Promote students' ability to write effectively

58% Teach students respect for different beliefs

61% Prepare students for graduate or advanced education

69% Prepare students for post-college employment

...Within the context of a healthy campus climate.

70% Think their institution has effective policies that increase faculty diversity

55% Feel they are sufficiently involved in campus decision-making

71% Think their institution takes responsibility for educating underprepared students



**Comparable Respondents of Faculty and Administrators with Faculty Rank**

Please indicate to what extent you agree with the following:

	2019		2013		Difference
	% Agreed	n	% Agreed	n	
1.Shared governance is effective at IU Northwest.	42%	67			
2.I am satisfied with the amount of information I receive about what is going on in my unit.	59%	70	76%	98	-17%
3.I am satisfied with the amount of information I receive about what is going on at IU Northwest.	57%	70	77%	98	-19%
4.I have a good understanding of IU Northwest's mission.	83%	70			
5.Members of my unit support one another.	68%	69	64%	95	4%
6.There is a climate of trust in my unit.	68%	68	53%	96	15%
7.Members of my unit are honest and ethical.	70%	69	63%	96	7%
8.My unit has good working relationships with other units in the university.	67%	69	61%	97	6%
9.My unit has good working relationships with organizations external to the university.	61%	69	71%	96	-10%
10.Colleagues at IU Northwest are civil towards each other.	78%	69	71%	96	7%
11.My department chair provides useful feedback to me regarding my performance on a consistent basis.	62%	68	51%	85	11%
12.I feel a sense of belonging at IU Northwest.	68%	69	66%	93	3%
13.I feel free to bring up issues that concern me and fear no retaliation.	54%	69	48%	93	5%