Regional Faculty Caucus
April 21, 2015
2:00 p.m. – 4:00 p.m. Eastern/1:00 – 3:00 p.m. Central
Video bridge 229401

Members Attending
John Applegate (UAA)            Chris Darr (IU Kokomo)
Jay Barbre (IU East)             Chuck Gallmeier (IU Northwest)
Barbara Bichelmeyer (UAA)        James (Jamie) Kauffman (IU Southeast)
Sharon Calhoon (UAA)             Scott Opasik (IU South Bend)
Ange Cooksey (IU East)

Agenda
1. Introduction of Jamie Kauffman (IU Southeast) and Ange Cooksey (IU East).

2. Update from Board of Trustees meeting

   Chuck reviewed his remarks at the last Board of Trustees meeting. He discussed the Regional Faculty Caucus, its origination in the Blueprint for Student Attainment, its role in shared governance, and the importance of having a UFC co-chair representing the regional campuses. His remarks were well-received.

3. University Academic Affairs updates

   John discussed the recent UFC executive committee meeting. UFC Executive Committee is interested in having a faculty working group for the bicentennial strategic plan. John will mention this to Michael Rushton, director of strategic planning. There was also discussion of ICHE’s expanding role; IU is good at speaking with one voice and IU’s Government Relations staff members have developed good working relationships with policymakers and are seen by policymakers as a thoughtful, knowledgeable resource.

   a. Regional chancellors cabinet meetings

      Barb reviewed the agendas of the most recent regional chancellors meetings, including:
      - UAA updates on summer tuition
      - Finished the 2014-15 P&T cycle. Continue to work on ensuring that external letters are objective reviews and not letters of support.
      - Regional chancellors interested in pursuing Carnegie Engaged Campus designation.
      - FACET retreat and FACET’s adjunct faculty and lecturer conference in November. With HLC placing emphasis on faculty development for all faculty, including adjunct faculty, chancellors are interested how FALCON may help with this. They are looking for ideas for incentivizing attendance by adjunct faculty at FALCON. Action item: Sharon place on agenda for next RFC meeting to discuss.
      - HCL concerns about faculty development extend to faculty teaching dual credit. IU is in good shape here.
• Becky Torstrick updated chancellors on software that campuses use which were a collective purchase. If campuses opt out of renewing software and purchase something else, UITS will not provide support.
• Barb is convening the regional campus education deans as part of the bicentennial strategic plan item about re-imagining education. They have good ideas for new areas to investigate and ways to collaborate, as well as promoting regional campus schools of education.
• Study abroad: Chancellors would like to collaborate more on study abroad trips to reduce duplication and permit each trip to have more than one faculty member.

Jamie suggested collaborating on video faculty development modules to reach adjunct faculty. Barb said the chancellors had the same idea. UITS has developed a set of modules for teaching online, at http://online.iu.edu/faculty/teaching-online.php.

Besides teaching and learning, there are other things all IU faculty need to know. Barb is discussing this with HR and General Counsel. Also considering having a new faculty orientation (“onboarding”) in Indy, generate excitement about being part of IU, followed by orientation at their own campus.

b. CRCE (VCAA) meetings
Barb reviewed the most recent CRCE meeting.
• Steve Keucher talked to VCAAs about hiring out of state employees—new HR policy. Have to treat them according to their state’s employment regulations. If hiring people who will live and work outside of Indiana, be aware of that HR policy. Check with VCAA about that. http://www.indiana.edu/~uhrs/employment/out_of_state.html
• Bachelor of Applied Science marketing plan: Marketing for this new degree will be in Ivy Tech campuses, and via targeted digital ads (e.g., Facebook).
• Faculty engagement: See item “Faculty Presence” below.
• Becky and TJ updated the VCAAs on the activities of their respective offices.
• Hybrid programs: These are programs that are not fully online, but meet definitions of “online” for ICHE and HLC. ICHE says if 80% of courses are online, it should be categorized as online (and should be a joint program with other campuses). HLC says if a student can get 50% or more of the courses online, it should be categorized as online. How we define programs impacts federal government and other mandates. Campuses are looking for an expedited way to get these programs approved. Proposal is to call programs which are 50 – 79% online “hybrid.” CRCE will work on this further in May.

4. Faculty Presence
John discussed Bicentennial Strategic Plan priority #2: Fostering the Community of Scholars. This part of the plan is very specific and very general. Need for clear expectations for each other for what it means to be an engaged faculty member at IU. But very general in how that should happen. Is it a university policy? A campus policy? A policy for regionals? Departmental or school level? John is talking to faculty in many different venues about what this might look like.
Many things pull faculty members away from presence at the institution, and presence in students’ and colleagues’ lives. Technology makes it easier to do the job remotely. It will be hard to get the academic community back if we let it disappear, so need to address it now.

Scholarly community distinguishes IU from other institutions. Regional campuses have a profile of students who we need to engage with and support; regional campuses talk about strengths in student-faculty interaction.

Discussion points:
- As a campus grows, there is less cross-disciplinary conversation. Research presentations help, but looking for ways to increase this kind of contact.
- This is a core campus issue as well—an all-IU commitment—regional campuses aren’t being singled out as a problem.
- Faculty choose to teach at regional campuses because they want to be involved with students.
- Being “too busy” is a proxy for “it’s not a priority.” What other priorities keep faculty from having time for engagement?
- Many faculty are deeply engaged; question is how to reach those who are not. What impediments are there and how can we remove them?
- Reward structure doesn’t support campus presences as a priority.
- Consider having faculty from different campuses come together to meet each other—broaden the community of scholars.
- What is the role of non-tenure-track faculty? What are their responsibilities?
- Send any thoughts on who should work on this (UFC, campuses, schools) to John.

5. Single Articulation Pathways (TJ)

TJ reviewed the progress of the single articulation pathways. These will become the articulation pathways for all of the campuses for a particular set of degree programs.

Background: Senate Bill 182 from a couple of years ago mandated that a student can take 60 cr hr at community college (based on competencies), transfer to a 4 year institution as a junior and complete within 60 hours for 120 hour degree.

Faculty from all state institutions created competencies for 12 degree programs. Ivy Tech Community College (ITCC) and Vincennes identified coursework that addresses those competencies. Students who complete those courses and have finished the associates degree, and are admitted to the institution and to the school/degree program, will be come in as a junior and can complete in 2 years.

Different programs may have different guidelines. Some (e.g., Criminal Justice) require C in every course, but others may require cumulative GPA of 2.0. (Only a few programs have finished at this point.)
The process has already run into some problems. ITCC has posted curriculum, some campuses have looked at it and have said it may be problematic—mostly in accredited areas like education and engineering where students need to be prepared for licensure.

The deadline for completing the work is July of this year. First 10 articulations will be in place by July and older articulations will be voided. Next year we will look at AS in Liberal Arts to see what pathways might look like. Those will have to be discipline-specific.

Academic advisors (including faculty advisors) need to look for notation that a student has met the single articulation pathway requirements. TJ is happy to come to a campus to talk about it.

We probably won’t see these students until summer of next year (at the earliest).

6. Office of Online Education campus visits (Barb)

OOE recently hired a new director, Chris Foley. OOE is moving from cash to base funding; IU Online is no longer an initiative but a brand. Chris’s job is to help us grow enrollments in online programs, while remaining mindful of quality of the curriculum. Chris, Barb, Sharon, and Matt Gunkel from eLearning Design and Services will be visiting each campus in May. The chancellors chose the dates and determined whom to invite to the meetings.

Benchmarking of other multi-campus institutions found five models:

- Penn State World Campus, which assigns new online programs to a single campus, receives 50% of revenue
- University of Maryland University College, in which all online delivery is housed in a separate institution and not in any of the campuses
- U Mass Online, a grass-roots aggregation model, in which every campus can offer every degree (with separate diplomas); U Mass Online is just a listing of all possible degrees
- Michigan, in which online programs are offered only by the comprehensive teaching campuses and not by the flagship campus
- Ohio State, in which only the flagship delivers online programs, and comprehensive teaching campuses are shut out.

IU is developing a 6th model: Curricular Clearinghouse and Seamless Student Services. The “curricular clearinghouse” part of the model recognizes that faculty own curriculum, but faculty on any given campus are not alone in owning the curriculum. So faculty must work together in collaborative way. OOE is clearinghouse for bringing them together to develop the curriculum.

The “seamless student services” part of the model refers to creating competitive and best-in-class process for getting potential students admitted and into orientation quickly. This is Chris Foley’s charge.

7. Action items and next steps
   a. Sharon will schedule a May meeting for faculty governance members only to vote on third co-chair for UFC.
   b. Sharon send dates of campus visits.
   c. Sharon add FALCON and adjunct faculty development to agenda for next full RFC meeting.