IUPUI
Indianapolis Faculty Council (IFC)
Minutes
March 5, 2019 ~ Campus Center 450C ~ 3-5 p.m.


Agenda Item I: Welcome and Call to Order
IUPUI Faculty Council Vice President Jeff Watt called the meeting to order at 3:02 p.m.

Agenda Item II: Adoption of the Agenda as the Order of Business for the Day
The Agenda was adopted as the Order of Business for the Day.

Agenda Item III: [Action Item] Approval of the Minutes of the January 8, 2019, Meeting
The minutes of the January 8, 2019, meeting were approved and entered into the record.

Agenda Item IV: Updates/Remarks from the Chancellor
Kathy Johnson, Executive Vice Chancellor and Chief Academic Officer on behalf of Nasser Paydar, Indiana University Executive Vice President and Chancellor of IUPUI

Johnson reported on the following:

- Dr. Carol Anne Murdoch-Kinch has been named dean of the School of Dentistry and will join us in July. We are waiting for feedback from the search committee on the School of Health and Human Sciences dean search. We have three candidates coming next week to campus for the University Library dean search. The dean of University Library will be named the Herbert Simon Family Dean.
  The Office of International Affairs vice chancellor search is scheduled for April.
• Dr. Simon Atkinson will be leaving IUPUI to serve as vice chancellor for research at the University of Kansas. Atkinson is a former president of the IFC and has been faculty in the School of Medicine and department chair of biology in the School of Science. Work will begin soon for the transition.

• There was an announcement yesterday of the $30 million gift to the School of Public and Environmental Affairs, and it will now be renamed to the Paul H. O’Neill School of Public and Environmental Affairs. This is a great way to honor the legacy of Paul H. O’Neill.

• Last weekend was Jagathon and faculty members should be very proud of the students. Over 1,400 students participated and set a new record by raising $605,000 in support of the Riley Children’s Hospital.

• Macy Williams was honored as the Horizon League women’s basketball player of the year.

• Johnson invited Boyd Bradshaw to report on the update to the Common Application.
  o Bradshaw spoke to the appended presentation and added the following:
    ▪ The common application is the national application for admission to over 1,000 campuses across the country.
    ▪ Johnson asked how faculty members can be helpful during this phase. Bradshaw said that they are already being helpful.

• Johnson shared the appended presentation with pictures for the new multidisciplinary building. Tuesday, April 23 will be the ground breaking for this new building.

**Agenda Item V: Updates / Remarks from the IFC President**

John Watson, President, IUPUI Faculty Council

Watson reported on the following:

• Watson offered his congrats and thanks to Simon Atkinson.

• Watson thanked those who responded to the survey regarding the third tier lecturer rank. 58 percent of respondents were tenure-track faculty and 42 percent were non-tenure-track faculty. There was a 23 percent response rate. The task force will analyze that data, chart next moves, and provide updates.

• In September, Chartwells presented on the changes to the food court in the Campus Center. Jim Scheurich asked questions regarding the compensation of Chartwells employees. There was a delay in getting responses. The IFC-EC reviewed the responses and Scheurich shared his response over the social implications. Watson suggested the IFC-EC invite Camy Broeker, vice chancellor for finance and administration, and Mark Volpatti, associate vice chancellor for auxiliary services, to attend an IFC-EC meeting where they were asked many questions. In the past, IUPUI determined the campus was better served by a contract arrangement, which is when Chartwells came to campus. Chartwells employees are unionized, considered full-time at 30 hours of work per week, can obtain insurance, and can participate in an internal professional development program. Seven percent of their employees are part-time, which are all IUPUI students. Broeker described Chartwells as a partner willing to respond to our needs and salary expectations and the company compares favorably to other potential contractors. Broeker expressed the situation is not perfect. An increase in wages for Chartwells employees would lead to increased prices, which would directly impact students and even more students would find it too expensive to buy food on campus.
Agenda Item VI: [Discussion Item] Student Retention and Success: Continuing Conversations and Strategies

Tytishia “Ty” Davis, Assistant Dean of Students and Director, Student Advocacy and Support, Division of Student Affairs
Charles Johnson, Director of Scholar Support Programs, University College
Brooke Moreland, Assistant Director, 21st Century Scholars Success Program
Danielle Tate, Assistant Director of Special Programs, Multicultural Center

Charlie Johnson served as moderator of the panel discussion and introduced the panel and himself.

Johnson asked the following questions regarding challenging student experiences:

- Can you share some student stories that have taken place, not necessarily inside the classroom or in regards to paying for classes, but with what students must navigate through in their personal lives as well as how they may have internalized negative societal messages about their belonging in higher education?
  - Moreland: Many students may lack social capital to start conversations with professors. In terms of their personal experiences, they are often hesitant to share those with professors. This is especially true for first-year college students. It is important for faculty members to understand that students may not be familiar with the higher education landscape. Mooreland gave an example of a student who had surgery and experienced great levels of pain and attempted to continue classes, but failed all of their courses. This student did not let their professors know of their surgery. While there were still solutions for this case, the earlier these types of issues can be attended to, the better for everyone involved.
  - Tate: The Multicultural Center office becomes a safe space for many of the students that it serves. Tate gave an example that a successful graduating senior recently became responsible for their six-month-old nephew. A professor instructed the student that if the baby becomes loud, the student would need to step out, but the student needed to learn to the information in class. The office then became a temporary daycare for the student’s baby for the day. These types of outside commitments will be of more importance to the student than school work and it is important for faculty members to be aware of potential personal challenges for students.
  - Davis: Davis shared the story of a student who has experienced many issues from homelessness to food insecurity. This student is a “frequent flyer” and is currently not enrolled at IUPUI. This student is not aware of all the resources on campus. In addition to lack of social capital, he does not understand campus procedures or policies.

- The term “social capital” has come up a couple of times. Can you speak more to that?
  - Moreland: Role modeling for students is essential. Students are adult learners and it is important to know what your personal scope of leadership is. A student will not share every detail of their personal life with everyone, but when a student does, giving them a list of resources is not necessarily helpful. Guiding students through procedures is often much more helpful in order to show them how to navigate higher education. Conversations are key to knowing what the student really needs. It would be helpful for faculty members to know about resources and how to navigate them.
  - Davis: Faculty and staff members on campus may not be able to help solve all the issues a student is dealing with. But, the individual the student is disclosing information to should show they care about the student and what they are facing. Students do not leave their personal issues “outside the door” and students appreciate acts of kindness and instructors who show they care.
  - Tate: Staff members in the Multicultural Center stay up-to-date with current events and news because these situations can have an effect on IUPUI students. An example Tate
provided was that a student’s cousin was in an accident in another state and, because of government policies, their international family members could not travel to this country. The student needed to make a last minute trip out of state to support their cousin. Acknowledging the issues around the world can be a positive impact to students who may be affected by them.

- Can you provide some information regarding academic confidence and the psychological needs of students? As an example, students can oftentimes feel alienated due to public discourse that successful people are smart and work hard. If a student comes from a background where they are deemed “not successful,” they often determine that to mean they must not be smart or have worked hard enough. This is often internalized before the student comes to campus and feels as though they do not belong.
  - Moreland: As an example, a student shared a story where they were uncertain if they were too sensitive to a situation where an instructor had pointed this student out as a 21st Century Scholar. The student had originally felt proud of being a 21st Century Scholar, but the instructor had framed this in a way that made the student feel embarrassed in front of classmates. The student did not know how to speak to their instructor about this. Moreland encouraged faculty members to be aware of how they can make all students feel welcome in the classroom.
  - Tate: Some students in a scholarship program that is awarded to high-achieving high school students experience an identity issue when they come to campus. Some have come to campus after being top of their class in high school and are now struggling academically due to the new environment. As an example, an African-American female student was in a classroom where the instructor had written on the board and asked someone who “sounds white” to read what they had written. The student was uncomfortable and was unsure how to address this issue with their instructor, especially with it being at the end of the semester. The student sent an email and explained why it was insensitive and did not receive a response and decided to “tough it out” through the end of the semester.
  - Davis: As an example, Davis knew of a Resident Assistant (RA) who asked for resources for food-insecure students. This staff member told the student about Paws Pantry but upon learning the student was planning to use Paws Pantry for themselves, the staff member told the student that the resource was not for students “like them” (as in an RA or a student leader). It is important to recognize stigmas (in this case, around food insecurity) and to share resources with students.

Johnson concluded the panel portion by emphasizing the importance of assessing and reassessing personal practices.

Questions / Comments

- NiCole Keith, School of Health and Human Sciences, made note of a program that recruits high school students into a “Senior Saturday” program over the summer. Twenty-two of those students were enrolled at IUPUI, and today this IFC member learned that two of these students are no longer enrolled. All of those in the program maintained good GPAs in high school. However, most of these students are now struggling academically. It is been difficult to reach these students to offer assistance. The IFC member, asked for advice to assist in this effort. Tate answered that she has had similar experiences with students. One thing Tate noticed was that some students have difficulty knowing when they are in trouble. These students will keep trying in classes, feel that it is their personal problem, and never reach out for help. Tate said to reach out, but not discuss academics. (They can manage the academics due to their previously strong GPAs). Tate asks questions like “How are you doing today?” and refocus on the idea that it is okay to ask for help and to know who to ask. Tate suggests reaching out earlier in the semester to see how they are
doing. Johnson added that there are a number of mutually supportive communities and when students are involved in those communities, they are more likely to reach out for help.

- Nila Reimer, IU Fort Wayne, asked about how to reach students who are off-campus, specifically at IUFW and IUPUC. Davis said that she will need to think about how to best collaborate on this.

Moreland noted that many 21st Century Scholars have difficulty commuting to campus and prefer distance education options. Moreland emphasized being creative in ways to reach students.

Davis provided a list of IUPUI resources that can be shared with students. This list is appended to the minutes.

Agenda Item VII: [Action Item - Vote] Election of the Faculty Grievance Advisory Panel
(Election to be held electronically after March 5.)

Buse shared the following slate for the Faculty Grievance Advisory Panel with the council.

IUPUI Faculty Council: Slate for Faculty Grievance Advisory Panel
Term: February 1, 2019, through January 30, 2021
Number to Elect: 3; Number to Slate: 6

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[First Read] Slate for the Elections of the Board of Review Pool and At-Large Representatives

Olguta Buse, Chair, Nominating Committee

Buse shared the following slates for the Board of Review Pool and At-Large Representatives with the council.

IUPUI Faculty Council: Slate for Board of Review Pool
Term: February 1, 2019, through January 30, 2021
Number to Elect: 10; Number to Slate: 15

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IUPUI Faculty Council: Slate for At-Large Representatives

Term: June 2019 through June 2021

Need to elect 30; number to slate 45

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Agenda Item VIII: Call for IFC or UFC Standing Committee Reports

- Faculty and Staff Relations Committee (Miriam Murphy, Chair)
  - A meeting took place in October and the next meeting will take place in March.
o There will be a meeting with Margie Smith-Simmons, assistant vice chancellor for finance and administration, for an update regarding the reduced speed limit. The reduced speed limit signs are now up around campus.

o Murphy was invited to join the IU Communications task force to address communication issues on campus. This group will be meeting soon.

o There has been a review of search committee trainings and the campus has implemented some anti-bias trainings.

o On the topic of salary disparities specifically for staff, the university is currently doing an alignment process of positions. The committee will be getting more information and will report out.

o There is a Staff Council component of the committee and they will create bylaws.

**Agenda Item IX: Question / Answer Period**

- IFC member, Jim Scheurich, shared his concerns over Chartwells compensation of employees. Scheurich contacted the union leadership that serves Chartwells and this person shared that Chartwells bottom dollar for wages is three dollars less than the number they gave. He also said they are in the middle of contract negotiation with Chartwells. Scheurich noted he did not want tuition or fees raised for students and that they should be lowered. Scheurich said he would also like to see faculty and staff wages raised. He said that we are being served by people who cannot support themselves or their families. Scheurich notes the complexity of the issue and the ethical dilemma of letting this situation go and that he is uncomfortable moving on from this issue.

**Agenda Item X: Unfinished Business**

There was no Unfinished Business.

**Agenda Item XI: New Business**

There was no New Business.

**Agenda Item XII: Report from the IUPUI Staff Council**

Kristy Beach, President

- Beach reported on the following:
  
  o Staff Council elections will be starting soon. Nominations for the Executive Committee, three at-large members, and a second vice president will be accepted April 22 through May 3. Voting will take place May 20 through May 31 and the results will be announced at the June 19 meeting.
  
  o Staff Council will be supporting the Asian Heritage and César Chávez dinners.
  
  o Last Thursday night’s Women’s Basketball game was enjoyed by Staff Council members as part of the athletic sponsorship this year.
  
  o The 5th Annual Staff Development Mini Conference will be on Friday, May 24, at the Campus Center from 9 a.m. to 4 p.m. The theme is “The Wonderful World of IUPUI Staff Development: Dreaming Today and for the Next 50 Years.” There is a call for proposals and, the Staff Council encourages faculty members to submit.
  
  o The deadline for Staff Council Professional Development Grant is April 1. The goal is to award 50 grants this year.
  
  o IUPUI Staff Council’s 40th birthday celebration kicks off at the annual retreat on July 12.
Agenda Item XIII: Final Remarks and Adjournment
John Watson thanked Jim Scheurich for his comments and subscribes to his views. Watson said that he, himself, does not have the knowledge to address the Chartwells issue. He asked council members to come forward if they have any ideas in how to address this issue.

With no further business appearing, the meeting was adjourned.

Minutes prepared by Kasey Cummins, communication and administrative specialist of the Office of Academic Affairs
University Hall 5002/274-8974/fcouncil@iupui.edu/http://www.facultycouncil.iupui.edu

Detailed final reports are available on the IFC committee webpage.

Committee Assignments

**Academic Affairs Committee**
Assigned:
- Credits transferred from campuses within both the IU and Purdue systems, how credits outside these systems are viewed by IUPUI, and how many credits must be taken at IUPUI before an undergraduate diploma may be granted at the IUPUI campus.
- Review of credit transfers and residency.
- Review of grade replacement policy (F to F*)
- How degrees are awarded on diverse campuses and internationally by programs within the IU and PU systems and how they might affect programs on the IUPUI campus.
- Review and recommend to the Faculty Affairs Committee standards used in hiring adjunct faculty.
- Continue work with IUPUI+ development.
- Use of LMS (Canvas) data for instructional monitoring (online courses)
- Review of grade assignment for cases of academic dishonesty.

**Budgetary Affairs**
Assigned:
- Campus Conversations
- Banded tuition results
- Midwest Student Exchange
- IU Fort Wayne
- RCM Review of University Assessment
- Change in Resource Planning Committee
- Continue meetings with deans one on one.
- Follow up with Chris Foley about IU Online budget.
- Follow up with ad hoc Library Committee (recommendations on how to move forward).
- IUPUI Budget Updates (continue to follow budget and issues about it).
- Continue conversation with IU Online especially a) support services and b) effect on course.
- Financial Aid—coordination between campus and school efforts.
- Conversations with UFC Budgetary Affairs Committee to follow IU budget issues (first meeting with the co-chairs of the UFC BAC with the IU VP for Finance planned for September 2018).

**Campus Planning Committee**
Assigned:
- Review all surveys that come out during the year.
- Higher Learning Commission mid-cycle report about IUPUI meeting criteria.
- Invite leadership of IU Fort Wayne to meet with the committee and then report to the EC. (Contact: Ann Obergfell)
- Review Summer 2018 IU Communications Audit
- Conduct Campus Conversations. Review the list of invitees.
- Review student surveys.
Monitor changes in medical school impact.
Updates/refreshes of campus strategic plan.
Results of faculty survey.

**Constitution and Bylaws Committee**
Assigned:
- Collaborate with Ad Hoc Committee on Diversity regarding charge and function.
- Amend the Bylaws Grievance Procedures to allow for a Unit Recommendation Report to follow a completed Board of Review. The purpose of the Unit Recommendation Report would be for the Board of Review to recommend to the Chancellor or dean structural changes in the operations of an academic unit that would benefit the prevention of future grievances. (Received by the Committee in e-mail message from Rachel Applegate on April 24, 2017.)
- Inclusion of Ft. Wayne as a unit.
- Review EC membership to organize school overlap rules now that NTTs are present. (Currently, no two ECs can be from the same school but an officer (president, VP) can be from the same school as an EC regular member. Rule suspended for 2018-19. Probably: allow one NTT to be from the same school as one TT.)
- Review C&B to find out whether Honors College and University College both get one seat on the IFC (non-voting). They were both given one seat in 2018-19 until it can be confirmed.
- Add to the C&B the rule of only having one seat on the council. This was recommended but it didn’t make it to the revisions approved in May 2018.

**Distance Education Committee**
Assigned:
- Follow up on CTL “The Forum.”
- Support structure for students who are fully online.
- Follow up on Quality Matters
- Continue follow-up conversations with IU Online.
- Update with eDS.
- Coordinate with Online Director/Faculty Group (revived from 2016-17; to be organized by Rachel Applegate).
- Use of LMS (Canvas) data to assess instructional interactivity and collect data for proactive compliance (with Academic Affairs).
- Changes to infrastructure given Watermark acquisition of Taskstream, etc.
- Forum Fellows with CTL working on the forum space and resources for instructors.
- Recognition of Online Teaching Faculty.
- Proctoring
- Canvas as a source for data
- Support structure for faculty who are teaching online. Create resources.

**Diversity, Equity, and Inclusion Committee (Ad Hoc)**
Assigned:
- Coordinate with Faculty Forum Network (overall structure for faculty development/support)
- Address the strategic plan’s goals and objectives of:
  - Create pathways for success for underrepresented students, faculty, and staff
  - Develop cross-cultural awareness and competence among all members of the IUPUI community (focusing on faculty)
  - Becoming an employer of choice for faculty by providing meaningful work, improved workplace culture and communication, and advancement opportunities

**Faculty Affairs Committee**
Assigned:
- Need for systematic analysis of policies and procedures in the Faculty Guide to assure definitions for “faculty” and “full-time,” for example, are consistent and correctly and appropriately applied: The SAVCAA and the Constitution and Bylaws Committee need to be involved in coordinating this effort.
- Review policies and procedures for tenure, practice plan, and compensation in the School of Medicine.
- Determination of “full-time” for School of Medicine faculty, especially with those whose “effort” and compensation is primarily in IU Health.
- Discuss the creation of a subcommittee of the Faculty Affairs Committee and the campus P&T Committee to review core school policy of P&T at IUPUI.
- Discuss matching Kelley School of Business (IUB) promotion and tenure up through IUPUI.
- Continue with NTT career paths, potential new classifications or ranks.
- How does the Ombudsteam operate? Should the Ombudsteam replace the Faculty Grievance Advisory Panel? Is there training? Can the Ombudsteam sole a faculty member’s issue? Coordinate with new Ombudsteam for methods of addressing faculty concerns.
- Update the language of the policy on Faculty Access to Student Evaluations in the Faculty Guide to reflect the use of Blue.
- Update the language of the Policy on School or Program Restructuring in the Faculty Guide. Clarify the language regarding faculty. Does faculty refer to non-tenure-track or clinical?
- Career Path for Non-Tenure-Track Faculty

**Faculty Guide Committee**
Assigned:
- Need to link to a policy on creating a new department within a school that isn’t in financial distress. Kathy Johnson is willing to construct new language to point to this.
- Look at the guide that could cause confusion and provide recommendations on new verbiage.

**Fringe Benefits Committee**
Assigned:
- Monitor benefits
- Review forthcoming changes in retirement benefits provider.

**Library Affairs Committee**
Assigned:
- Providing input to and advocating for the University Library at IUPUI
- Continue to monitor Open Access policy
- Link open access uploading to Activity Insight.
- Evolving nature of the scholarly record
- Library Town Halls and Campus Tour
- Improve communication with faculty
- Assist with dean search.
- Continue discussion of library finances; follow-up from Task Force on Library Finances.
- Discuss scholarly communication situation.
- Consider methods of educating general faculty regarding information-access issues.
- Training for chairs and associate deans for research (Open Access/ScholarWorks)
- Collaborate with Research Affairs Committee regarding support for R1 university status.

**Promotion and Tenure Committee**
Assigned:

**Research Affairs Committee**
Assigned:
- Policy on Centers and Institutes
- Indirect Cost Recovery guidelines to the IFC. Review campus, university, and unit (school) use of ICR funds.
- Center designation process – inventory of active/inactive centers as a first fact-finding step.
- IUCRG Program – faculty input into future directions/funding priorities if the program continues.
- Collaborate with Library Affairs Committee regarding support for R1 university status.
- Monitoring of the Grand Challenges.
- Policy on Proposing funds coming from tobacco companies.
- Research strategic direction.
- Description of effort of funded studies for dossiers developed for promotion and tenure.

**Staff Relations Committee**
Assigned:
- Discussion on communication across campus including all units and positions.
- Review of bylaws, including policies and procedures for staff under circumstances of reorganization (faculty have a policy, staff do not).
• Evaluation of the campus pedestrian safety: report back to the committee.
• Review policies and procedures in the bylaws that govern the IFC’s Staff Relations Committee and, comparably, the ISC’s Faculty Relations Committee and change them to current practices.
• Search committee training (better and more systematic across campus and at all levels)
• Review of staff participation in TIAA-CREF. The benefit may change to a new vendor. How many does that affect staff?
• Several questions have been raised about the “status” (role, venues for input) for full-time staff who also teach (e.g., as associate faculty).
• Ask if there is a member of the committee who would like to serve on the Fringe Benefits Committee.

**Student Affairs Committee**
Assigned:
• Discussion and vote on the permanence of a grade given as the results of academic misconduct (working with Academic Affairs Committee).
• Update the Academic Misconduct portion of the Student Code of Rights, Responsibilities, and Conduct.
• Review of sexual misconduct policy brought forward by the UFC
• Off-campus student conduct (note new Greek policy)
• Campus climate for adult learners
• Review recruitment of faculty members of the University Hearing Boards: opportunities for training and service (currently requires all-day training).
• Use of LMS (Canvas) for student intervention.
• Elaboration of co-curricular aspects of IUPUI+.
• Review of Code of Student Rights, Responsibilities, and Conduct in relation to hate speech.

**Technology Committee**
Assigned:
• Update on electronic and IT accessibility
• Find a better way to keep faculty informed.
• Potential replacement of Taskstream.
• Bridge vs. Zoom?
• Coordinate with communications task force for faculty information dissemination.
• Digital learning (discussion with Kathy Johnson who serves as a digital scholar with ACUE)
• TopHat
• Pearson’s integration with Canvas.
• Pressbooks (substitute for eTexts or student portfolio) – Open Access link to ScholarWorks.
• Digital Measures changes. The School of Medicine is beginning to use the tool and the changes added will affect the rest of the campus. The changes are felt to be positive.
Fall 2019 IUPUI Application
Point-in-Cycle Evaluation

March 4, 2019

What impact has the Common App had on applications?
First-Year Undergraduate Application Numbers
Fall 2019 v. Fall 2018

- 13% increase in applications compared to same time last year.
- Number of fall 2019 applications received to date have already exceeded total fall 2018 numbers.
- Applications from African American students increased 34% and Hispanic/Latinx increased 43%.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana</td>
<td>10,004</td>
<td>10,822</td>
<td>8%</td>
</tr>
<tr>
<td>MSEP</td>
<td>578</td>
<td>844</td>
<td>46%</td>
</tr>
<tr>
<td>Other Domestic Non-Resident</td>
<td>524</td>
<td>850</td>
<td>62%</td>
</tr>
</tbody>
</table>

MSEP includes Illinois, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, and Wisconsin
The Common Application

1. IUPUI launched the first-year beginning student application on August 1, 2018 for the 2019 recruitment cycle.

2. More than 800 member institutions nationwide.

3. 23 member institutions in Indiana including IU Bloomington and Purdue University West Lafayette.

First-Year Undergraduate Application Profile
Fall 2019

<table>
<thead>
<tr>
<th>Common App Student Profile</th>
<th>ApplyIU App Student Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>62% Caucasian / 31% URM</td>
<td>63% Caucasian / 33% URM</td>
</tr>
<tr>
<td>3.49 Average GPA</td>
<td>3.38 Average GPA</td>
</tr>
<tr>
<td>1083 Average SAT Score</td>
<td>1017 Average SAT Score</td>
</tr>
<tr>
<td>More likely direct admit to program</td>
<td>Less likely direct admit to program</td>
</tr>
<tr>
<td>Less likely to be a first-gen student</td>
<td>More likely to be a first-gen student</td>
</tr>
</tbody>
</table>
First-Year Undergraduate Application Source
Fall 2019

Based on 3/4/2019 Data

Application Source - First Year Undergraduates
Domestic Applications ONLY

- 54% Common App
- 46% ApplyIU App

Indiana
- 52% Common App
- 48% ApplyIU App

MSEP
- 76% Common App
- 24% ApplyIU App

Other Domestic Non-Resident
- 63% Common App
- 37% ApplyIU App

Indiana First-Year Undergraduate Applications
Fall 2019

Based on 3/4/2019 Data

<table>
<thead>
<tr>
<th>Indiana Region</th>
<th>Percent Change</th>
<th>Primary App Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indy Metro Area</td>
<td>19%</td>
<td>Common App</td>
</tr>
<tr>
<td>Central</td>
<td>flat</td>
<td>Common App</td>
</tr>
<tr>
<td>Northeast</td>
<td>flat</td>
<td>Common App / ApplyIU app</td>
</tr>
<tr>
<td>Northwest</td>
<td>18%</td>
<td>Common App / ApplyIU app</td>
</tr>
<tr>
<td>Southeast</td>
<td>flat</td>
<td>ApplyIU app</td>
</tr>
<tr>
<td>Southwest</td>
<td>flat</td>
<td>ApplyIU app</td>
</tr>
</tbody>
</table>
First-Year Undergraduate Admitted Students
Fall 2019

<table>
<thead>
<tr>
<th>% Admitted</th>
<th>Common App</th>
<th>ApplyIU App</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>81%</td>
<td>75%</td>
</tr>
<tr>
<td>Indiana</td>
<td>85%</td>
<td>77%</td>
</tr>
<tr>
<td>Out-of-state</td>
<td>72%</td>
<td>66%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Deposited</th>
<th>Common App</th>
<th>ApplyIU App</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>17%</td>
<td>25%</td>
</tr>
<tr>
<td>Indiana</td>
<td>16%</td>
<td>25%</td>
</tr>
<tr>
<td>Out-of-state</td>
<td>12%</td>
<td>23%</td>
</tr>
</tbody>
</table>

First-Year Undergraduate International Applications
Fall 2019 v. Fall 2018

- 12% increase in applications compared to same time last year.
- Common App accounted for 67% of Fall 2019 International applications.
- Nationalities represented increased from 45 to 66.
Summary

• The Common App has helped to change the application profile in terms of more MSEP students (particularly Chicago and Ohio) and also an increase in high-achieving students.

• Too early to tell what impact, if any, the Common App will have at a program level even though increases in apps overall have typically been among larger schools.

• However, students admitted through the Common App have deposited at lower rates which means they could be waiting longer to make a decision than ApplyIU applications or are ‘softer’ applications.

Discussion
SUCCESS OF STUDENTS

Multi-disciplinary collaboration between departments

Showcase lively learning, research, and innovation

Celebrate IUPUI STEM within community

Adaptable and versatile for teaching & research needs

Pedestrian scale to promote urban campus connectivity

ADVANCES IN ENGINEERING & SCIENCES

WELL-BEING OF INDIANAPOLIS AND BEYOND
SECOND LEVEL
THIRD LEVEL
ENLARGED CLASSROOM PLAN
STATE OF THE ART CLASSROOM

SEAT CAPACITY 120
What are the Variables of Interest?

- Differ between tasks
- Making a putt in golf
- Competing in a race
- Completing a puzzle
- Using a computer mouse
Campus Resources to Reduce Student Barriers to Success

Division of Undergraduate Education/University College

University College offers a number of student support programs focused on achieving educational equity. These include:

- **21st Century Scholars Program** – provides support to IUPUI 21st Century Scholars on their college journey through a diverse array of programs and services.
- **Bowen Scholars Program** – this program supports the success of African-American students who transfer from Ivy Tech Community College and are participants in the Ivy Tech Bowen Scholars Program. Students receive faculty and staff mentoring and other support from the Diversity, Enrichment, and Achievement Program. They receive scholarship funding and additional support and programming from Scholar Support Programs.
- **Diversity Enrichment and Achievement Program (DEAP)** – The mission of the Diversity Enrichment and Achievement Program (DEAP) is to enhance the transition and success of IUPUI students from populations that have been traditionally underrepresented in higher education by addressing academic, social, and personal matters that have an impact on persistence.
- **THRIVE Program** – THRIVE is a first-year program that supports the transition to college for students under 25, who are independent due to experiencing: (1) foster care, housing insecurity, or homelessness; (2) emancipation or legal guardianship determined by a court; or (3) having other disconnection from parental support. Nationally, less than 5 percent of this population have a college degree. The program aims to serve all verified incoming independent youth at IUPUI, with a cohort of 40 students expected to participate each year.
- **Nina Scholars Program** – The Nina Mason Pulliam Legacy Scholars Program offers students who face significant barriers to educational success an opportunity to obtain a bachelor's degree at IUPUI. The program targets lower-income individuals who were either raised in the child welfare system (such as foster care), have physical disabilities, or are returning adults with dependents. Applicants must meet certain requirements to be selected for the program.
- **Student Support Services** -- Student Support Services (SSS) is a program to help specially selected students from the time they come through orientation until they graduate. A proven program of information, support, and guidance helps provide SSS students with the academic and personal support necessary to excel at IUPUI.
- **Transfer Student Services** - The Office of Transfer Student Services supports all transfer students after the point of admission by facilitating seamless pathways and by coordinating programming and resources to ensure successful transition, persistence, and graduation.

Office of Student Advocacy and Support

The Office of Student Advocacy and Support works closely with campus and community partners in advocating for student needs and serves as a centralized location for accessing resources, student advocacy, and navigating campus policies and procedures. Among the services offered by the Office include:

- **Paw's Pantry** – food pantry for faculty, staff, and students; located on the 1st floor of the Campus Center. We provide frozen meals, single serve meals, fresh produce, Panera bread,
household items and toiletries. **Operating Hours:** Tuesday and Wednesday, 10am-4pm and Thursdays (students only), noon – 6pm (all shoppers)

- **Helpmeroar.iupui.edu** – R.O.A.R.: Registry of Options and Resources, a one-stop-shop of information with campus and local community resources within a 5-mile radius of IUPUI
- **OSAS & Chartwells Campus-Dining Scholarship** - IUPUI Auxiliary Services and Chartwells will support the Office of Student Advocacy and Support by providing dining resources for students in need. This will be accomplished using meal plans that are given to the OSAS to use at their discretion.
  - PLEASE NOTE: This resource is not publicly marketed due to limitations of funds. Students should be referred to OSAS to receive this scholarship when in need of this resource.
- **Paw’s Closet** – a clothing closet for students, only, to address these needs of students with clothing insecurities, to provide both everyday attire as well as professional dress attire for interviews.
- **IUPUI Undergraduate Emergency Assistance Grant** – For students needing additional financial assistance of an urgent nature
- **Campus Emergency Funds** – A listing of possible funds for students in crises situations in various schools and departments on campus

**Multi-Cultural Center**

The Multicultural Center offers three different one time sources of financial support to aid students experiencing financial hardships. They include the following:

1.) Inclusive Excellence emergency fund, which offers limited assistance to undergraduate students whose ability to continue their educational program at IUPUI has been impaired by an unexpected financial emergency.
2.) The Textbook Loan Program allows eligible IUPUI students to borrow required textbooks for class.
3.) The Charles E. Schell Loan provides assistance to students in close proximity to graduation who are experiencing financial hardships that may otherwise impede degree completion.

To learn about these funds contact Danielle Tate at dlitate@iupui.edu.

The Multicultural Center also has **three newly created Student Services Coordinators positions** – **Coordinators for Asian Student Services, Black Student Services and Latino Student Services** (to be filled soon). Their primary role is to support the academic success, well-being and inclusion of these student populations at IUPUI. The Coordinators serve as advocates for their development, provide direction, interpret policies, and provide problem solving assistance for students. They promote understanding and awareness through co-curricular programming, engagement opportunities, leadership development and offering multicultural competency training. The Coordinators also collaborate with campus and community partners in their student support efforts as well as be a resource on applicable policies, trends and best practices.