

**Indiana University-Purdue University Indianapolis  
Indianapolis Faculty Council (IFC)**

**Minutes**

**December 1, 2015 ~ CE 405 ~ 3:00 – 5:00 p.m.**

**Faculty and Guests Present:** Gregory Anderson, Trudy Banta, Rick Bein, Julie Belz, Ed Berbari, Dwight Burlingame, Andrea Copeland, Tim Corson, Karen Dace, Thomas Davis, Joseph Dynlacht, Jan Froehlich, Gina Gibau, Anita Giddings, James Gladden, Charles Goodlett, Claudia Grossman, Paul Halverson, John Hazer, Robin Hughes, Stephen Hundley, Kathy Johnson, Mark Kaplan, James Klenner (alt: Barb Hanes), Daniella Kostroun, Joan Kowolik, Alan Ladd, Melissa Lavitt, Catherine Lemmer, David Lewis, Suzann Lupton, Jane Luzar, Joyce Mac Kinnon, Lindsey Mayo, Marc Mendonca, Willie Miller, Robert Minto, Wendy Morrison, Stacy Morrone, Miriam Murphy, Bill Orme, Nasser Paydar, Horia Petrache, Barbara Pierce, Lynn Pike, Stephen Randall, Ken Rennels, Simon Rhodes, David Russomanno, Jim Scheurich, William Schneider, Saba Siddiki, Jodi Smith, Peggy Stockdale, David Stocum, Kate Thedwall, Crystal Walcott, Emily Walvoord, Amy Conrad Warner, John Watson, Jeff Watt, Elizabeth Whipple, Marianne Wokeck, Emily Wren, Michael Yard, and Ayoung Yoon

**Members Absent:** Matthew Aalsma, Austin Agho, Leslie Ashburn-Nardo, Rafael Bahamonde, Tina Baich, Sarah Baker, Robert Barr, Andy Barth, Janice Blum, Camy Broeker, Angela Bruzzaniti, Philip Cochran, Dena Cox, Niki Da Silva, Valerie Eickmeier, Nancy Evans, Sasha Fedorikhin, Anthony Firulli, James Flynn, Tatiana Foroud, Andy Gavrin, Philip Goff, Tony Greco, John Hassell, Eyas Hattab, Jay Hess, Pamela Ironside, Richard Jackson, Jenny Johnson, Josette Jones, Andy Klein, Dan Koo, Sarah Koskie, Wei Li, Tim Lyons, Angela McNelis, Monica Medina, Amber Mosley, Bethany Neal-Beliveau, Jim Nehf, Robin Newhouse, Matthew Palakal, Kristi Palmer, Amir Pasic, Michael Patchner, Christine Picard, William Potter, Laurence Richards, Lilliard Richardson, Eva Roberts, Dan Rusyniak, Li Shen, Ross Silverman, Robert Siwiec, Rosa Tezanos-Pinto, Thomas Upton, Diane Von Ah, Ron Wek, John Williams, Jr., L. Jack Windsor, Hiroki Yokota, and Domenick Zero

**Agenda Item I: Welcome and Call to Order**

IUPUI Faculty Council Vice President Ed Berbari called the meeting to order at 3:00 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 IFC May 5, 2015, Minutes**

The minutes of the May 5, 2015, IFC meeting were approved and entered into record.

**Agenda Item IV: Memorial Resolution for Professor Robert Davis (School of Science)**

Circular 2015-08 appended to the minutes.

A moment of silence was given by the assembly, and the resolution was entered into record.

**Agenda Item V: Updates/Remarks from the Chancellor**

Nasser Paydar, Indiana University Executive Vice President and Chancellor of IUPUI

Paydar reported on the following:

- Thanked the faculty who attended his inauguration on November 17.
- Construction/Renovation Update: Ball Garden renovation should be completed by April 2016. Work is to begin as soon as weather permits. The New York Street conversion is still going on. The intersection of California and New York Streets will be closed on December 2 to work on utilities in that location. After finals, New York Street will change to a two-way street.
- Banded tuition information has gone out and becomes effective fall 2016. He said that 63% of our students took over 15 credits or more. The state has tied its 21<sup>st</sup> Century Scholarship to completing

30 credit hours in a year. It is hoped that banded tuition encourages students to take more classes to complete their degrees more quickly. Because students in their senior year may have 12 credits or less, the campus is working on a solution to work around banded tuition so that it will not be as expensive. We are one of the remaining universities in the state that does not have banded tuition.

- The campus is joining the Midwestern Student Exchange Program. Students will pay 1.5 times the resident fee which is less than the nonresident fee (3 times the amount). 2.3% of our undergraduates come from the other states. .79 is from the seven states in the exchange program.
- Of the LGBTQ community, we do surveys with students, faculty, and staff as they leave campus to hear their views on campus climate. About 10% of faculty and staff identify with the needs of this community. A number of restrooms at IUPUI have been converted to all gender restrooms. The national news has picked up on this.
- Shooting on November 22 on Campus: Paydar spoke of a shooting incident occurring on campus. One of the persons involved was on a city bus with three persons in a car chasing the bus. When the person exited the bus, the others began shooting. The person ran to Eskenazi Hospital for assistance. The shooting had nothing to do with our faculty, staff, or students, but a crime alert went out to provide information to those on campus or coming to it.
- An IUPUI Holiday Party will be held on December 16 for all employees and students. The event will be cohosted by the chancellor and President McRobbie.

#### **Agenda Item VI: [Information Item] Report on Policy ACA-12 “Academic Appointment Classifications” and Report on Faculty Census**

Melissa Lavitt, Senior Associate Vice Chancellor for Academic Affairs

Lavitt reported on the presentation appended to the minutes. She highlighted the following:

- The report addressed four questions having to do with census and two questions that she is frequently asked.
  - Who are the faculty?
  - How are we doing with diversity?
  - What is the profile of the undergraduate instruction?
  - What does the 40/60 ratio mean?
  - Success with promotion and tenure?
  - How satisfied are faculty?
- “Academic Other” and “Academic Specialist” ranks are raising. These employees have academic credentials and perform academic functions but without faculty rank.
- Whatever efforts we are taking to diversify the faculty needs to be ramped up as we are still behind.
- Age is becoming a factor in hiring new faculty in a way it has not been discussed before. This is especially so when hiring into administrative positions.
- We are doing a better job with non-tenure-track faculty (NTTF), but we need to work on gender with tenure track faculty.
- Regarding race (incumbency v. availability) for NTTF, we should be around 25% and we are not. We should be around 22% for tenure track faculty, and we are not.
- Regarding the profile of undergraduate instructors, University College has the greatest use of part-time faculty. As slide 17 indicates, the numbers vary across the schools. We need to be sure our programming reaches those who are teaching undergraduates.
- How successful are our faculty in promotion and tenure? Approximately 95% of faculty who submit a dossier are successful. For those who are unsuccessful, we need to do a better job with programming that aids these faculty to be successful in the classroom and in research. 91% of those who were unsuccessful were over age 40. It is not known what that indicates or why it occurred. All 51 cases that were unsuccessful will have a qualitative analysis performed to find out what may be occurring.

- How satisfied are faculty? This is the first time that part-time associate faculty were included. The data show they are happier than full-time faculty. Work needed around mentoring was addressed through the Mentoring Academy. Around ten proposals were received by the academy. She encouraged schools who have not given a proposal to do so. There is a way to register for the mentoring exchange on the academic affairs website. You can sign up to be a mentor or a mentee. Career advancement varies across schools and ranks.
- Conclusions: (1) Status matters: part-time vs. full-time, (2) Representational diversity is hard to achieve, (3) Most faculty are successful at promotion and tenure, (4) Lack of success requires deeper analysis, and (5) Climate overall positive; though work is needed.
- Next Steps: (1) Qualitative analysis of 51 unsuccessful dossiers, (2) Continued work on part-time, adjunct faculty, (3) Grow and promote Mentoring Academy, and (4) Better support of diversity faculty through START.
- Margie Ferguson will continue the work Lavitt has begun as Lavitt is leaving IUPUI.

Questions:

- Simon Rhodes: With the 95% success rate, how would it look with the people we hired? What would their success rate be? What is the attrition and who are we losing? Lavitt agreed this could be another item to look at in the dossier review.
- Availability vs. utilization rate encouraged by faculty. Is part-time faculty included? Lavitt said the OEO data was only for full-time faculty. Lavitt tracked gender and ethnicity for part-timers, but the OEO report only looks at full-time faculty (TTF and NTTf). The faculty member said the report could reflect more of the Midwest faculty market we have availability to hire from.
- William Schneider said it would be easy to enumerate the number of non-reappointments. Lavitt said easy and faculty records are not easily said in the same sentence; however, that is where the data are.
- William Schneider said the 60/40 policy reflects the major erosion of tenure-track faculty in the academy. Tenure is important. When the full-time non-tenure-track lines were created many years ago, the faculty wanted to keep a cap on them for a reason – to keep full-time tenure line faculty at the front. Lavitt said while we focus on tenure track faculty, what are we doing for those who do not have that benefitted privilege? Does everyone have an opportunity for a career ladder? They need feedback and opportunities for professional development. Schneider said that is true if we want to keep them; however, there is a ratio for a reason.

**Agenda Item VII: [Information Item] Update on the Foundations of Excellence Transfer Project**

Gina Gibau, Associate Dean of Student Affairs, School of Liberal Arts

Stephen Hundley, Interim Associate Vice Chancellor for Undergraduate Education and Dean of University College

Hundley provided the background on the project. Student success is promoted by the campuswide strategic plan. We need to optimize enrollment, and this is important for transfer students. We have learned from the transfer project that transfer students also bring to the campus a sense of social justice. A campus group is now working on recommendations from the report of the project. He introduced Gibau who reported on the presentation appended to the minutes and highlighted the following:

- She hoped the schools received the self-study report that came from the Foundations of Excellence Program. IUPUI is part of over 300 institutions that participated in the program. Programs that we now have in place for beginning students came out of a similar self-study from the Gardner Institute many years ago.
- 30% of new admits to IUPUI in fall 2014 are transfer students.

- Although transfer students come to the campus academically strong, their success is not as great as expected. Over one quarter of the students leave IUPUI after their first semester. Over half will graduate in six years.
- There were nine foundational dimension committees during the work – Philosophy, Organization, Learning, Faculty, Transitions, All Students, Diversity, Roles and Purposes, and Improvement.
- The Dimension Report Card: The committee graded themselves on the nine dimensions. The grades ranged from B- to D+. There were no As.
- 117 recommendations were grouped into the following areas: Campus Culture and Structure, Admissions and Credit Evaluation, Advising, Communication, Policy, Engagement and Student Support, Orientation, Curriculum, and Data.
- The implementation phase will not be easy. There will be a three-year process for some of the recommendations. There are 28 primary recommendations and 11 secondary recommendations. We will start with the 28 items. Campus offices are charged with carrying out the recommendations. For the areas without an office already in place to address a recommendation, an action team was created to cover it.

### **Agenda Item VIII: [Information Item] Campus Climate**

Karen Dace, Vice Chancellor for Diversity, Equity, and Inclusion

Dace was asked to speak to the IFC following the national news of the president of the University of Missouri resigning following a student protest. If something similar happened on this campus, are we prepared? She reported on the presentation appended to the minutes and highlighted the following:

- IUPUI had a number of initiatives in place before the Missouri event occurred, and she feels IUPUI is in a good place.
- After the president resigned on November 9, IUPUI students had a stand of solidarity on November 12 at the Campus Center. The attendance by administrators, including the chancellor, at the event was significant.
- On November 18, the Office of Student Involvement held an Open Mic event about what happened in Missouri. Thirty to forty students attended and were vocal about their experiences. The presence of university faculty, staff, and administrators sent a good message to the students. Chancellor Paydar gave his support to the students and noted that we want IUPUI to be an inclusive campus.
- The chancellor had held meetings with various groups before the Missouri event. The only meeting that did not happen before the Missouri event was a meeting with the multicultural leadership; however, that meeting has been scheduled.
- An LGBTQ Center will open on January 1. All gender restrooms were announced and opened on campus.
- Dace has held “mini retreats” with various groups as listed in the presentation. Those meetings were also already scheduled before the Missouri event. In the meetings, she discussed issues for persons of color. She will share the results of those meetings at the Council of Deans meeting on December 16.
- Chancellor Paydar issued a letter to the campus community on IUPUI’s commitment to an inclusive environment.
- Our climate survey shows our marginalized students have some issues the students at the University of Missouri have. Therefore, we have work to do. There is no guarantee there will be no major protest on this campus; however, she feels we are in a better place than the University of Missouri.

#### Questions:

- What does it mean to have religious freedom on this campus? Dace responded that for the most part it is non-Christian rights. Whether or not someone is Muslim feels free to be Muslim on campus. Or a Jewish person is able to express their heritage.

### **Agenda Item IX: Call for IFC or UFC Standing Committee Reports**

- Faculty Affairs Committee (FAC): Sarah Koskie, committee chair, gave a written report as follows: “The Faculty Affairs Committee is looking at the meaning of tenure and the rights of tenure-track and non-tenure-track faculty on the Faculty Council. Subcommittees are investigating each and will report back soon.”

### **Agenda Item X: Updates / Remarks from the IFC President**

Marianne Wokeck, IUPUI Faculty President

Wokeck gave the following report:

- She congratulated Chancellor Paydar, who was formally installed as the fifth chancellor of IUPUI in November.
- “Please accept my apologies for being late. I attended a conference, “Beyond Financial Aid,” with a group of IUPUI colleagues where I learned a lot about the need to guide students not only how to apply for and, if granted, how to manage financial aid and the resulting debt after graduation but, more important to faculty, how to support students in making smart decisions about their course of study, staying in college and on course, and to graduate. The presentations and the conversations underscored for me the challenge that faculty face in not only revising and reviewing what and how they teach in their respective disciplines but also how their contribution to the undergraduate education of IUPUI students fits with the efforts of their colleagues, avoiding competition for the sake of increasing particular enrollment, fostering instead collaboration that enables students to be challenged without undue stress. And as an aside, in conversation with the students in my class, mostly juniors, the level of stress not only at this point in the semester is high.
- This leads me to my next point, the relative calm that our campus experienced when compared to the tension on other university campuses. UFC-EC and conversations of the UC co-chairs have focused on ways to assure that the climate on campus and, critical for the work of faculty as teachers, in classrooms and labs is and remains open to all expressions of opinion **and** respectful of all who exercise their right to articulate their opinions freely. As I reported in previous meetings and as you have heard just now from the report of the Faculty Affairs Committee IFC is addressing concerns about campus climate, in part by considering a statement reaffirming our commitment to freedom of expression. In this context allow me a personal observation: I was heartened to see students demonstrating in the CE at the chancellor’s installation and to do so well—respectfully and with some thoughtful, even clever expressions of their concerns that they wanted to call the administration’s attention.
- On another point, I need to report that the response of the central financial administration to which an inquiry about the option for faculty to have 10-month salaries paid out over 12 month was disappointing. The way I heard it seemed to indicate that financial considerations (costs and issues of compliance) weighed more than the inquiry that indicated a desire for this option by a considerable part of the faculty, especially those on whose shoulders much of the teaching has come to rest, lecturers and clinical professors. The option remains under consideration, meanwhile there will soon be a calculator available that will allow faculty to plan better for savings to tide over the summer months of June and July.
- Speaking of non-tenure-line faculty, the FAC continues to address ways to include those colleagues into faculty governance when unit and IFC rules often remain in place as they were designed, that is, focused solely on tenure-line faculty. As we have more faculty in NTT ranks, we need to find meaningful ways of engagement that recognizes school rules and practices but creates pathways for the contribution that those of our colleagues in NTT ranks can contribute for the good of the campus.

- Finally, and also related to faculty governance, IFC-EC (and also UFC-EC) is gathering information about the workings of online programs already in place (Kelly Direct, Nursing, Labor Studies come to mind) in preparation of finding ways to include ways for shared government in the IU Online initiative.
- This concludes my report, excepting to thank you for your participation in faculty governance at IUPUI and to wish you not only a smooth conclusion to the fall semester but also a happy holiday season, and break, and all the best for the New Year and the Spring 2016 semester.”

#### **Agenda Item XI: Question / Answer Period**

- Kostroun: Her office is across the street from the Campus Center (CE) in Liberal Arts. There were three protests last month in the CE. Two were discussed in this meeting, but the one that was not mentioned was for the food service workers for Chartwells. The workers marched asking for a living wage better than a \$.25 raise. They were able to find their manager to discuss the issue. There was an impassioned scene of the employees who cannot make ends meet and live off the food from the Paw’s Pantry food pantry. They want to go on strike if more cannot be done. What is being addressed? Paydar said the campus cannot do anything about the wages for these employees. We, by contract, cannot participate in the contract for these employees as they are employees of Chartwells. He said it seems as if the campus is not responding to the issue, but by contract, we cannot. He is trying to see if there is anything legally the campus can do. Lemmer said Fran Quigley (McKinney School of Law) is trying to work with these employees. They are underpaid and are also not able to apply for unemployment during the summer and during holiday breaks because they are considered to be “on vacation.” She said that if we have a contract with Chartwells, it is hoped that we would advocate for the employees by the institution. Paydar said we have told them we want to have a discussion and help, but we need to do so legally.
- When will the Chartwells contract will be renewed? Paydar said he did not know. Most universities use Chartwells, which is part of the issue.

#### **Agenda Item XII: Unfinished Business**

There was no Unfinished Business.

#### **Agenda Item XIII: New Business**

There was no New Business.

#### **Agenda Item XIV: Report from the IUPUI Staff Council**

Barb Hanes, First Vice President

Hanes reported on the following:

- The Staff Development grant process for the third round has been extended to December 11. Two applications have been received at this time. The grant process was begun last semester to assist staff in attending professional development opportunities. There are three deadlines – April 1, August 1, and December 1. There are ten criteria points the reviewers use when determining the awards. The awards ease the financial burden on staff and departments who may not be able to afford to fund training, a conference, or other performance projects.
- The council will have a moment of silence for staff members who passed away during the last six months.
- The Open Access Statement of Support will be approved at the December meeting.

#### **Agenda Item XV: Final Remarks and Adjournment**

Chancellor Paydar thanked Melissa Lavitt for her work at IUPUI as she prepares to leave for the University of Washington Tacoma.



With no further business appearing, a motion was made and seconded to adjourn. The motion passed and the meeting was adjourned.

Minutes prepared by Faculty Council Coordinator, Karen Lee  
AD 5002S / 274-2215 / [fcouncil@iupui.edu](mailto:fcouncil@iupui.edu) / <http://www.iupui.edu/~fcouncil>

## COMMITTEE ASSIGNMENTS FOR 2015-16

Report on Council Actions 2015-16 (per Bylaws Article 1. Section C.3)

**Items that have been completed by the committees follow the Assignments for committees.**

### Committee Assignments

#### Academic Affairs Committee

- Campus Policy on Limits in Withdrawal: Policy to be voted on by AAFC, EC, and IFC fall 2013. (*Oct. 2013: The AAC agreed that the policy was too restrictive. They agreed that students should not be allowed to enroll and withdraw (or fail) a given course numerous times. Perhaps an alternative solution is to block registration for such students, initiated at the unit level. The registrar will investigate creating lists of students who enroll repeatedly in the same course. These lists could be provided to the appropriate unit for action (registration block), if the units choose to do so. Annual Report 2014: The proposed policy was put on hold pending further fact-finding and deliberation.*)
- Grade Forgiveness Policy (*Annual Report 2014: Carried over from 2012-2013. Should this assignment be eliminated?*)
- Investigate what, if any, “University Sanctioned Events” should be included in the Registrar’s list of Course Policies (*Annual Report 2014: Committee added this assignment for the 2014-15 AY.*)
- IUPUI Policy on International Teaching Assistants
- Potential Policy on Credit Hour Overlap Between Minor to Major or Major to Second Major (Porter email of 5-14-14) (*Reported at February 3, 2015, IFC Meeting: The committee concludes that the academic units should have such policies and is generating a draft.*)
- Evaluation of IUPUI Withdrawal Deadlines
- For 2015-16: Decide whether or not common questions should be adopted for course evaluations at IUPUI. Determine how common questions should be handled within core schools at IUPUI.
- Best Practices for Accelerated Programs

#### Budgetary Affairs

- Assessments (School of Medicine)
- RCM Review/Banded tuition
- Cluster Conversations
- Monitor parking revenue / parking in general

#### Campus Planning Committee

- Cluster Conversations
- Review IUPUI Strategic Plan including performance indicators and identify important goals and formulate priorities recommendation from the faculty’s point of view. (*Update: review ongoing.*)
- Review and comment on National Survey of Student Engagement (NSSE) survey and other tools that gather information about students and faculty. (*May 2014/May 2015: No action taken due to priority given to other action items.*)
- Review and comment on PULSE surveys; the data gathered by these surveys may be reviewed by this committee; examples: campus safety; diversity; common theme. (*May 2014/May 2015: No action taken due to priority given to other action items.*)
- Review and comment on Continuing Student Campus survey (first and second years – in house); (every third year NSSE is administered) (*May 2014/May 2015: No action taken due to priority given to other action items.*)
- Advise IUPUI Administration: Planning and Institutional Improvement Administrative Liaison on outcomes. (*May 2014: Ongoing.*)
- Monitor parking on campus. Is the current plan working?
- Monitor crosswalk document in regard to IUPUI Strategic Plan and Bicentennial Strategic Plan.

#### Constitution and Bylaws Committee

- Verbatim Minutes: Review proposal to exclude notation of taking verbatim minutes if a recording is being made during council meetings. (*Committee discussed this item; will suggest wording.*)
- Nominations Committee: Review and change bylaws so that the Nominations Committee is made up of faculty governance leaders of the schools. (*Update 7-10-14 and 6-10-15: keep on agenda.*)

- Review and rewrite the charge to the Constitution and Bylaws Committee. (*Update 7-10-14 and 6-10-15: keep on agenda.*)
- Recognition of Honors College (*Update 7-10-14 and 6-10-15: Recognition was discussion, but until the school submits a constitution and bylaws for review, no action is taken. Keep on agenda until C&B submitted by Honors College.*)
- FGAP Bylaws revision (problem raised by Handbook Committee/Faculty Affairs Committee in 2013-2014). (*Update 7-10-14 and 6-10-15: keep on agenda.*)
- Undergraduate Curriculum Advisory Committee: (*Update 2-25-14: With the Strategic Plan, this committee is under review by the Academic Affairs Committee and Faculty Affairs Committee as they determine whether the IFC should endorse an Undergraduate Curriculum Committee. The Constitution and Bylaws Committee will be asked to make a motion to remove the UCAC from the IFC Bylaws should the IFC endorse the new committee. The committee has been endorsed, so a motion is needed.*)
- Limit the amount of time a Board of Review can be heard before time runs out once it has been assigned by the IFC-EC. (Motion made by IFC-EC on March 27, 2014.) (*Update 7-10-14 and 6-10-15: keep on agenda.*)
- Metropolitan Affairs Committee: The committee has been inactive for several years and no member appointed. Does it still need to be a committee of the IFC?
- Add the usage of Senior Academy faculty when considering composition of Boards of Review (Assigned per IFC-EC at 5-21-15 meeting).
- Look at coordinating with IUB the University Policies and how they interact with each other. (Also assigned to Faculty Guide Committee.)
- Review Constitution Article 1. Faculty Membership. Section A1. to reflect members of the faculty are those whose tenure home is IUPUI regardless of where they primarily work.

#### **Distance Education Committee**

- Continue work to include IUPUI's voice in decision making at the university/system level
- Canvas transition
- IU Online Updates
- Follow-up on policies related to online testing and pilot software
- Review of video technologies utilized in distance education
- Connect with CTL on faculty development related to online education
- Replacement of Oncourse Project Sites

#### **Faculty Affairs Committee**

- "Term Contracts" in the School of Medicine for faculty not complying with standards set by the school. (*Update from annual report: Committee not able to identify the problem to be addressed during 2014-15.*)
- School of Medicine policy issued for compensation guidelines for tenured faculty. (*Update from annual report: Lengthy discussion eventually foundered on the question of academic freedom. Is the SoM required to bow to the university in deciding standards?*)
- How is tenure viewed in the School of Medicine and how is it tied to the practice plan?
- Review draft Adjunct Faculty Policy/Procedures for Promotion (*On 4-21-14 committee agenda. Lavitt gave to Koskie on 2-2-15 by email. Will be addressed at the September 2015 meeting.*)
- Definition of Tenure Status (*Update from annual report: Not able to identify the problem to be addressed.*)
- Report from the Task Force on Non Tenure Track Faculty (The task force will be asked to report to the FAC on its report; the FAC will also be asked to look into the role of "academic specialists" and "full-time academics" and then prepare a proposal for voting by the IFC.)
- What does the word "faculty" mean in policies in the Faculty Guide? Who are the policies for? ("Faculty" appears to mean something different depending on the policy.)
- How can we involve more faculty in faculty governance (who can serve, who can vote, Faculty Guide, develop new faculty to serve in governance as the more senior faculty retire)?
- Statement on Academic Freedom

#### **Faculty Guide Committee**

- Archive Faculty Guide on July 1, 2016.
- Look at coordinating with IUB the University Policies and how they interact with each other. (Also assigned to Constitution and Bylaws Committee.)

#### **Fringe Benefits Committee**

- Benefits: Keep pushing to get the message out about benefits in a timely manner.
- Get the word out to faculty: Clinical Care Services at IUPUI (<http://hr.iu.edu/benefits/CCServices/index.html>)
- Comparison of benefits for IUPUI and IUB faculty.
- Maternity and Family leave
- Benefits for part-time faculty
- How does the IUPUI benefits plan compare to other institutions?

#### **Library Affairs Committee**

- Monitor Open Access – Better way to upload articles. Communication.



- Role of online journals – How do librarians judge the quality of journals? Legitimate/non-legitimate guide to reputable journals. Evaluation of reputable journals.
- Library resources for students their faculty member has. They are not the same within Oncourse or Canvas.

#### **Research Affairs Committee**

- Research policy for review: Revisions to the Sponsored Research Programs – Internal Submission Deadlines: <http://policies.iu.edu/policies/categories/research/IU-Research-Policies/internal-deadlines.shtml>
- New research policy that took effect August 2015: Laboratory Safety: <http://policies.iu.edu/policies/categories/administration-operations/public-safety-institutional-assurance/PS-EHS-02.shtml>
- New research policy that took effect August 2015: Dual Use Research of Concern: <http://policies.iu.edu/policies/categories/research/IU-Research-Policies/durc.shtml>
- Biomedical Research Institute
- Policy on Centers and Institutes
- Animal safety
- Update on the transparency and funding of programs
- Presentation of the Indirect Cost Recovery guidelines to the IFC.
- Return of NIH funds from the administrators to the PI.
- Human Subjects Research (IRB Process).
- Other study approvals – especially biosafety approvals and IACUC as centralization of oversight continues.
- 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.
- Monitor aspects of compliance across the university
- Purchasing and expenses on grants – detailed reporting
- Administrative burden on signature centers.

#### **Staff Relations Committee**

- “Guidelines on Use of Legal Credentials by Professional Staff” (JD Degree)
- TIME Timekeeping System
- Health Insurance Rates
- Performance Management
- Service with Distinction
- Intergroup Dialogue and Campus Civility
- Campus Safety / Emergency Planning

#### **Student Affairs Committee**

- Academic Misconduct
- Student Wellness
- Sexual Assault and Prevention / Title IX
- Awareness of students living on/off campus (Title IX and other issues)
- Climate Survey and LGBTQ Students

#### **Technology Committee**

- How does the committee become informed about policies, guidelines, recommendations, proposed technologies, etc., and how can it provide input before a decision is made? (*Discussed, concerns expressed to various administrators about the lack of input until it is too late and the decisions about technology are already made. Same issue was discussed by the IFC Distance Education Committee. Continue discussion in 2015-2016.*)
- Blue course evaluation system (*Continue discussion in 2015-2016.*)
- FAR system (*Continue discussion in 2015-2016.*)
- Oncourse project sites – what do we use now?
- One place to find a myriad of information. Communication. One.IU is not the answer.

#### **Items Completed:**

##### **Academic Affairs Committee**

- Interpretation of “first undergraduate degree” in the Grade Replacement Policy (*10-14-15: Reported on and approved by the IFC. The interpretation is to mean “first baccalaureate degree” The clarification is effective fall 2015.*)

## Memorial Resolution On Behalf of

Robert Madary Davis

March 6, 1936 – July 9, 2015

Robert Madary Davis, Retired Professor of Psychology, passed away on July 9, 2015. He will be greatly missed by family, friends and colleagues. Bob was born in Pocomoke, Maryland and grew up there. He always cherished his Maryland roots. Bob was one of four sons of Sarah Madary Davis and Clayton Davis. He loved his family immensely and is survived by his two daughters, four grandchildren and his long-time partner, Joyce Sommers.

Bob's early education and career were centered in Maryland and Pennsylvania. He received his undergraduate degree in education from Maryland State Teachers College at Salisbury (now Salisbury University) in 1958. He then taught in Baltimore County Schools for two years. Next, he earned a master's in counseling from The Pennsylvania State University as preparation for working three years as a vocational rehabilitation counselor in a Pennsylvania hospital. Building on this, Bob enrolled in the doctoral counseling program at the University of Maryland and earned his Ed.D. in 1968. One year later, he was hired onto the faculty at Penn State as an assistant professor. He stayed at Penn State for seven years, serving three years as an associate professor and coordinator of the Graduate Program in Rehabilitation Counselor Education.

Bob left Penn State to join IUPUI in 1976. He was hired as an associate professor in the psychology department of the Purdue School of Science to lead its fledgling M.S. program in rehabilitation psychology. Under Bob's leadership, the program grew and flourished. In 1981, he was one of the faculty who helped get a new doctoral program in rehabilitation psychology approved, and it became the first Ph.D. program at IUPUI outside of the School of Medicine. This program eventually evolved into a doctoral program in clinical psychology and is still thriving today.

Bob was a faculty member within the psychology department for 24 years and retired at the rank of professor in 2000. He remained director of the master's rehabilitation program until 1992. Over the last eight years of his faculty career, Bob turned much of his attention on undergraduates and tried to find ways to make their college experience more successful. His efforts included chairing the Committee on the First-Year Experience.

Over his career, Bob became one of the leaders in the field of rehabilitation. He served as president for professional associations in rehab at the state level (Indiana Rehabilitation Association), regional level (Great Lakes Region, National Rehabilitation Association) and national level (Vocational Evaluation and Work Adjustment Association). He also sat on several national rehabilitation boards of directors or governors, each aimed at providing services and improving the lives of people through counseling and/or job training.

After retirement, Bob stayed active in the Indianapolis community. He enjoyed memberships in the Literary Club, Shriners, Scottish Rite, and Indiana Society. He also did volunteer work at the Indianapolis Art Center and was a greeter at the Indianapolis International Airport.

Bob is remembered as a good and gentle man, a humanitarian. He displayed remarkable kindness and loyalty to those around him. One friend said that Bob seemed to measure his life's accomplishments by the depth and quality of his relationships with others. He had a great laugh and a droll sense of humor. He was not beyond showing a devilish wit when faced with some nonsense in academics or life in general. His voice was a wonderfully-resonate deep base that drew people to him by its richness and warmth.

Bob had a zest for life. He would say that traveling by small riverboats with Joyce in France, Switzerland, Germany and Europe was "especially joyful." Some of his other likes, loves and passions included: listening to jazz and classical music, reminiscing about the Eastern Shore, following Baltimore Oriole and Indianapolis Indians baseball, gardening, visiting the Red Key, appreciating long periods of silence, cooking for friends, crafting or finding good limericks, getting to know Nebraska, hosting dinner parties, reading, learning about religions, and celebrating Groundhog's Day!

*THUS, BE IT RESOLVED, that this memorial resolution be placed in the minutes of the Indiana University-Purdue University Indianapolis Faculty Council with a moment of silence observed in honor of Dr. Davis.*

*This resolution is written on behalf of Dr. Davis' colleagues, friends and family and will be shared broadly with them.*

*Prepared by John T. Hazer, Professor Emeritus, Department of Psychology, School of Science.*

*Adopted by the IUPUI Faculty Council at their meeting on December 1, 2015.*



## IUPUI FACULTY - 2015

Melissa Lavitt

Anne Mitchell

Rick Morgan



# Faculty Census Questions

1. Who are the faculty?
2. How are we doing with diversity?
3. What is the profile of undergraduate instruction?
4. 40/60 ratio?
5. Success with P&T?
6. How satisfied are faculty?

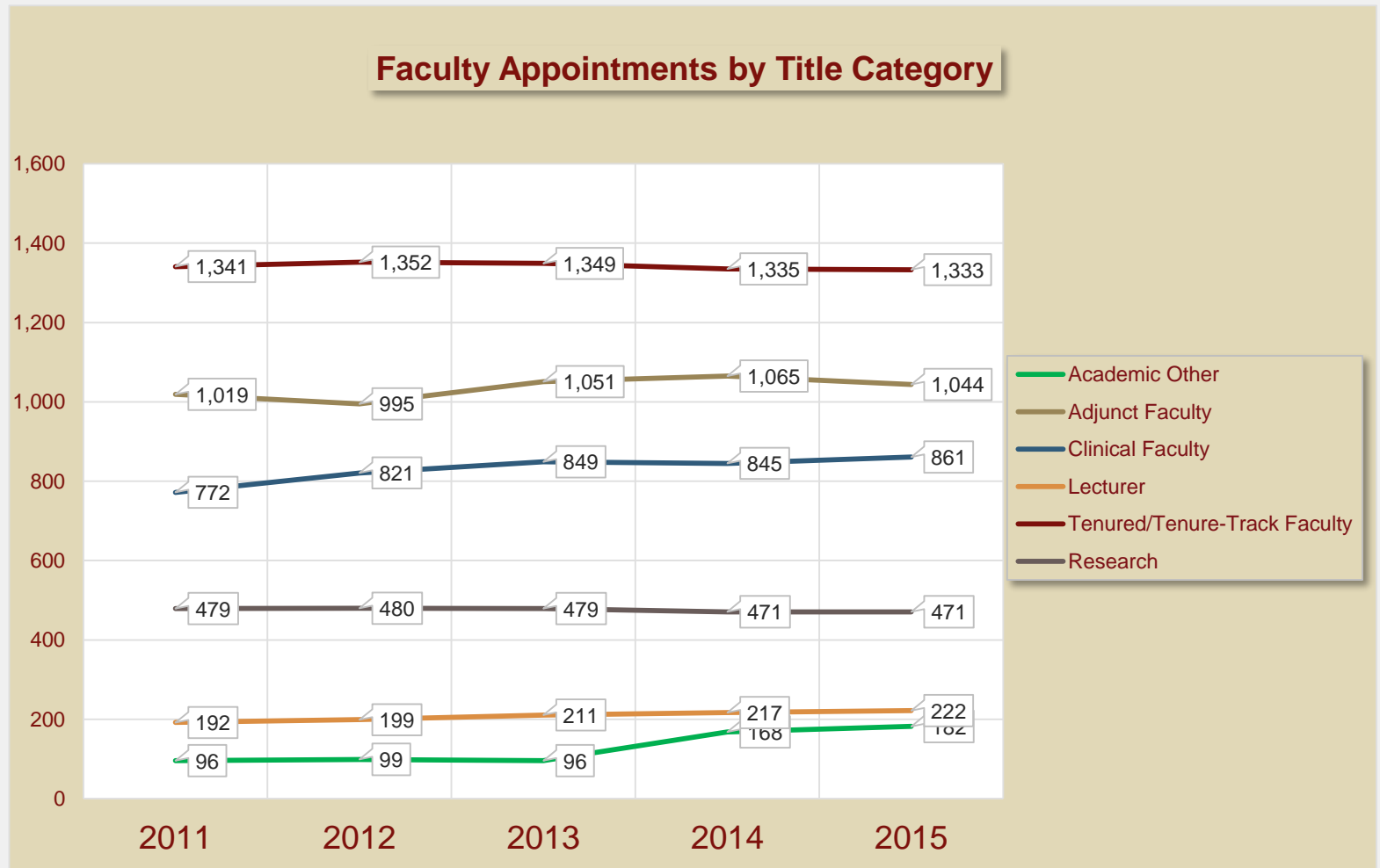




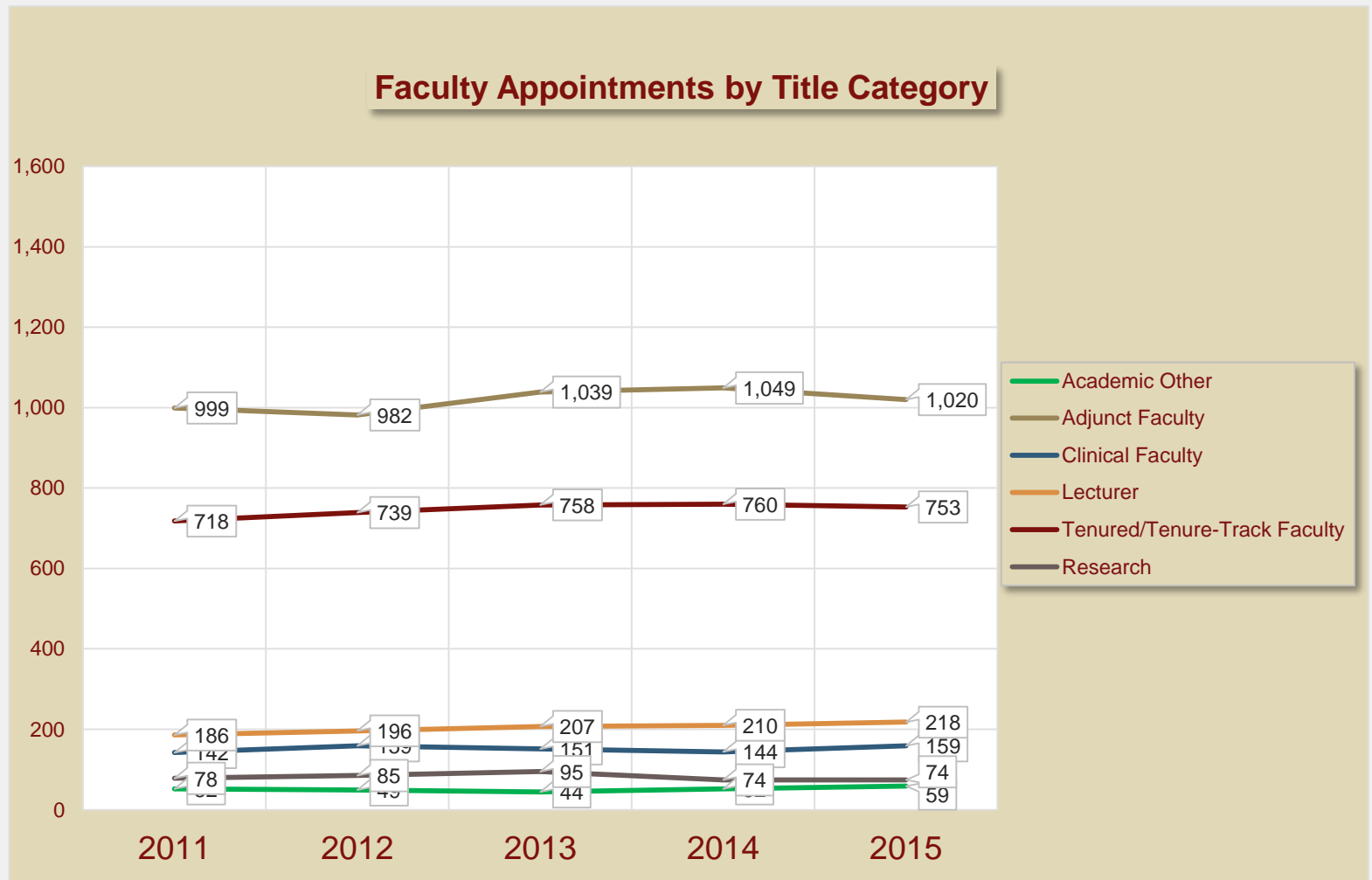
## Who are the IUPUI Faculty?

- By Title
- By Demographics  
Gender, Race, and Age

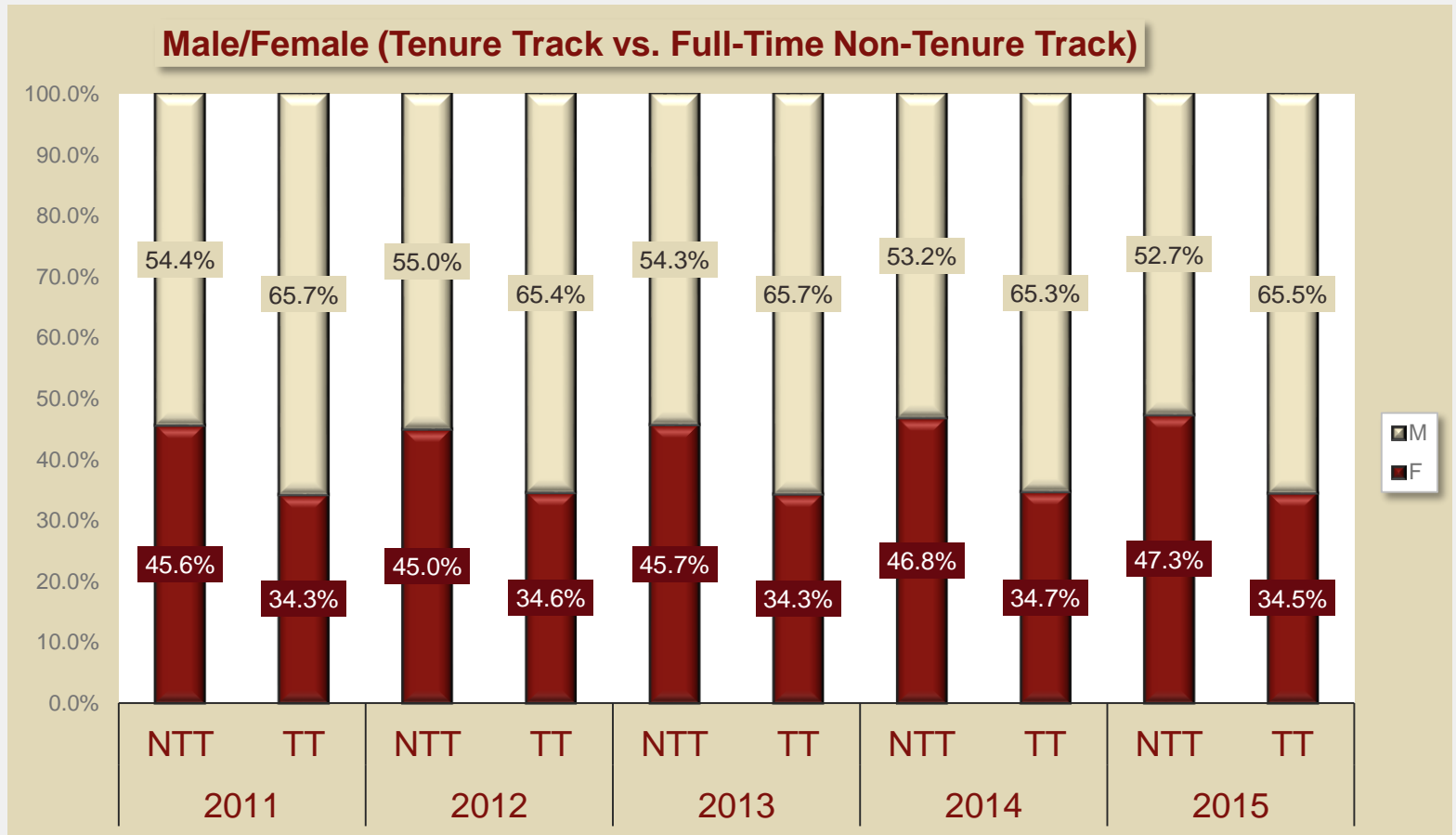
# Academic Titles: 10/1/2015 (SOM included)



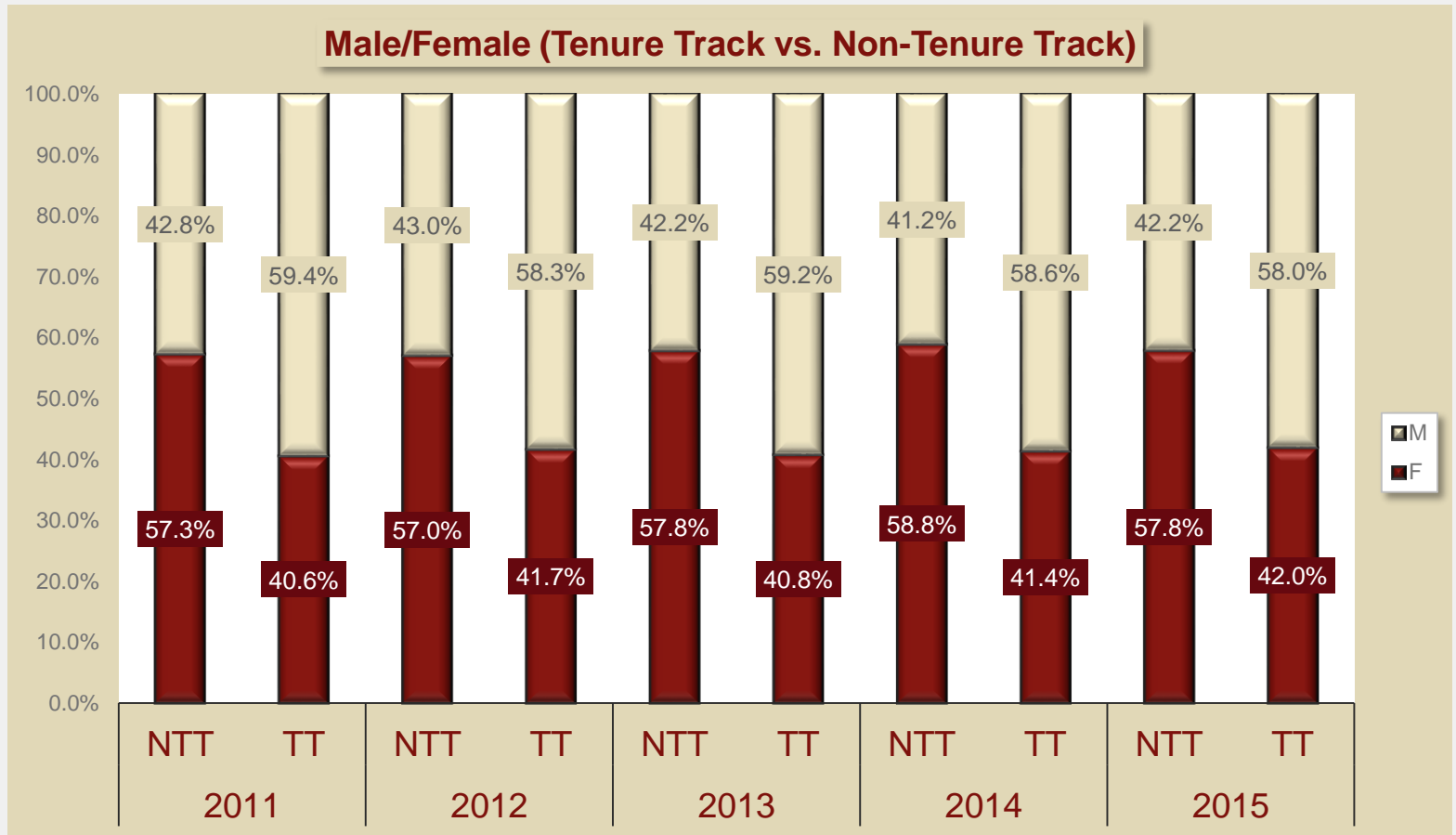
# Academic Titles: 10/1/2015 (SOM excluded)



# Gender – FT Faculty: 10/1/2015 (SOM included)

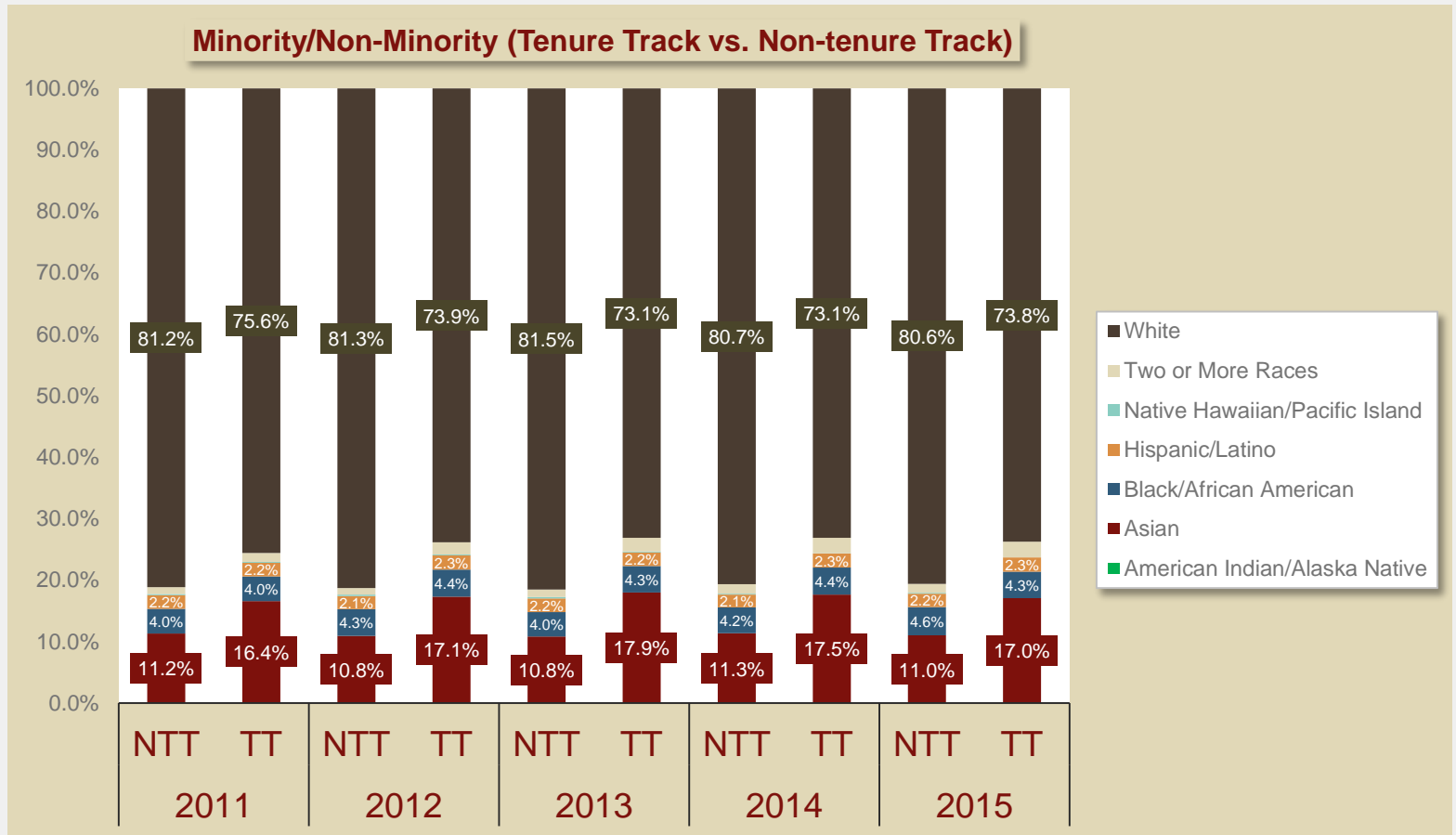


# Gender – FT Faculty: 10/1/2015 (SOM excluded)

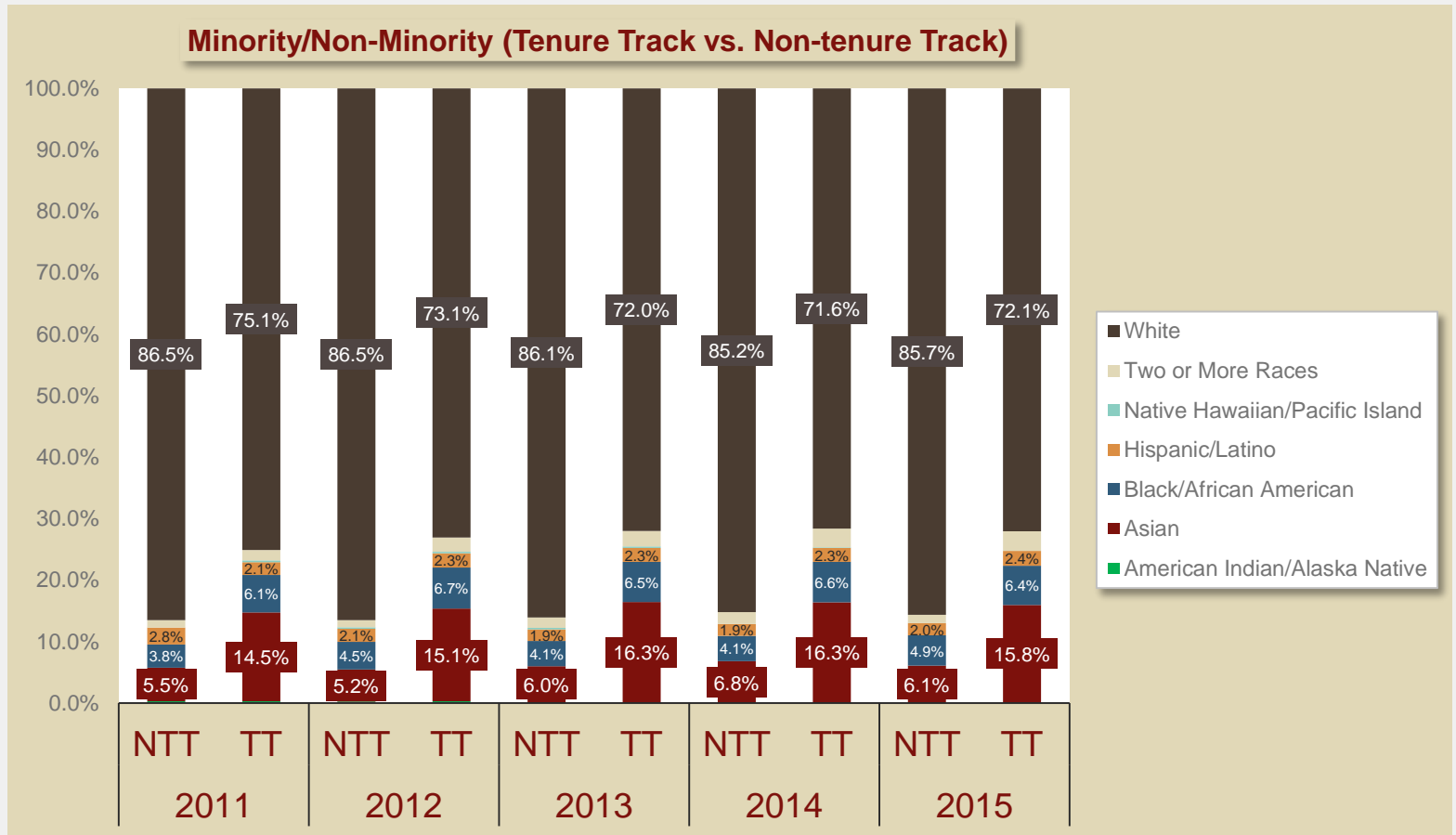




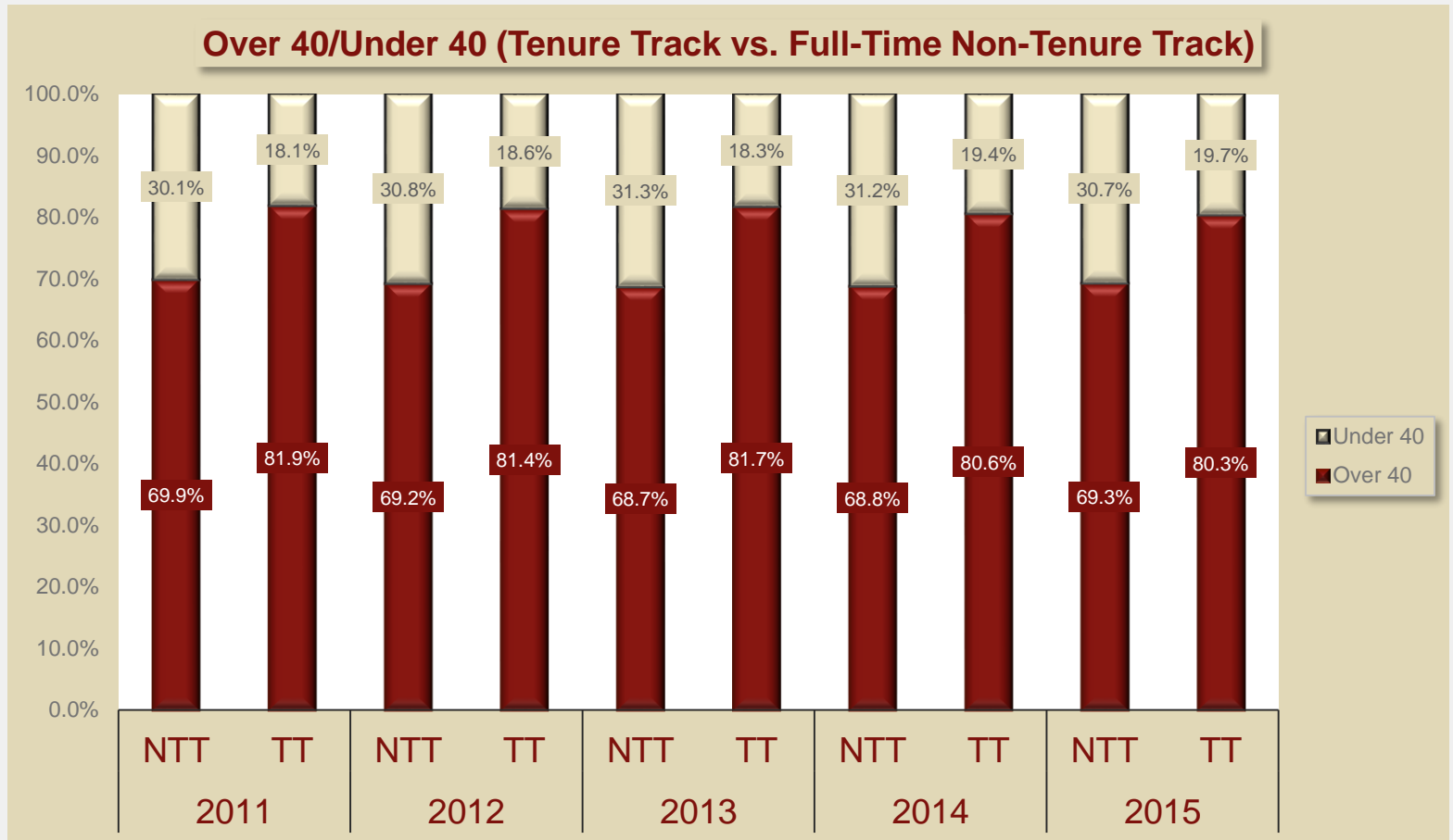
# Race – FT Faculty: 10/1/2015 (SOM included)



# Race – FT Faculty: 10/1/2015 (SOM excluded)



# Age – FT Faculty: 10/1/2015



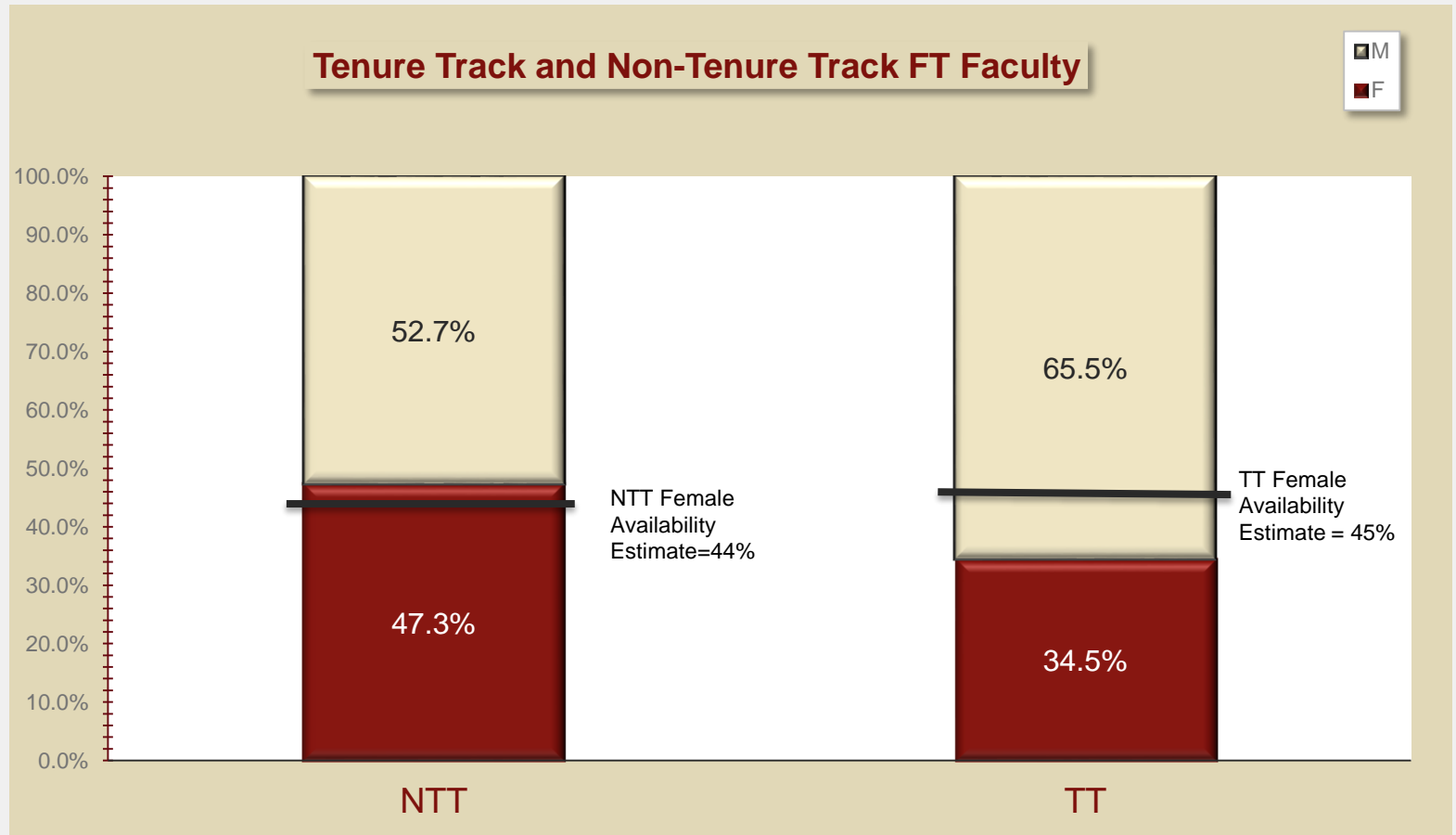
How are we doing with representational diversity?

# Full-Time Faculty Availability Percentage Estimates - Nationally

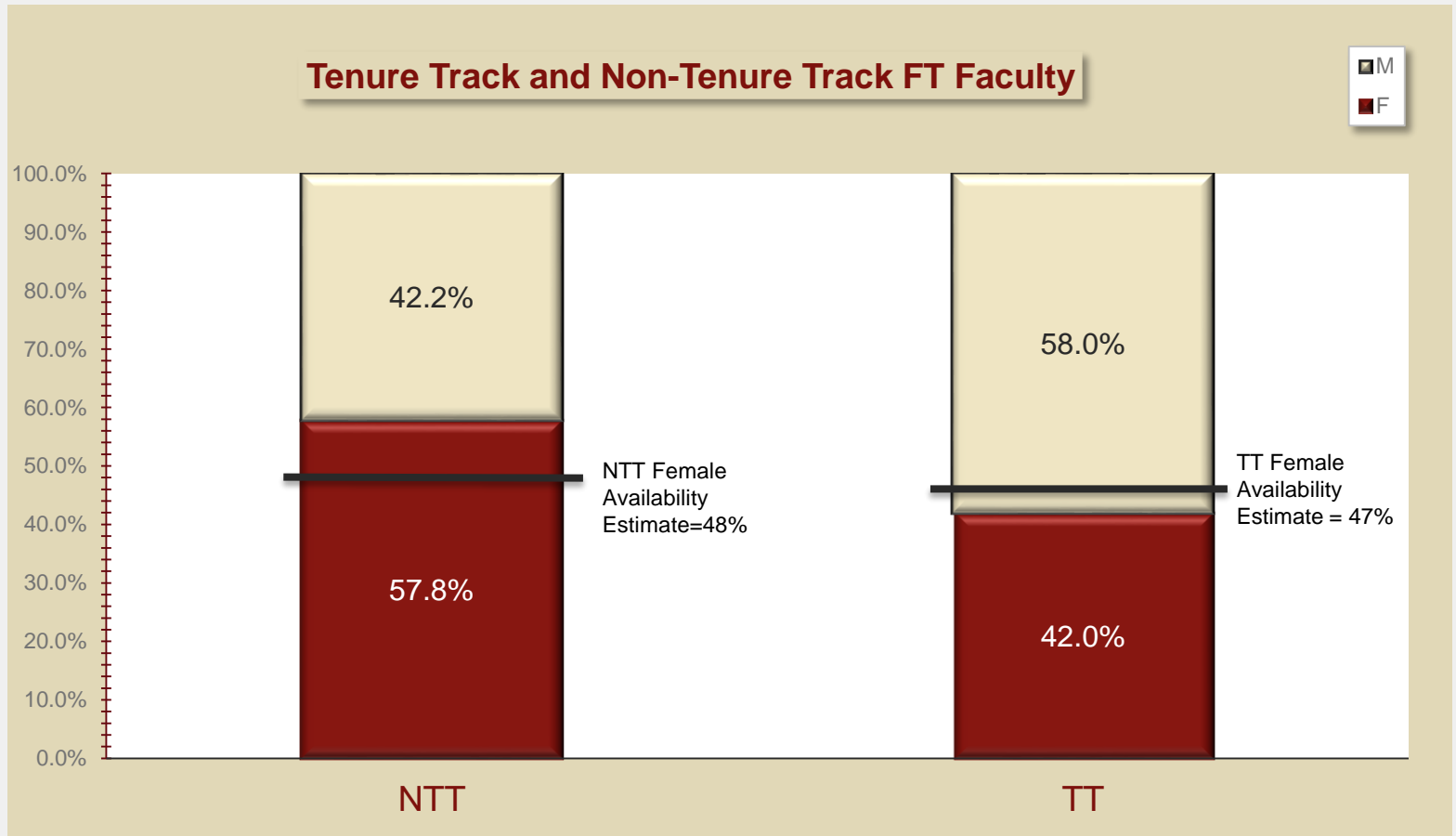
School	Female	Minority	African-American	Hispanic	Asian	Native-American	Pacific Islander	Multi-Race
AHLT	69.1%	20.7%	7.1%	4.8%	7.9%	0.6%	0.0%	0.3%
BUS	35.3%	24.3%	4.2%	6.7%	13.0%	0.2%	0.0%	0.2%
COLU	44.7%	21.1%	5.8%	3.4%	9.8%	0.5%	0.0%	1.6%
CPHL	63.1%	26.2%	10.0%	3.7%	6.8%	1.5%	0.0%	4.1%
DENT	32.6%	20.9%	10.6%	4.5%	3.4%	0.9%	0.0%	1.6%
EDUC	63.4%	29.5%	3.4%	4.0%	20.1%	0.1%	0.0%	1.8%
ENGT	19.1%	13.9%	4.3%	3.2%	5.2%	0.4%	0.2%	0.6%
HERR	51.8%	16.5%	7.7%	3.8%	3.2%	0.8%	0.0%	0.9%
INFO	40.2%	27.1%	7.8%	6.5%	11.4%	0.2%	0.0%	1.2%
LART	47.8%	25.1%	3.4%	4.6%	14.5%	0.2%	0.0%	2.5%
LAW	39.9%	19.4%	5.4%	5.1%	5.8%	1.3%	0.0%	1.8%
LIBR	80.1%	14.1%	5.5%	2.3%	4.1%	0.4%	0.2%	1.6%
MED	41.5%	13.6%	6.6%	2.1%	3.2%	0.4%	0.1%	1.4%
NURS	94.4%	18.2%	1.5%	3.8%	12.0%	0.7%	0.1%	0.2%
OPT	40.1%	13.8%	5.4%	4.2%	2.3%	0.4%	0.0%	1.5%
PBHL	59.7%	26.2%	10.0%	3.7%	6.8%	1.5%	0.0%	4.1%
PHED	43.9%	20.9%	10.6%	4.3%	4.6%	0.3%	0.0%	1.0%
SCI	30.0%	28.8%	15.3%	6.0%	4.9%	0.9%	0.0%	1.7%
SOCW	72.5%	14.1%	4.1%	3.7%	4.0%	0.8%	0.0%	1.5%
SPEA	44.9%	20.4%	3.3%	3.4%	12.0%	0.2%	0.0%	1.6%



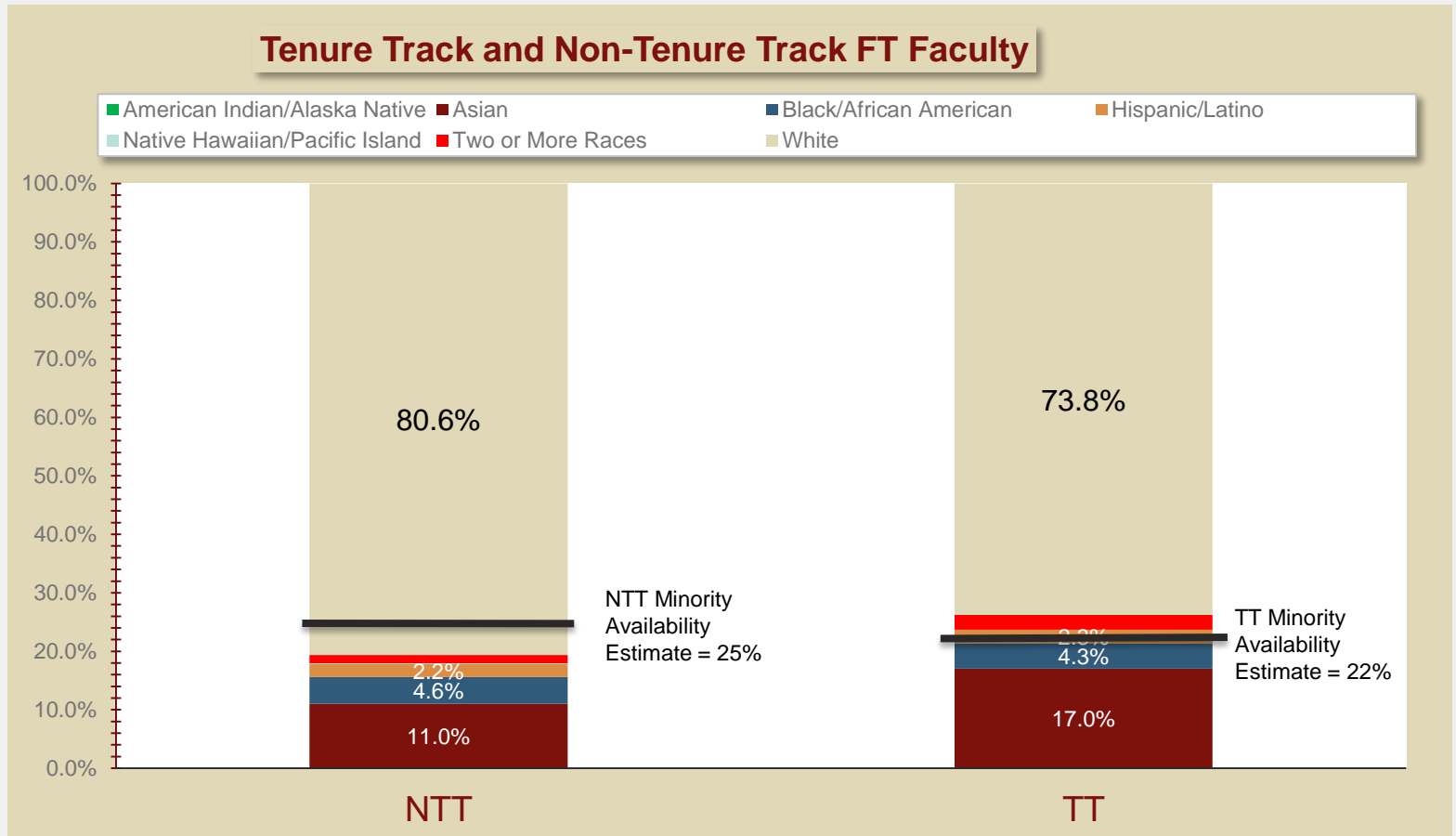
# Gender - Incumbency v. Availability (SOM included)



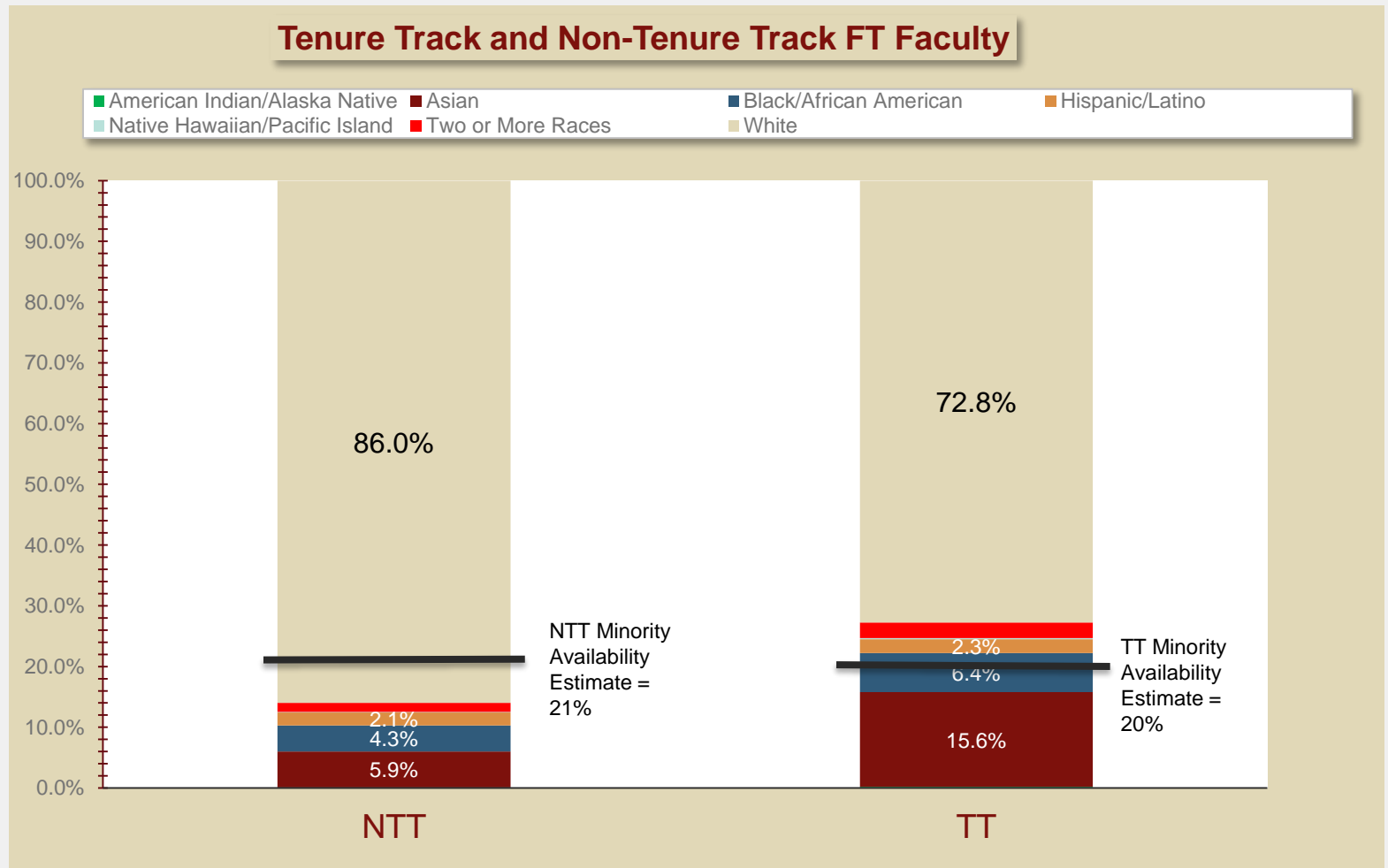
# Gender - Incumbency v. Availability (SOM excluded)



# Race - Incumbency v. Availability (SOM included)



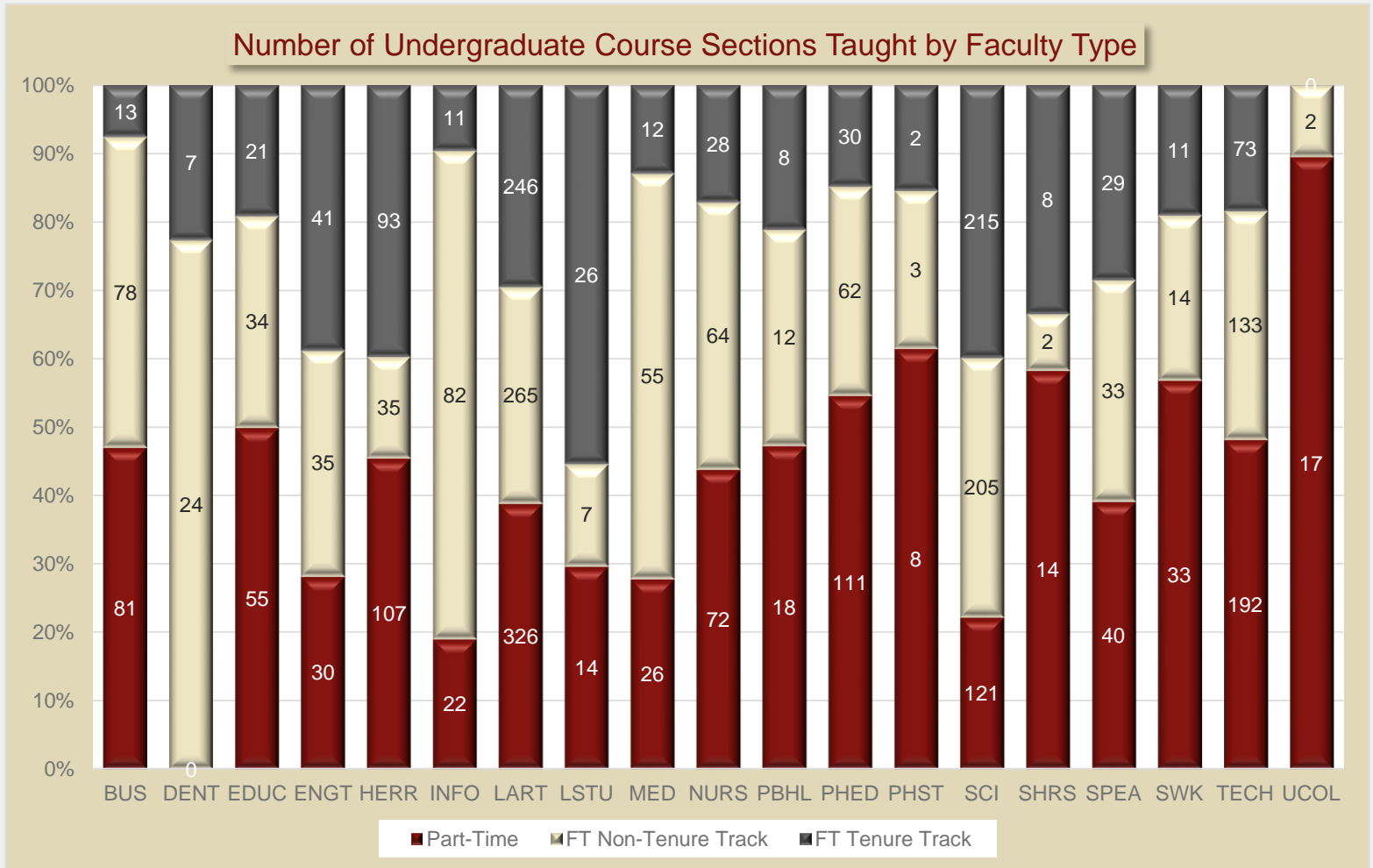
# Race - Incumbency v. Availability (SOM excluded)



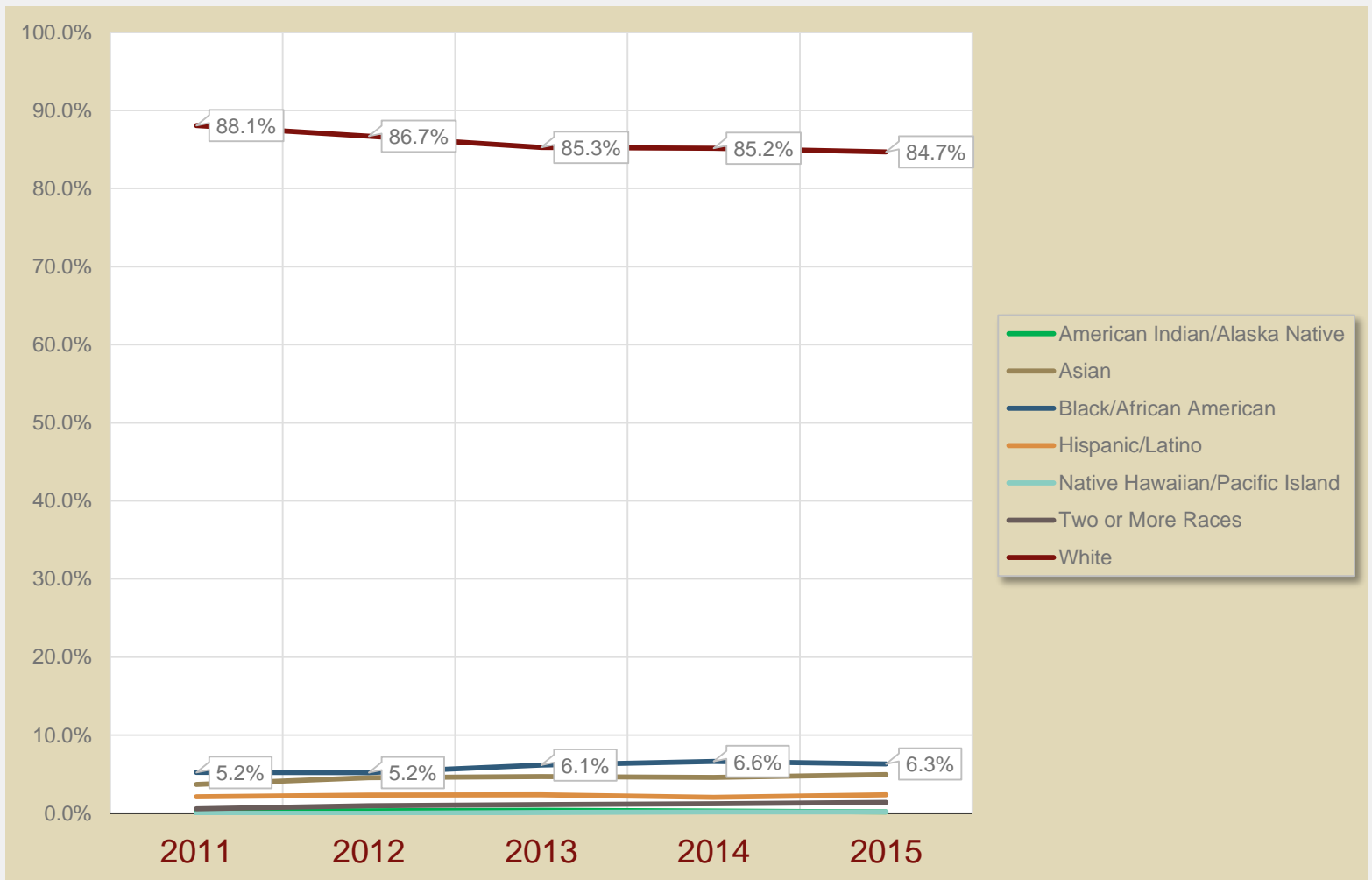
# The Changing Profile of Undergrad Instructors



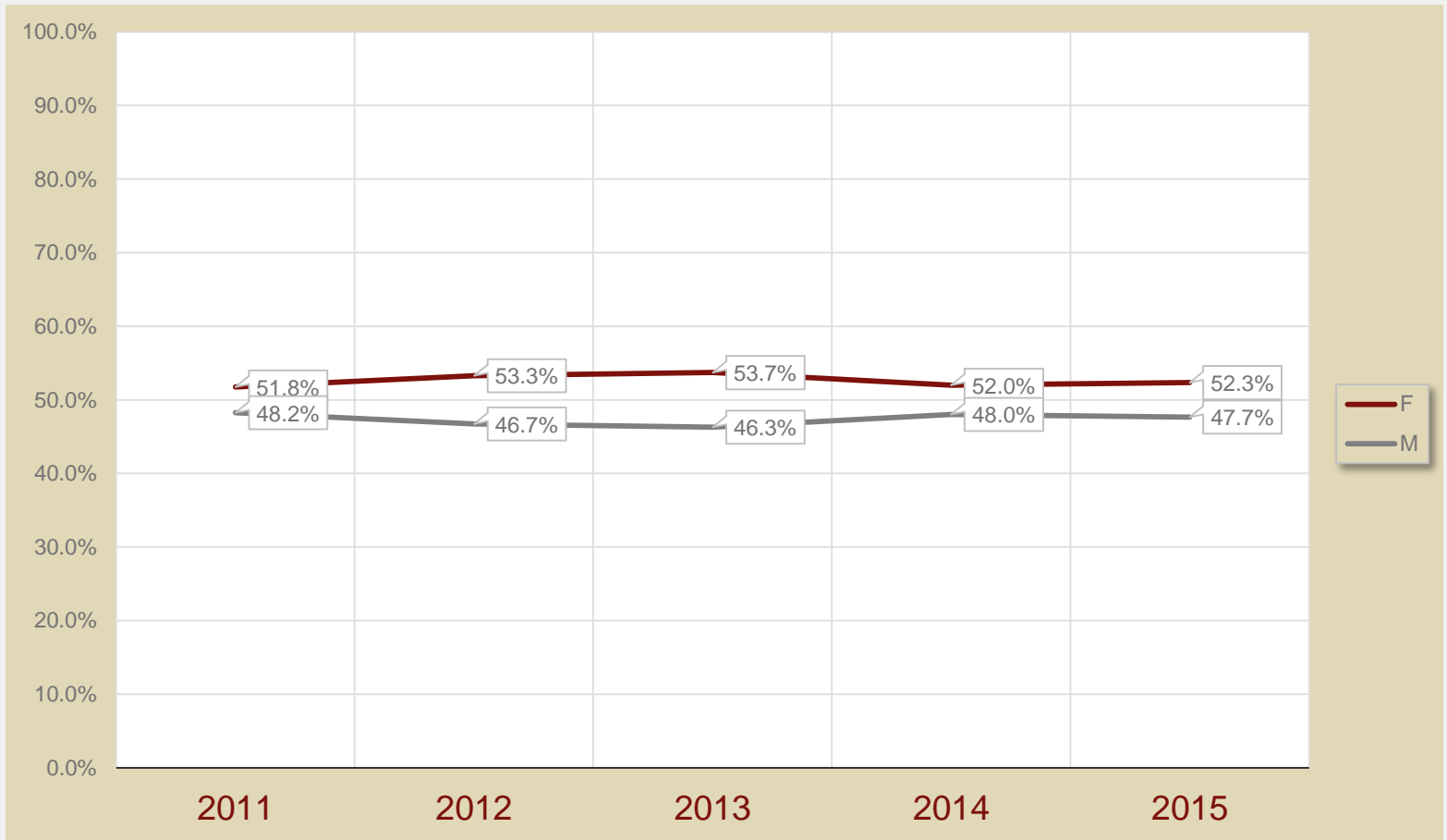
# Spring 2015



# PT Faculty - Race

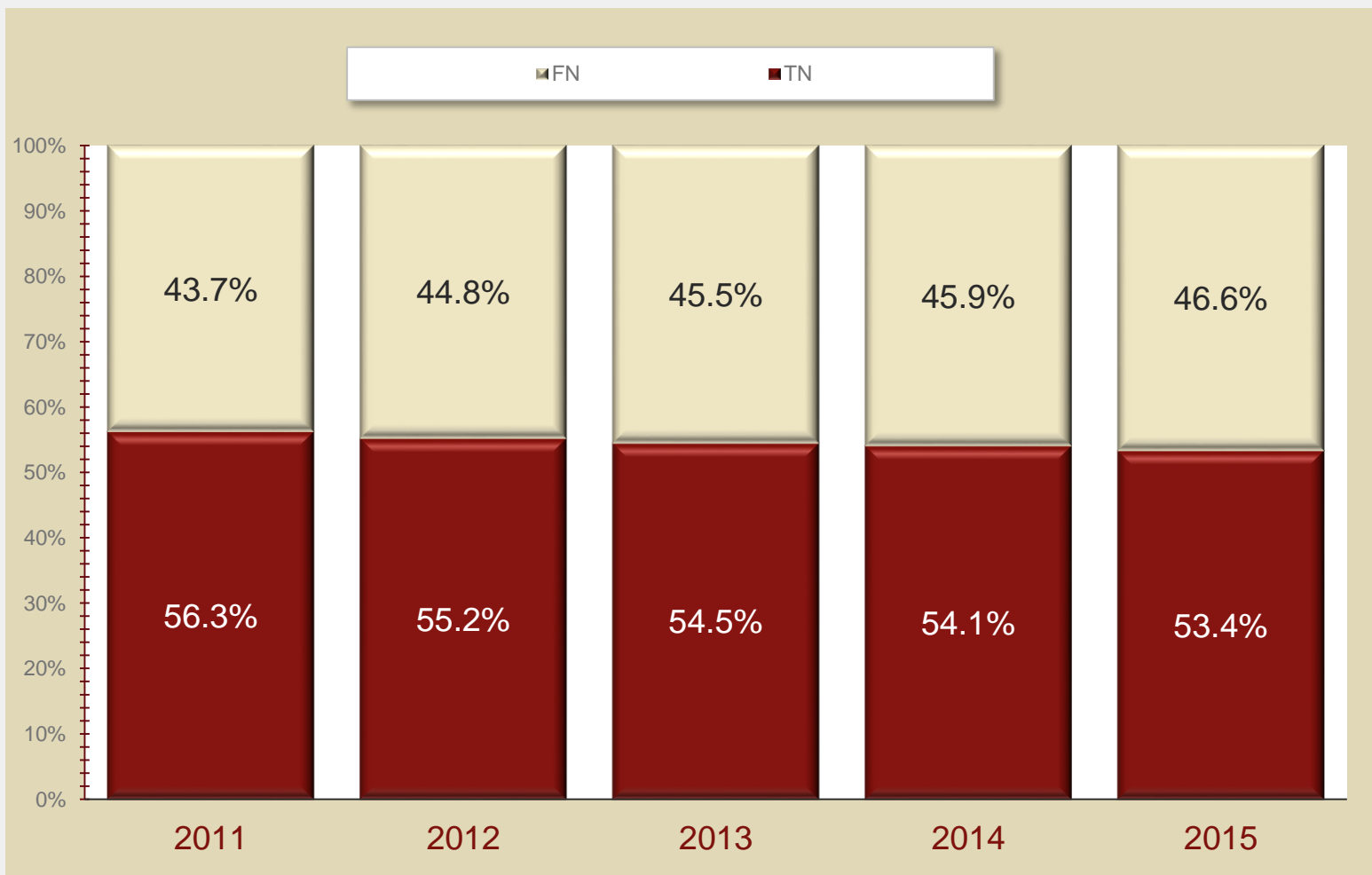


# PT Faculty - Gender

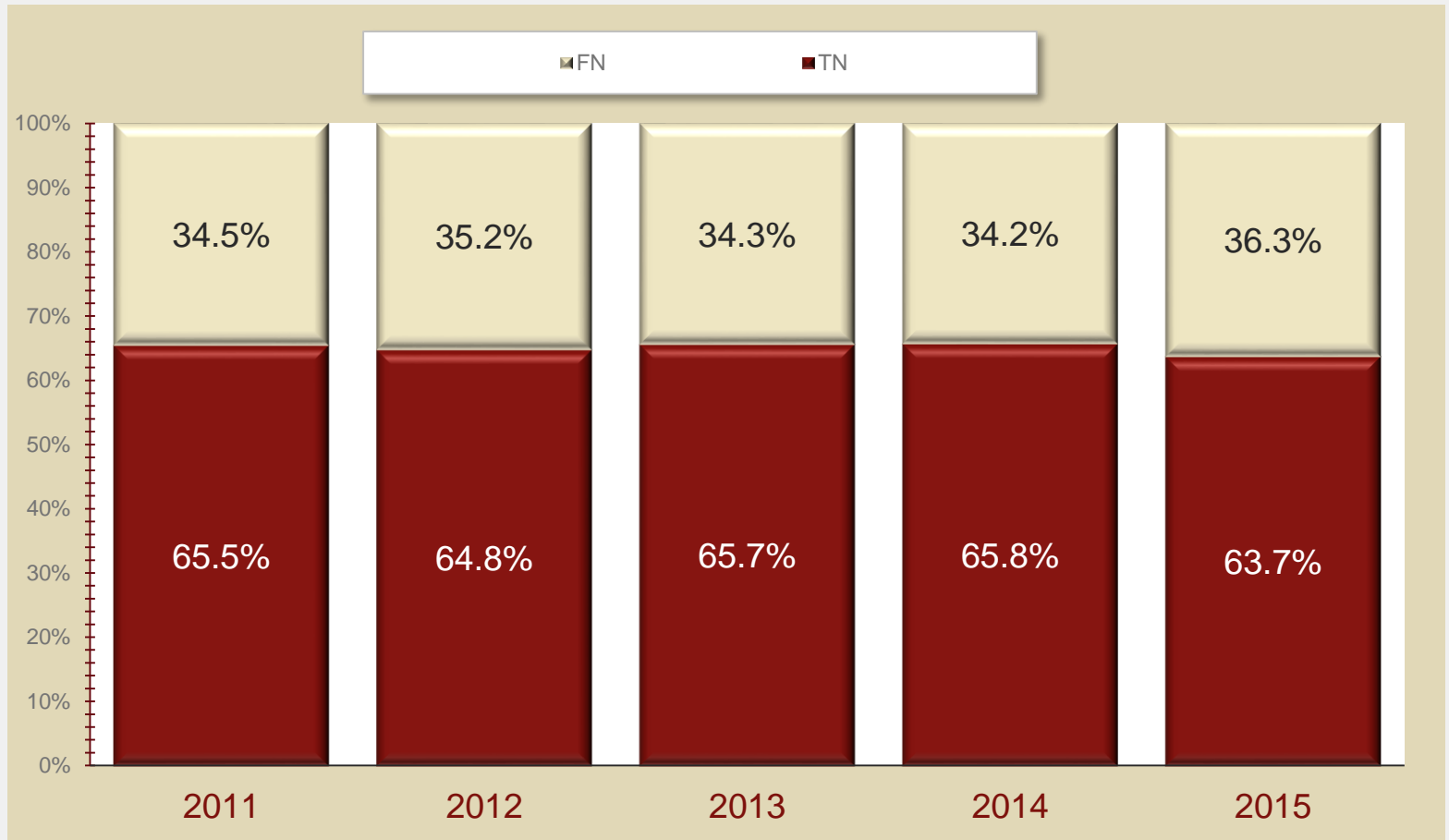


# IFC Policy on NTT/TT Ratios

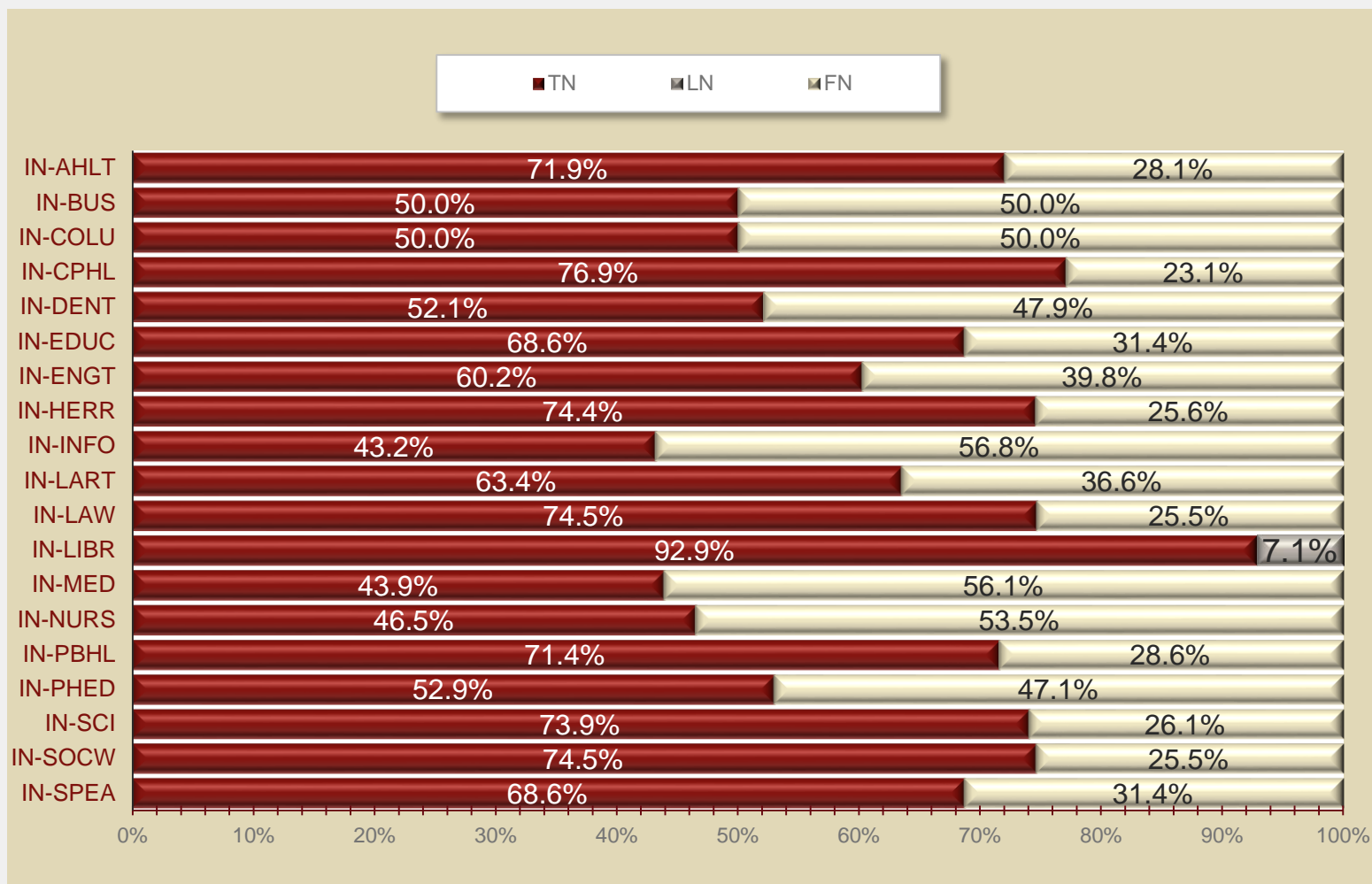
## Tenure Track (TT) vs Non-Tenure Track (NTT) FT Faculty (School of Medicine Included)



## Tenure Track (TT) vs Non-Tenure Track (NTT) FT Faculty (School of Medicine Excluded)



## Tenure Track (TT) vs Non-Tenure Track (NTT) FT Faculty by School



# How successful are our faculty in Promotion and Tenure?



# Promotion & Tenure - 2005-2015

2005-2015 (SOM Included)			
	Tenure Track	Non-Tenure Track	Total
<b>Positive</b>	660 (95%)	325 (95%)	985
<b>Unsuccessful</b>	33 (5%)	18 (5%)	51
<b>TOTAL</b>	693	343	1036

2005-2015 (SOM Excluded)			
	Tenure Track	Non-Tenure Track	Total
<b>Positive</b>	360 (94%)	86 (98%)	446
<b>Unsuccessful</b>	23 (6%)	2 (2%)	25
<b>TOTAL</b>	383	88	471

# Promotion and Tenure – 2005-2015

## Tenure Track Faculty Cases (All Cases)

	Positive	Unsuccessful	Total
<b>Gender</b>			
Female	248 (38%)	12 (36%)	260 (37%)
Male	412 (62%)	21 (64%)	433 (63%)
<b>Race/Ethnicity</b>			
Asian	137 (21%)	7 (21%)	144 (21%)
Black	23 (4%)	4 (12%)	27 (4%)
Latino	24 (4%)	3 (9%)	27 (4%)
White	471 (71%)	19 (58%)	490 (70%)
Two or more races	5 (1%)	0	5 (1%)
<b>Age</b>			
40 & under	153 (23%)	3 (9%)	156 (23%)
Over 40	507 (77%)	30 (91%)	537 (77%)

# Promotion and Tenure – 2005-2015

## Non- Tenure Track Faculty Cases (All Cases)

	Positive	Unsuccessful	Total
<b>Gender</b>			
<b>Female</b>	123 (38%)	2 (11%)	125 (36%)
<b>Male</b>	202 (62%)	16 (89%)	218 (64%)
<b>Race/Ethnicity</b>			
<b>Asian</b>	56 (17%)	6 (33%)	62 (18%)
<b>Black</b>	7 (2%)	2 (11%)	9 (3%)
<b>Latino</b>	7 (2%)	1 (6%)	8 (2%)
<b>White</b>	251 (77%)	9 (50%)	260 (76%)
<b>Two or more races</b>	4 (1%)	0	4 (1%)
<b>Age</b>			
<b>40 &amp; under</b>	61 (20%)	1 (6%)	62 (19%)
<b>Over 40</b>	251 (80%)	17 (94%)	268 (81%)

# How satisfied are faculty?

# Satisfaction – Faculty Survey 2015

Percentage who are “Satisfied” or “Very Satisfied” (SOM Excluded)			
	Tenure Track	Other Full-time	Part-time
Overall job satisfaction	66%	81%	80%
Overall autonomy & independence	75%	86%	89%
Teaching load	60%	67%	78%
Service load	58%	72%	81%
Opportunities for research	61%	66%	66%
Opportunities for community engagement	76%	75%	67%
Prospects for career advancement	57%	47%	43%
Mentoring opportunities	49%	45%	62%
Faculty development opportunities – teaching	65%	63%	69%
Faculty development opportunities – research	56%	62%	61%
Faculty development opportunities – community engagement	58%	55%	62%
Faculty Council as a process of addressing concerns	61%	70%	67%
N	300	307	208

# Satisfaction – Faculty Survey 2015

	Tenure Track	Other Full-time	Part-time
<b>Overall Job Satisfaction - % who are “satisfied” or “very satisfied”</b>			
<b>Liberal Arts</b>	66%	86%	70%
<b>ENGT / Science</b>	63%	80%	77%
<b>Health Science Schools</b>	80%	80%	85%
<b>All Other Units</b>	62%	81%	85%
<b>Prospects for career advancement - % who are “satisfied” or “very satisfied”</b>			
<b>Liberal Arts</b>	62%	38%	16%
<b>ENGT / Science</b>	53%	41%	41%
<b>Health Science Schools</b>	61%	51%	67%
<b>All Other Units</b>	55%	53%	49%
<b>Mentoring opportunities - % who are “satisfied” or “very satisfied”</b>			
<b>Liberal Arts</b>	53%	49%	66%
<b>ENGT / Science</b>	55%	48%	33%
<b>Health Science Schools</b>	31%	42%	62%
<b>All Other Units</b>	51%	44%	65%

# Other Faculty Demographic Characteristics

## IUPUI Climate Survey – 2014 Estimates

	Full/Associate Tenure Track Faculty	Assistant Tenure Track Faculty	Other Full-time Faculty
Non-Native U.S. Citizens	23%	30%	30%
Native U.S. Citizens	77%	70%	70%
LGBTQ+	7%	8%	9%
Non-LGBTQ+	93%	92%	91%
With Disability	4%	1%	5%
No Disability	96%	99%	95%
Christian	48%	59%	51%
Non-Christian Religious	11%	10%	13%
No Religious Affiliation	41%	32%	36%
Conservative Political Ideology	12%	18%	15%
Moderate Political Ideology	30%	34%	35%
Liberal Political Ideology	57%	48%	50%
n	410	213	330
Response rate	33%		

# Perception of Climate by Faculty Rank

## IUPUI Climate Survey – 2014 Estimates

Percentage who agree with...	Full/ Associate TT Faculty	Assistant TT Faculty	Other Full- time Faculty
I feel free to be myself at IUPUI	81%	81%	84%
At IUPUI I sometimes fear speaking up for what I think	35%	44%*	40%
I feel safe on campus	91%	89%	88%
There are a lot of people like me on campus	75%	74%	75%
IUPUI has a commitment to diversity	89%	88%	92%
IUPUI places too much emphasis on diversity	22%	22%	24%
IUPUI has diverse faculty and staff	62%	68%	73%**
IUPUI has a diverse student population	82%	81%	89%**
IUPUI accurately reflects diversity in publications	77%	75%	85%*
IUPUI has a lot of tension around diversity issues	22%	21%	24%
It's difficult to move up in my career at IUPUI	42%	42%	58%***
N	410	213	330



# Big Conclusions?

1. Status matters: part-time v full-time
2. Representational diversity is hard to achieve.
3. Most faculty are successful at P&T
4. Lack of success requires deeper analysis.
5. Climate overall positive; though work is needed.

## Next steps:

1. Qualitative analysis of 51 unsuccessful dossiers
2. Continued work on part-time, adjunct faculty
3. Grow & promote Mentoring Academy
4. Better support of diverse faculty through START

# **Foundations of Excellence: Transfer Focus**

Moving into Action  
2015-2018

# Why Transfer Students?

## Students who begin at IUPUI as transfer students are an important part of our student population

- 30% of new admits to IUPUI in fall 2014 were transfer students (24% in 2015)
- Transfer students are good students; average transfer GPA of fall 2014 admits was 2.97
- Contribute significantly to the diversity of the campus with 25.8% of fall 2014 transfer students being non-white
- 43% our graduates are transfer students (FY 2013)

## Their success is not as great as expected

- Over one quarter of transfer students will leave IUPUI after one year of enrollment (26.5% of transfers entering in fall 2013)
- Just over half will graduate in six years (52.2% of transfers entering in fall 2008)
- Transfer students have more external to school time commitments compared to first-time beginners such as working for pay off-campus, caring for dependents and household responsibilities (2014 Entering Student Survey)

# Our Approach to Transfer Students

- ▶ IUPUI Transfer Philosophy Statement

*As an urban research institution, IUPUI is deeply committed to the educational success of all students. As part of this commitment, students who transfer to IUPUI will experience coordinated, holistic and developmentally appropriate support as they transition into and through the university. As they pursue their degrees, they will be intentionally connected to high-quality curricular and co-curricular learning experiences and provided continuous access to support services. Their student experiences will be based on a theoretical framework that supports the unique needs of transfer students. These experiences will enhance their academic and social integration, and commitment to attain academic and career goals.*

- ▶ The entire campus must be committed to and involved in supporting the success of transfer students.

# What We've Accomplished

- Rigorous, data-driven institutional self-study conducted in conjunction with the John N. Gardner Institute for Excellence in Undergraduate Education
- Results in an action plan for improvement which has been developed through thorough examination and guided by national experts
- Key to success is extensive engagement of the campus community; over 150 faculty, staff and students as well as *reps from Ivy Tech Central Indiana* participated in one of eight committees

# 9 Foundational Dimensions®

\*Philosophy

Organization

Learning

Faculty

Transitions

All Students

Diversity

Roles & Purposes

Improvement

# Results

- ▶ Dimension Reports & Recommendations were due in February
- ▶ Dimension Report Card
- ▶ Grouped all 117 individual recommendations into areas of recommendations:
  - ▶ Campus Culture & Structure
  - ▶ Admissions & Credit Evaluation
  - ▶ Advising
  - ▶ Communication
  - ▶ Policy
  - ▶ Engagement & Student Support
  - ▶ Orientation
  - ▶ Curriculum
  - ▶ Data
- ▶ 28 Priority Recommendations; 11 Secondary Recommendations



ACTION AREA	RECOMMENDATION	TIMELINE	LEADERSHIP
Campus Culture and Structure	Widely distribute philosophy statement; include in relevant publications and websites	2015-16	Office of Transfer Student Services Passport Office
Campus Culture and Structure	Re-establish Council on Transfer Students	2015-16	Office of Transfer Student Services
Advising	Enhance advisor training on transfer students	2015-16	Campus Advising Council
Policy	Revise University College 60 hour policy to support transfer student programs	2015-16	Academic and Career Development University College Faculty
Engagement and Support	Conduct campus-wide audit of programs and services to support transfer students	2015-16	Council on Transfer Students
Orientation	Extend orientation program and create alternate delivery systems including online modules	2015-16	Action Team
Data	Develop key performance indicators and benchmarks for institutional progress on transfer students	2015-16	Action Team
Campus Culture and Structure	Develop and implement an annual well-targeted communications plan to inform faculty and staff about transfer students	2015-16: Focus on Data 2016-17: Report FoE Actions to Date 2017-18: Report FoE Outcomes	Office of Transfer Student Services Office of Communications and Marketing
Admissions and Credit Evaluation	Revisit school-based admissions policies for transfer students; determine which transfer students are best served by University College	2015-16: Gather and examine data 2016-17: Plan 2017-18: Implement	Action Team
Engagement and Support	Explore increasing housing for transfer students including the development of a living-learning community	2015-16: Study Issue 2016-17: Develop Plan 2017-18: Pilot	Action Team
Communication	Develop one stop shop integrated website and print materials for perspective and enrolled transfer students	2015-16: Website 2016-17: Printed materials	Action Team

ACTION AREA	RECOMMENDATION	TIMELINE	LEADERSHIP
Admissions and Credit Evaluation	Improve transfer credit articulation by refining the credit articulation process, creating a robust database of transfer credit viewable by prospective students and creating an SIS profile for prospective students	2015-16: Improve transfer credit processing 2016-17: Access for prospective students 2017-18: SIS profile for prospective students	Action Team
Campus Culture and Structure	Hold annual Transfer Symposium for faculty and staff	2016-17	Office of Transfer Student Services
Advising	Develop effective use of advising holds to support transfer students	2016-17	Campus Advising Council
Engagement and Support	Scale-up existing effective transfer student support programs	2016-17	Council on Transfer Students
Orientation	Host academic school orientations for transfer students	2016-17	Council on Transfer Students Academic Units
Orientation	Deliver post-orientation communication to transfer students from schools	2016-17	Council on Transfer Students Academic Units
Data	Create and disseminate regular reports on transfer students (campus aggregate data)	2016-17	Action Team
Data	Create and disseminate regular reports on transfer students (school-level data)	2016-17	Action Team
Engagement and Support	Create targeted opportunities for transfer students including school based honors programs	2017-18	Council on Transfer Students
Curriculum	Examine possibility of required transitional program/course for transfer students	2017-18	Action Team
Curriculum	Monitor the impact of the Statewide General Education Core and Transfer Single Articulation Pathways on transfer student enrollment and success	2017-18	Undergraduate Affairs Committee



INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS

# IUPUI



# TRANSFERS

Foundations of Excellence

Transfer  
Champion



**After Missouri:  
November 2015 @ IUPUI**

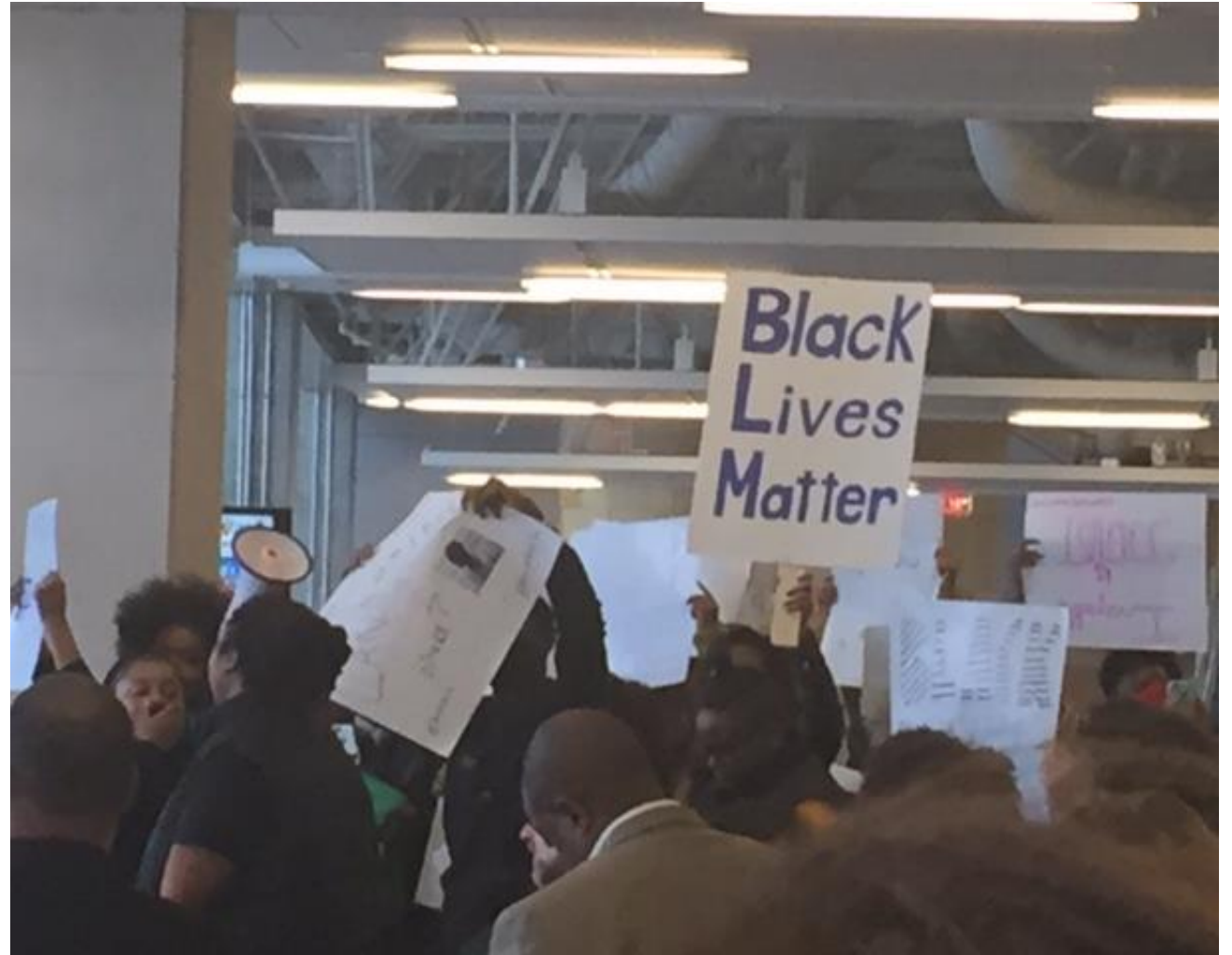


# Campus Center November 12, 2015

IUPUI Black Student Union, along with students across the country stand in solidarity with the students at the University of Missouri.

IUPUI faculty, staff and administrators attend the event in support of our students.

Chancellor Paydar and members of his Cabinet attend.



*Social Justice Education host...*

A conversation on  
**MIZZOU**  
University of Missouri

Wednesday **18**  
November  
Campus Center Atrium  
3:00P-5:00P



# Chancellor Meetings

- LGBTQ Students
- Black Faculty and Staff Council
- LGBT Faculty and Staff Council
- Latina/o Faculty and Staff Council
- Multicultural Student Association Leaders

# November 17<sup>th</sup> LGBTQ Center & All Gender Signage Announced





# Mini-Retreats

- Vice Chancellor for Diversity, Equity & Inclusion Meets with IUPUI Black Faculty (October 30, 2015)
- Vice Chancellor for Diversity, Equity & Inclusion Meets with IUPUI Latina/o Faculty (November 13, 2015)
- Information shared with Chancellor Nasser Paydar, Senior Associate Vice Chancellor Melissa Lavitt
- Information to be shared with Council of Deans (December 16, 2015)

# Chancellor Paydar Addresses Campus

- Acknowledges recent events
- Reaffirms IUPUI commitment to inclusive climate
- Expresses importance of dialogue
- Notes significance of “Pass the Mic” Event
- Announces conversation will continue with Town Hall Meetings in 2016

November 19, 2015

Dear Members of the IUPUI Community:

Recent events in our nation and across the globe remind us of the cruelty of bigotry and intolerance and its impact on individuals and communities. The IUPUI campus is committed to creating an environment in which all of our students, staff, and faculty are valued and can succeed – an environment in which they belong, are seen, and are heard. Whether assembling to engage in dialogue about matters important to members of our community or gathering to show compassion for lives lost, we must strive to foster a climate of acceptance and mutual respect where our collective voices express the value we place on the free expression of ideas, experiences, and beliefs.

Especially at times like this, it is important that we engage with each other with empathy and concern and that we are willing to have conversations that are sometimes difficult. It is equally important that we listen to one another and that we truly hear. I was very encouraged by our students who attended the “Pass the Mic” event held in the Campus Center yesterday. The event reaffirmed for me that this is a campus where people are willing to voice their opinions and learn from each other.

To provide additional opportunities for dialogue, our campus will be convening town hall meetings in the near future. The forums, offered in coordination with our Division of Student Affairs and Office of Diversity, Equity, and Inclusion will ensure a space and platform for diverse, tolerant, and open dialogue that can move us as individuals and as a scholarly community toward healing and toward action that is just and improves the human condition.

Sincerely,

Nasser H. Paydar  
Chancellor

# Conclusion: The Work Continues

- Climate Survey Results Shared with Deans and Campus Community Spring and Summer 2015
- School-level Diversity Plans Underway (currently)
- Campus-wide Committee Proposes LGBTQ Student Center (1/2015)
- University of Missouri—coalition focused on acts of bias based on race, sexual orientation and religious expression
- IUPUI Climate survey reveals chilly climate for students, staff and faculty—race, gender, sexual orientation, religious expression & ability
- IUPUI Engaged in Multiple Pro-active Initiatives