

Indiana University
BLOOMINGTON FACULTY COUNCIL
September 19, 2023 | 2:30 – 4:30 p.m.
Presidents Hall – Franklin Hall

Attendance

MEMBERS PRESENT: Ahlbrand, Ashley; Anderson, Dana; Asher, Sofiya; Bridges, Chandler; Brinda, Chelsea; Buggenhagen, Beth; Butters, Rebecca; Cavar, Damir; Cohen, Rachel; Daleke, David; Dau-Schmidt, Kenneth; Dekydtspotter, Lori; DeSawal, Danielle; Docherty, Carrie; Eaton, Kristine; Eskew, Kelly; Freedman, Seth; Gahl-Mills, Karen; Grogg, Jane Ann; Herrera, Israel; Hojas Carbonell, Virginia; Housworth, Elizabeth; Ivanovitch, Roman; Johnson, Colin; Koda, Marsha; Kubow, Patricia; Lalwani, Ashok; Lammers, Sabine; Lanosga, Gerry; Lion, Margaret; Lochmiller, Chad; Loring, Annette; Mather, Tim; McCoy, Chase; O'Brien, Travis; Paschal, Joshua; Raji, Aaliyah; Ramos, William; Raymond, Angie; Reck, Cathrine; Sapp, Christopher; Sela, Ron; Shrivastav, Rahul; Sinadinos, Alison; Thomassen, Lisa; Torres, Vasti; Walton, Christi; Wyrzynski, Stephen

MEMBERS ABSENT: Bala, Hillol; Chen, Xin; Cole, Shu; Courtney, Michael; Dalkilic, Mehmet; Furey, Constance; Giordano, Anthony; Kravitz, Ben; Michaelson, Jonathan; Northcutt Bohmert, Miriam; Perry, Brea; Rutkowski, Leslie; Siek, Jeremy; Silvester, Katie; Tanford, Alex; Terry, Herbert; Tracey, Dan; van der Elst, Louis; White, Tameka; Whitworth, Cale

GUESTS: Barwick, Clark; Brosher, Barbara; Calvi, Elise; Carroll, Aaron; Carroll, Michael; Dyar, Catherine; Heeter, Aimee; Hylton, Lamar; Kollbaum, Pete; Miles, Emily; Morrone, Michael; Payne-Kirchmeier, Julie; Porter, Meghan; Ryan, Colleen; Trinidad, Jonathan; Waller, Matt

Agenda

1. **Approval of the minutes of August 29, 2023**
2. **Memorial Resolution for Timothy T. Baldwin**
3. **Executive Committee Business (10 minutes)** Colin Johnson, Faculty President
4. **Presiding Officer's Report (10 minutes)** Rahul Shrivastav, Provost
5. **Question/Comment Period (10 minutes)** Faculty who are not members of the Council may address questions to Provost Shrivastav or President Johnson by emailing bfcoff@indiana.edu. Questions should be submitted no less than two business days before the meeting.
6. **Report on Existing Policies and Practices on the Handling of Covid and Other Communicable Diseases (15 minutes)**
Aaron E. Carroll, Chief Health Officer
7. **Questions/Comments on Existing Policies and Practices on the Handling of Covid and Other Communicable Diseases (10 minutes)**

8. **Report on New Platform for Student Success** (15 minutes)
Julie Payne-Kirchmeier, Vice President for Student Success
9. **Questions/Comments on New Platform for Student Success** (10 minutes)
10. **Overview of IU Bloomington Budget Process** (15 minutes)
Aimee Heeter, Vice Provost for Finance and Administration
Jon Trinidad, 2022-23 Co-chair of Budgetary Affairs Committee
Pete Kollbaum, 2022-23 Co-chair of Budgetary Affairs Committee
11. **Questions/Comments on Overview of IU Bloomington Budget Process** (10 minutes)
12. **Presentation on Faculty Academy on Excellence in Teaching** (10 minutes)
Michael Morrone, Director of FACET
Israel Herrera, Bender Faculty Fellow, FACET
Clark Barwick, Associate Director of FACET Bloomington
Meghan Porter, Associate Director of FACET Bloomington
13. **Questions/Comments on Faculty Academy on Excellence in Teaching** (5 minutes)

Transcript

Shrivastav ([00:02:24](#)):

All right. Good afternoon everybody. I have been advised we have quorum, so let's get this meeting started.

Johnson ([00:02:32](#)):

We're so close to saying party. I know you were really close to saying party.

Shrivastav ([00:02:39](#)):

Alright, the first order of business as we always do is the approval of the minutes from the August 29th meeting. All in favor, please raise your hands. Looks like near unanimous. The minutes are approved. We will move forward with the second item on the agenda, which is a memorial resolution Professor Timothy T. Baldwin and Carrie will read that out for us.

Docherty ([00:03:06](#)):

Thank you. Timothy Todd Baldwin was the Randall L. Tobias professor of leadership in Indiana University's Kelley School of Business. He died in Bloomington on October 10th, 2022. Tim served on Kelley's school faculty for over 35 years, chairing the Department of Management and Entrepreneurship from 2014 to 2020. While his scholarship teaching and service contributions were exemplary, our losses felt keenly when we consider the personal characteristics of this remarkable individual. Tim was born and raised in Quincy, Michigan. The middle of the three Baldwin sons. Tim worked with his father, worked in his father's veterinarian clinic where he developed both his love for animals and his interest in business. After attending Michigan State University to earn a BA in marketing, an MBA and a PhD in

management, Tim's research focused on the mechanisms through which ideas and skills learned in a classroom impact behavior in real world work environments. He published more than 50 academic journal articles and book chapters, many of which are seminal readings. In the topic of training transfer, he co-authored several books including improving transfer systems and organizations and organizational behavior, real Solutions to Real challenges.

[\(00:04:43\)](#):

Tim received multiple research awards in his career including key accolades from the Academy of Management and the American Society for Training and Development. As management and entrepreneur chair, Tim led the department through a period of significant and rapid growth. Using the mantra, hiring is the most important thing that we do. He guided the group to a culture of true collegiality and mutual support. A culture maintained as the size and the department doubled in the words of the current department chair Dan Lee, an associate department chair, Eric Gonzalez Mule, they said, and he served as the glue that held the department together through thick and thin. He has the ability to foster a sense of community and closeness as the department grew. No matter what personal or professional difficulties faculty were facing, you knew Tim would do what he could to provide resources and assistance as a lifelong athlete.

[\(00:05:49\)](#):

Tim played multiple softball and basketball leagues and also served as a faculty sponsor for IU athletes. His love for sports was matched only by his optimism for Indiana University teams. There simply aren't sufficient words to describe the joy Tim brought to all those around him. His unwavering positivity, ready, laugh, bad email puns are the stuff of legend. A conversation with Tim was generally the start of something, a new research idea, a productive project, or even just renewed faith in yourself and your capabilities. Tim believed in people and he helped people believe in themselves. He's a bright light and the world is dimmer with him. Gone. Thank you.

Shrivastav [\(00:06:37\)](#):

Thank you. Carrie. If you're able, please stand for a moment of silence. Thank you. I now invite Colin Johnson, faculty president to give his report.

Johnson [\(00:07:09\)](#):

Good afternoon everyone. It's lovely to see you again after a brief hiatus last week to accommodate the BFC Town Hall, which I'll have a few things to say about in just a few minutes. As always, I appreciate your time and your commitment to the enterprise of shared governance. I want to start today just by making a brief report about some matters that were pending from the executive committee that we have some insight into now and also to apprise you of some communications we received that we are currently dealing with procedurally. So the first is actually the first update is an update with respect to a communication that we received earlier this summer from our colleague Damir Cavar, regarding the conflict of the conflict of commitment concerns. And we did have an opportunity to discuss that in the executive committee and subsequently discussed it with the provost.

[\(00:08:07\)](#):

And I think that the takeaway from that is that there's a recognition of the fact that we all have to navigate a very complicated landscape in terms of dealing with disclosing, documenting, and also really deciding what constitutes a conflict of commitment or a conflict of interest. There are procedures in place to deal with that. One of the things that I think is very important to understand is that there are actually protocols in place or there should be protocols in place in order to help faculty navigate the very complicated set of questions that often arise around novel circumstances. Our sense is that those protocols are not necessarily as explicitly laid out as they needed to be for all of our benefits so that people understand how to take novel circumstances to chairs, deans and further up the line and get information. And so after some discussion with the provost, and you can comment on this as well, I'm happy to report that there are discussions underway at the level of institutional administration in terms of trying to clarify what those procedures would be so that faculty have a clear sense of how they need to move novel propositions through the kind of pipeline to seek the support and evaluation of different people in decision-making positions.

[\(00:09:26\)](#):

So I'll allow the provost to comment on that, but I just wanted to make you aware the fact that that had been discussed and we are kind of moving forward trying to supply clarity where that issue is concerned. So thank you for that. In terms of other communications, as some of you may be aware, last spring the university faculty council ratified adopted a fairly significant omnibus revision to the student code and a number of people have now become kind of aware of the significance of that change to the student code or those changes to the student code. And some questions have started to arise about the implications in practice of some of the changes that were made in terms of the language in the code as it now exists. And so we received some communications from people expressing concerns about the updated version of the code.

[\(00:10:20\)](#):

I just wanted to let people know that those concerns are now being channeled to the Student Affairs Committee and my understanding is that the members of the Student Affairs Committee are beginning to discuss the input that they're receiving and our plan is to try to collect all the concerns that people may have about revisions to the student code. And some of them have to do with things like changes in the language describing the scope of academic misconduct that is kind of required to be reported as opposed to academic misconduct that the policy now presumes that faculty themselves will deal with or respond to. The people who I think are most concerned about some of those changes in language are the people unsurprisingly, who oversee the actual kind of execution of academic misconduct, the implementation of academic misconduct policy. So we are trying to collect that information and then that feedback and then the plan is to forward that onto the university faculty council for consideration of possible changes.

[\(00:11:19\)](#):

The only thing I'll say about that is that something like the student code needs to be settled at some point. We can't be going back and revising it every three months or every year, or at least we shouldn't because students have a right to expect a certain degree of assurance about the kind of stability of the policy that governs the foundation of their experience and the expectations defined for them. And so we're trying to make sure that we get as much feedback as we possibly can along those lines so that we can include it all when we forward that to the university faculty council. But more on that, I just wanted to let you know that that feedback has been received and is being channeled to the appropriate working groups on the committee. On that note, just one suggestion or one thing to remind all of us about which is the university faculty council doesn't legislate much.

[\(00:12:09\)](#):

It is not a body that produces enormous amounts of policy, but when it acts, the acts that it undertakes are fairly significant and they have effects for every single campus within the university. I think the actions of the university council sometimes don't garner the attention that they probably deserve from faculty. And there are a couple of matters coming down the pike over the course of this year that I think will and should be of interest to the faculty not only in the Bloomington campus but throughout the university. And I can, I'll say a little bit more about those probably at subsequent meetings, but I would just strongly encourage people to keep a close eye on the kind of work that's being done at the University Faculty Council. Much of it takes years to develop and a lot of consultation, but it is really important that people occasionally look at the UFC website, look at the agendas, look at the kinds of things that are moving through their campuses, have an opportunity to provide feedback and input.

[\(00:13:05\)](#):

And I think the university faculty council does its best to seek that input to the greatest extent that it can, but it can and does operate somewhat autonomously and when it decides to act, like I said, the actions that it takes has consequences for all of us because campus policy cannot be out of alignment with university policy. That's just kind of how things go. Two other matters to report on. Speaking of the university faculty council, we had our first university faculty council, it wasn't actually an official meeting, it was an organizing meeting last Tuesday and we had invited President Whitten to join us for that. She's technically the presiding officer of the university faculty council anyway, but we thought it would be especially productive to have the president come and talk a little bit about her priorities and really the matters that she wanted to seek our assistance with in terms of trying things she was trying to advance over the course of the year.

[\(00:13:58\)](#):

She spoke about a number of things, but I just wanted to highlight three matters that she kind of brought to the fore comments. One, president Whitten really did emphasize the fact that the landscape of higher education generally is changing. This is something we've all heard before, but I think that she really did challenge us to take seriously some of the headwinds that institutions will be facing over the near term and the longer term with regard to things like potential enrollments, financial constraints, a lot of other things. And to her credit, she did say that part of what she's really thinking about right now is trying to position the institution as

best she can in order not to be vulnerable or susceptible to some of the kinds of dynamics that we've seen play out at other institutions nationally, including, well, I won't name them, but you probably have read the news and I take her word where that's concerned that that is one of the primary things concerns her is looking ahead and trying to make sure that we're as stable and kind of well positioned to deal with forces that are kind of predictably coming down the pike as we possibly can be.

[\(00:15:08\)](#):

She highlighted a number of issues from the strategic plan that are particularly important to her, noting that of course the entire plan is important to her emphasizing the fact that she really does feel that we need to kind of take action and move expeditiously to begin implementing dimensions of the strategic plan. And I was happy to hear this from her also recognizing that not everything is going to happen immediately and that there needs to be a kind of orderly response to those priorities if for another reason than the fact that people just have limited bandwidth. And finally, she emphasized reemphasized her commitment to ensuring that considerations of diversity, equity and inclusion remains central to everything that we do on this campus. So all of those things were public comments that I very much appreciated and was happy to hear. I delivered the comments of the UFC in response to her comments and I noted that one of the concerns of the faculty is the advent of the era of artificial intelligence.

[\(00:16:10\)](#):

I think I had mentioned that we've had conversations about the prospect of trying to put together a campus level task force in order to take a more holistic approach to trying to develop appropriate policies and responses to this change in the landscape of technology. We asked President Whitten to collaborate with us on the chartering of a task force or the formation of a task force in order to address those matters at the university level. And I'm happy to say that she not only enthusiastically embraced that idea, but also noted that she had already been in contact with people at the university level asking them to collaborate with us in that way. So I'm hopeful that that will roll out fairly soon. We don't have details yet. We need to negotiate those details, but that will be taking place. I also reemphasize concerns that I know all faculty have about the pace of change and our ability to kind of undertake to participate in that change in a non-exhausting way.

[\(00:17:02\)](#):

And though I'm sure she's sick of hearing me make that observation, she was gracious in sort of hearing it again in that context. And finally, I noted that understandably faculty have a lot of interest in conversations going on right now about the restructuring of our budget model and I'm happy to say that we'll have an opportunity today to learn more about that. So, the second matter was the town hall, which was convened 30 minutes after the UFC meeting, so it was a very busy day on Tuesday for me. Some of you were in attendance there. And I'll just very quickly say note a few matters that came up. There was some discussion about continued concern over the wording and implications of our current government relations policy one and request that that be kind of revisited and perhaps altered in conjunction with the units on campus that oversee that policy.

[\(00:17:57\)](#):

There was some discussion about annual reviews, but really the status of mentoring and how we can do that better and how maybe we shouldn't be doing it better in certain ways or shouldn't be doing it in ways that we imagined to be better, but I think that's going to be an ongoing conversation that I hope will be a constructive one. At the town hall last year, we had received explicit requests in light of legislation pending in the state having to do with abortion that the university put together a working group to try to attend proactively start to collect data on reproductive health for students, faculty and staff last year. I think there was a sense on the executive committee of the council that we might be getting a little bit of ahead of things at that point since there were still a number of matters pending.

[\(00:18:46\)](#):

But I think at this point, let me put it this way, we welcomed the reiteration of that suggestion and I'm hopeful that we'll have some information to provide fairly soon on that matter. There were questions about the standing of the humanities and the status of the humanities. There were also questions about what role faculty members play or should play in capital planning and priorities priority setting for the campus. And I think this came up partly in response to questions that arose about the planned housing development in the site that formerly accommodated the poplars. And finally, but from my perspective, not insignificant. There was a suggestion that we turn to the use of sheep for the purpose of trying to under do most of our landscaping and lawn mowing. And we will actually take that conversation up at EXCOM next week just for the sheer fun of it.

[\(00:19:45\)](#):

So, we'll see how that plays out. And finally, I'll just say with the beginning of the new year, there's always a lot of excitement on campus. I think there's much reason for optimism. I think the beginning of any new academic year also brings with it episodes of difficult episodes and I think we've seen some of those in different ways over the course of the first couple of weeks of class, particularly in terms of concerns about safety and security and belonging and lots of other things. And I would just remind everyone, or I would ask everyone, I think we have an ethical obligation, a professional obligation and a personal obligation to concern ourselves intentionally with one another's safety and wellbeing. That is not sort of an episodic commitment. It needs to be something we do all the time and every day to whatever extent we're able to.

[\(00:20:41\)](#):

But I would also ask people to be mindful that most of the situations that I think leave us in feeling unsure about things are also usually very complicated situations and we need to give one another the benefit of the doubt as the details of situations are kind of emerging and being worked out and not necessarily rush to judgment on things. So that's part of the landscape of what we do. We're a large organization, we're a large community and any community is going to have kind of complicated challenging situations that require grace from everybody and require thoughtful reflection from everybody and I know we're capable of that. So, on that kind

of happy note, I don't know, I will conclude my comments and turn the floor over to the provost.

Shrivastav ([00:21:33](#)):

Thank you Colin. The next item is my report, so I'll do that quickly before we get on with the next order of business. So first of all, welcome back, good afternoon and I hope you are enjoying the drop in temperatures and the very first signs of fall. It is, as Colin said, a busy and exciting time, but it also comes with number of challenges and I'm glad to have the team we all have around us because it helps us navigate effectively both the ups and downs that come with the opportunities and challenges. Overall, our semester is off to a wonderful start, particularly compared to the challenges we faced last year. Those of you who are in this room may remember a number of serious incidents we were dealing with at the beginning of last semester. They have come down dramatically this year and no small part to a lot of planning by a number of different teams around campus.

([00:22:46](#)):

I want to call out particularly Aimee Heeter, former Vice Provost for Student Affairs, David Gwen, several deans and your school or college level teams that we're trying to navigate these situations. So we are off to a much better start overall despite some of the challenges, the big updates I have first of all on IUP 2030, I'm excited to share that we have our initial working groups formally up and running and all of these are in partnership with the BFC Leadership group. The first three cover student success from the angles of the first year experiences and transition among first year in transfer students. Some of this work will be running through this council and its committees in the upcoming month. So I hope you are all geared up and ready to participate, discuss and get those recommendations approved quickly and effectively. And I want to thank you in advance for your leadership in being a part of this major effort throughout the semester.

([00:23:59](#)):

More working groups will be taking off and we will continue to update you all through these meetings, but especially through our website that is updated as close as possible to when action is taken. So I hope you keep an eye on that and keep abreast of whatever is happening with the IOB 2030 planning. As a reminder, also not all the initiatives related to the plan will have full working groups and that's largely because several of these are already underway. In fact, they were work was started months ago, particularly work led by Interim Vice Provost Vasti Torres on the undergraduate side, Dean Daleke on the graduate student side, and a number of other groups that are participating in these efforts. I am also very grateful to the university's data team that is helping design various dashboards, most of which or all of which would be shared through the IUB 2030 website or other ways so you can all consistently and transparently track progress towards various goals on our plan.

([00:25:13](#)):

Advancing the 2030 goals is a massive undertaking and I am impressed but not at all surprised at how well all of you and various other teams have come together to collaborate and in the spirit of shared responsibility, try to move these things forward. We all will continue to have a

role to play, so please be on the lookout for opportunities, encourage your colleagues in your schools and your departments to look and participate in various opportunities as they come up. The second thing I want to share with you is the recent adoption of the new IU Climate Action Plan. I hope you got to read it again. It is available online and I hope you got to see the recent announcement about each of the many goals in the that the document put together. I'm thrilled to share today that the campus, again, in collaboration with BFC leaders, will be establishing a new campus-wide committee to advise on sustainability related education research objectives and implementations of some of the recommendations of the Climate Action Plan, which are specific to the Bloomington campus.

[\(00:26:36\):](#)

This is in addition to what the IU Office of Sustainability will try and do IU wide. The IU Office of Sustainability will work closely with this committee and I hope again, you and your colleagues will partner with this group as well. Our closed synergy amongst campus leaders, academic research and curricular offerings, facilities, teams, and community engagement has the potential to foster the collective action that we need to achieve the goals that we have set for ourselves in that climate Action Plan. If you'd like to be involved or have nominations to serve on this committee, and I would welcome self nominations as well. Please submit these to the BFC office. The email is bfcoff@indiana.edu. Lana, did I get that right? [Bfcoff@indiana.edu](mailto:bfcoff@indiana.edu). More on that as the committee is formed and charges is given. Third, and it is somewhat good that we had the memorial for Professor Baldwin today because his untimely passing away set the ball running in this direction and that is a update on the honoring Hoosiers work group.

[\(00:28:04\):](#)

You may remember that this group was assembled to imagine a new means and traditions for the campus to more fully acknowledge and appropriately, appropriately honor the members of our community who pass away throughout each year. This fall, the committee had submitted its report to me back in the spring and this fall we recharged this group to implement their recommendations including an annual memorial event. Most likely this will happen. The first of these will happen in March of next year and it'll be designed to honor faculty, staff and students that we've lost. It is also working on a physical feature on campus that invites individuals, families, or the community to reflect and facilitate a gathering for people who pass away. This work will be ongoing throughout the semester and I want to thank everybody, several of you included who are actively involved in this effort. It finally, I want to take a moment to address two things that Colin brought up.

[\(00:29:16\):](#)

One was the challenge he's talking about is the student who is still in the hospital who had the traffic accident. This is a issue that has come up a lot in the time that I've been here. This is an issue that is front and center with the Town and Gown Committee. There's a group of people who meet and engage with the city on a regular basis and the issue around hazards with scooters in particular has been a topic that has been front and center with that group for the last 12 months or more. Actually, last year you may remember we had significant discussions with the city. We really asked the city to consider legislation on controlling these on the city

streets. For those of you who are not aware, the streets that run through the campus are city streets. We do not have jurisdiction on the streets, the city does.

[\(00:30:26\)](#):

The city took some of our recommendations and they have redone some things including bringing more bicycles, which tend to be a little bit safer. Instead of the scooters restricting the time speed, they've put some restrictions on the areas where they can be used, but they have not gone all the way. They have not accepted all the recommendations that our group had put in. And this will be something that we will continue to work with the city and various departments in the city to address. So this is a challenging one and as Colin acknowledged, but with each incident we just have to double down and recognize that this is important for us, for our students, for our faculty, and continue to work through resolving this. Let me also give you some updates on the various searches. First, we now have a new associate vice president and vice provost for research.

[\(00:31:32\)](#):

Bria Perry, who was already in that role in an interim basis will continue to serve in that capacity and I'm looking forward to continuing collaboration with Bria and others in the VP's office to lead the campus towards meeting some fairly ambitious goals as set in our IUB 2030 goals. The search for the next dean for the School of Optometry continues. Our finalist candidate will participate in a town hall on campus next Tuesday on September 26th. You are invited to join in person or virtually the search for the next dean for the Hamilton Luger School is up and running. The committee was charged about a week ago. We are currently in the recruitment stage and I look forward to identifying some really world-class leaders to lead that school. And finally, the new executive director for the IU Innovates hub, Julie Heath started yesterday. We are excited for the energy that she's bringing to that role and I'm optimistic that she will help the campus really charge our entrepreneurial activity amongst faculty and students and bridge what we do, the discoveries we make here, the talent we have here to the larger entrepreneurial landscape, both locally as well as regionally and globally to close.

[\(00:33:09\)](#):

Thank you again for everything that you do and whether you are spending the weekend watching IU play Akron or taking a trip to see the leaves starting to change color. I hope you have a moment to relax and come back and contribute to our progress this year. Thank you. I will pause to see if there are any questions for Colin or me, but before I take that, I just wanted to comment on something Colin asked me to comment on, which is the conflict of commitment and conflict of interest policies. These are things that are under review because they line up. We have to revise and update those for IU Innovates as well. We have a new VPR a new general counsel's office, so we are taking a look at all of these things. I can tell you my personal belief on this is conflict of commitment or conflict of interest is not a bad thing.

[\(00:34:13\)](#):

It actually shows that you are doing something well and something that you are in demand. But it is something we have to navigate carefully. We have to declare it, we have to manage it effectively. But I see this as an opportunity. I don't see this as a barrier. And if our policies or

procedures get in the way of faculty doing what is right, I think we have to take a look and address that. So that effort is underway, but if you have more specific incidents or inquiries or questions, just talk to me outside of this meeting and we'd be happy to look into what the issues are. With that, let me open this up for questions. Yes,

Lion ([00:34:57](#)):

Hi, it's Margaret and I actually have a comment. I love the idea about bicycles being on the campus. However, as someone who's bicycled this campus a lot, I would love it if we also had an educational movement to let bicycles know they have to follow the same laws as cars. So when they drive through a stop sign and they get hit, it ain't the car's fault. No, no, no. So I think that would be really good to let them know as I preach that to my students, but it might be good to have it out more. Thank you.

Shrivastav ([00:35:25](#)):

Good point. Thank you. Other questions? Yes,

Herrera ([00:35:30](#)):

Maybe I missed it, but is there a status about the search for the Hamilton Lugar School?

Shrivastav ([00:35:35](#)):

Yeah, the search has, I did say that the search is on its way. We are in the recruitment phase committee's form, so I don't have any more updates. We usually give two to three months for recruitment before we even try to review candidates. Okay. Seeing no other questions, let's move on to the next item on the agenda. I know the BFC wanted to hear from our very own Dr. Aaron Carroll and he's here on a timely incident. You can perhaps talk about bicycle safety. I know you've been addressing that as well, although I know the BFC wanted to hear more from you about COVID and other issues of public health concerns. So take it away

Carroll ([00:36:17](#)):

And as always, it's a pleasure to be here. I look forward to the day when it's not to talk about covid, but that day is not today. I will comment just briefly on what the provost was talking about with respect to scooters and even bike safety. We have had those meetings. We continue to reach out to Bloomington and to the administration and to the new mayor to see if there's even more that we can do. And those discussions do involve how can we actually increase bike safety and pushing bikes as much as it is? How do we improve scooter safety? It's hard. It's very hard to do scooter safety because people don't carry around helmets just in case they might get on a scooter often the first time they've ever used one is when they decide to open an account and they're often unfortunately choosing them when it might be more difficult to walk or hopefully not as much if they're inebriated now that we've restricted the hours.

([00:37:12](#)):

But it's clearly difficult with bikes. Most people know how to ride a bike before they're getting on a bike in Bloomington, a lot of them will already have helmets. So we're trying as hard as we

can to shift that and talk about how can we educate with safety as well. And it's something certainly that the office is engaged in as well as local administration here as well as public safety. And we continue to try to work with the mayor and others in Bloomington. But I am here first and foremost. I think to give you an update on covid, it is absolutely clear that covid is not gone. It is absolutely clear that infections have been on the rise for the last two months-ish. I can tell you that on our campus, things followed a very typical spike. The second week students were back, we saw the highest number we've seen in quite some time, but it rapidly dropped as it pretty much does every time we come back together after a break where we don't see what I'd call a surge, but we definitely have a bump.

[\(00:38:14\)](#):

And then since that time, which we peaked I think was August 28th, it has been steadily decreasing the number of cases that we've been seeing amongst all constituents across all the campuses have been going down. I think the stress that we might have in trying to house students who are infected has been decreasing and in general it feels like while things we were watching very closely they were going down, I want to stress that we have not stopped doing many of the policies that were in effect in the spring, although it seems that there's a perception that we have. We still are asking that everybody isolate for at least five days if they find that they have covid. If they are returning to campus after that and have any infectious symptoms at all or certainly are still testing antigen positive, we would ask that they mask until that is resolved.

[\(00:39:08\)](#):

We continue to try to have masks in our most populated buildings, which include all the buildings that have classes. We continue to ask that everyone report their cases to us so that we can have proper instructions sent out to everyone. We encourage masking amongst those who are concerned for their own safety and we encourage the best mask possible because that is everybody's best practice. And given that boosters have now just been released, we're going to loudly encourage that everybody who's eligible for a booster, which is pretty much everybody should get one as soon as possible. I have an appointment at CVS tomorrow evening after work to get my flu shot and my covid shot. I recommend that everyone else do the same. We will be conducting on-campus flu clinics as we have always done and will continue to do. We will probably not be doing as many covid clinics, however, because we just in the past year or two, whenever we've tried to organize, we just don't get enough business of people coming to use that and it's an enormous amount of infrastructure.

[\(00:40:13\)](#):

We also like to do those clinics when it becomes hard to get covid boosters in the community. Unfortunately, that is not the case at the moment because very few people are lining up to get boosters. But it is the single best thing that you all can do to keep yourself safe and it's likely the single best thing that we can do to keep each other safe. And we will loudly be saying that over and over and over again in the next few months. We continue, I believe, to cover antigen tests with insurance. So for all faculty and staff that is still reimbursable for students while we were providing them in vending machines all across campus. We're consolidating at this point into vending machines in the student health center to try to prioritize those for students. We will

continue to give out antigen tests as long as we have supply and as long as they don't expire, but we still do have many on hand and we continue to push those out.

[\(00:41:07\)](#):

The government is no longer paying for antigen tests. The emergency has ended in their eyes. I believe that that's because they're looking at the metrics that are hard, including hospitalizations, ER visits and deaths. And while again, we have seen a bump in the number of infections in the last few months, I do feel it's important to continue to point out that those numbers have remained pretty low, still lower than what we were seeing in the spring. And while they are higher than they were a month or two ago, they're nothing like what we were seeing a year ago or certainly during an omicron surge or anything in the past. It is clear that both vaccinations and the number of infections, unfortunately that many people have had not created herd immunity in the sense that we're ever going to get rid of this. But hopefully we'll continue to create an amount of resistance and immunity that will make this more and more like the flu as we move forward and ideally more like a cold.

[\(00:42:10\)](#):

But at the moment, there's no question. This is definitely more like a very bad flu, much more like that than it would be a cold. We shouldn't minimize it. People are still getting pretty sick. If students get sick and miss class, I'd encourage you to offer them as much grace as possible. You don't want them coming into class while they're sick and infectious. We should do the same with each other. I have a number of colleagues who still have taken a pretty hard wallet from covid in the last month or two and have taken some time to recover. We'll need to give each other grace as well. The single, single, single best thing we can do for infection control in general is to encourage each other not to come in when we are sick, stay home. That is for the flu, that is for other infectious diseases, and it is certainly true for covid, which means we just need to be as thoughtful and considerate as possible with both students and each other as we try to ask everyone to do the things that we need to do to be safe.

[\(00:43:10\)](#):

We continue to do webinars. We have our first one tomorrow, and although we'll be focusing more on climate change and health, I'm sure we will get covid questions. I encourage anyone, whoever has questions or concerns to feel free to come to those. But also feel free to email me or the office. I answer them. I promise. If you do email me, my email personally is easily findable. If you have just more general questions, ch_iu.edu will also work. Our office still meets every day to talk about what's going on on all of our campuses and we are, if nothing else, we are certainly watching everything that is going on with respect to covid. And so if anyone asks, has it all shut down? Has it all gone away? The answer is no. We continue to be on guard, we continue to talk with colleagues, we continue to watch everything that's going on and we will always be available to update you if need be. I'm going to pause, happy to take questions on Covid or anything else related to our office. And again, I'm happy to come anytime

Shrivastav [\(00:44:13\)](#):

We have time for some questions.

Shrivastav ([00:44:19](#)):

Okay. You have a question? Well, we did,

Carroll ([00:44:21](#)):

No.

Shrivastav ([00:44:23](#)):

Oh, Elizabeth,

Housworth ([00:44:26](#)):

I thought somebody else was going to ask it on behalf of my colleague. There was a colleague who's about the ventilation

Carroll ([00:44:34](#)):

Ventilation

Housworth ([00:44:34](#)):

Venting system in the classroom buildings and wants to know whether IU is going to invest not only because of COVID, but because it's likely there'll be another respiratory disease. He noted that you did say in some article that the classrooms people in classrooms were a little bit safer than people elsewhere, but he disputes that that means that our ization systems are okay.

Carroll ([00:45:04](#)):

So yeah, I mean we actually, there were some research actually that came out of some of our colleagues that looked at whether students attending class were more or less likely to be infected than students who were not attending class. And it turned out that there was an association that students attending class were less likely to get infected. Of course, it's important to point out that's an association and it just may be that students who attend more classes are more likely to be conscientious about covid than students who don't. So no one should take that to be causal. But it was good evidence that going to class wasn't dangerous. We didn't see an increased risk, and that was the more important lesson with respect to ventilation. This is where I will freely admit, I don't know the ventilation status or specs of various buildings on campus. I suspect that Vice President Morrison's group would be more likely to know about that. I would assume that things are up to whatever code is necessary, but going above and beyond that would be something that I think our office would be happy to give advice on if asked, but would likely not be something that we could control or necessarily set IU policy on.

Shrivastav ([00:46:21](#)):

Thank you. Other questions? Okay. Seeing none. Thank you very much Arron. Sure. The next item on the agenda is a report on new platform for student success and we have our Vice

President for student success, Julie Payne-Kirchmeier to walk us through that. And I just also want to acknowledge that Julie will, as part of our discussion, introduce Lamar Hylton, our new vice Provost for Student Life. And again, this group has heard from me the new organization and we are thrilled to have Lamar join us here as well. To take it away Julie

Payne-Kirchmeier ([00:47:00](#)):

Thank you so much, provost, and thanks everybody for inviting me to be here so I can walk you through, I think what is a really great time for us when it comes to student success technology. But I would also be remiss if I didn't take an opportunity to at least quickly introduce you to our office because we've not been in this space before. So for those of you who know, the office of the Vice President for Student Success was created a little over a year ago, and I started on August 1st, 2022. So I'm not quite 13 months in. Somebody in here's better at calendar math than I am. I'm sure. Thank you, Colin.

([00:47:40](#)):

And so we've been doing a lot of obviously listening and learning and research over that time. And the small team that we started with, we really are leaning into identifying our purpose and our guiding principles, which we have done. And so I will share with you our purpose statement. I don't know if this is on. That's fun. It says on, I might need my friends in the back to advance that, if you don't mind. Thank you. Because this doesn't seem to be functioning well up here right now. I'm trying. There we go. Okay. So there's our purpose, and I won't read it to you. You all can read, and I believe you all have these as part of your materials. Is that correct? Yeah. So you can refer back to it. We see our purpose is twofold. One where the strategic home for comprehensive student success strategy.

([00:48:29](#)):

So how are we looking at student success across all of IU? How are we measuring that? What are the metrics that we need to identify for that? And we're also that source of support and resources for the campus-based student success efforts. We know we can't do this from one office at a university level, that it takes everyone. And I will say that very clearly to make progress around student success initiatives and to really help our students to thrive while they're here. And you can see in the second paragraph the ways in which we envision doing that. And we use that thriving language very intentionally. We want our students to really engage with their time here. We'll use Bloomington as the example since we're at BFC. And we want them to have a good experience. It's not enough for us for them to just survive while they're here and make it through.

([00:49:18](#)):

We want them to engage. We want them to really grow and develop in their time when they're with us and have an exceptional experience. Thriving is also measurable, and if you want to talk about that later, I'm more than happy to do so. Thank you Vasti. The other thing is that we set ourselves up with six guiding principles. And so it should be no shock to anyone here that we're going to be student centered in our work. I think if we didn't lead with that, you should question why we're doing what we're doing. But we'll also be equity minded. We need to pair those things together so that we are making decisions around student success initiatives,

programs, policies, processes that center the most vulnerable students that we have. Because when we do that, any decision we make will benefit every student that we have. We'll be research grounded.

[\(00:50:04\)](#):

There's a lot of literature and research that's done on student success and things that we would call proven practices in this area. So we don't make this up. We don't just say, Hey, we think this will work. We really root this in the research, but we're also data informed. So the research is paired with what we know about our own students so that anything that we put into place or evolve or create really is relevant for the students that we are serving and what they need. And to that end, we'll be metric focused. Anything that we put together, we'll have metrics around it. We have to measure whether or not something works. And that way we know if it's having the desired impact that we want it to have, but that it also needs to be campus relevant. What works at Kokomo might not work at Bloomington, and we have to be mindful of that when we put these initiatives into place.

[\(00:50:51\)](#):

So those are our guiding principles with how we approach the work. We won't go into a lot of detail on the structure, but you don't need to hear me explain every single role. But there are kind of big areas. One is university enrollment services. That's a shared services model that helps out all of our colleagues in enrollment management. That's head by now, Sean Kilpatrick, who literally started yesterday. So at some point in time we'll bring him in and introduce him to you all if that's what you would like. We also, Aaron here is now part of our team. Thank you, Aaron. In large part, because of the big focus that his office has had with student health and wellbeing initiatives, doesn't mean that he doesn't still do the consultative work with faculty and staff and with human resources and really connect with the president, but this is where a big chunk of the work is happening now.

[\(00:51:40\)](#):

And so we want to make sure that we're connected. And then we also have an area of access and opportunity and the financial wellness and education team has been moved over to us as part of that group. So when we think about access and opportunity, we're thinking about basic needs. We're thinking about financial literacy, we're thinking about the needs of marginalized student populations or first gen, low limited income students. And then finally we have a new area on student navigation and support. The title has changed. That has been an iterative process over the previous weeks, and they really are looking at the navigation part of this. What kind of supports do students need when they get here? Any new roles, just so you know, have either been moved in or have been really created through reallocation. So I just think that's important you all know and how we've been working through this as a group.

[\(00:52:34\)](#):

Happy to answer more questions about this at a later time, but we're here to really talk more about the student success technology that you saw announced I think a couple of weeks ago, and that we've shared in a few places and with some key listservs. So I think this is helpful. I sort of learned from my faculty colleagues, let's define what the heck we're talking about before we

start going into a discussion. What we talk about when we say Student success technology is really technology tools and solutions that are designed to enhance an educational experience, improve academic and co-curricular learning outcomes and support the overall success of our students. And it really, we put these in place so that the collective, we can have those insights, data driven strategies and resources so that we can optimize all the things we know lead to student thriving.

[\(00:53:24\)](#):

So we also went a little step further with our team and we also partnered with UITS on this and talking about what will it be for IU. We know that technology, student success technology needs to be individualized and guided. It's not just something you put in place and say it's going to work for everybody. It needs to feel personal to our students, but it also needs to have some intentionality behind the scenes. It needs to be effective for its intended purpose. I think you all have come across some purported technology solutions that aren't necessarily solutions. They just look real pretty. That's not what we're here to do. It needs to be scaled for equity of experience. One of the things that we have come across is that some students are benefiting from good technology and others are not. And so anything that we put into place, all of our students need to benefit from and have access to.

[\(00:54:15\)](#):

And again, it needs to be accessible and useful for our different stakeholder groups. And finally, it needs to be integrated for seamless engagement. And so that brings us to the current state for something that I think you all navigate along with our academic advisors and our students and your administrative partners a lot. And that is our degree audit, advising, transfer and registration process. We are fortunate at IU to have a really strong UITS team, and I'm going to name them in this moment because several years ago we were required by the state to say, you have to have a degree audit process. You have to have degree maps available to students. You have to have programs in place where students can investigate courses and understand what they're getting into. You need to have accurate cost of attendance. All of these things are in alignment with the expectations of the state, the Commission for Higher Education and the HLC.

[\(00:55:05\)](#):

And so with that, our UITS team developed a lot of individual solutions so that we were in compliance and to their credit developed things that didn't exist yet. And so I just want to acknowledge their effort, which took a lot of time and that's what we've benefited from over several years now. In the past 10 years though, vendor partners have come up with, I think more integrated solutions and solutions that are easier for our students in particular to navigate. And remember, one of my guiding principles for our team is that we are student centered in what we look at. And so it's time for us though that while each of those individual modules, let's say, does the job, they're not connected at all. And we've had to kind of force connections in places. And so what you get is the story of the two students who came into my office last spring and said, Hey, you work with student success?

[\(00:55:59\)](#):

And I'm like, yeah, there's a little humbling when students kind of say you're the person, but that's fine. And said, we need to talk with you about registration. Great. So they sat down and they started to try and explain how they registered for classes at iu. And my eyes started to cross, I'm already seeing some laughs, thank you. And I said, okay, can you just stop and go over to my computer and show me because couldn't follow it. And I've worked with registration and advising on a number of different campuses, and this one had me perplexed, they started the process and one of them got to the sixth screen that they had to open in the process to just register for classes for one semester. And I'm like, no, this is not helpful. It's really cumbersome. And in my head I just kept trying to imagine what would this feel like for a first generation student?

[\(00:56:48\)](#):

What does this feel like for a parent who's having to watch their student navigate this process? Or for an advisor who's trying to walk a student through that, or some of our faculty mentors who are trying to help, it's almost impossible. At the same time, we had some other concurrent conversations happening on campus on how to make this whole process better for our collective academic community. So obviously what happens is when you have confusing things like that to navigate, you get shadow systems in place so you have even less connection and it makes it far less integrated. So I asked the students to go over to the whiteboard with me, which was two feet away and come up with what they wanted. And so this is what we came up with, and they were just telling us things like, don't show me stuff I can't take.

[\(00:57:33\)](#):

Right? If I'm one or two classes away from a minor, can somebody please tell me, can I look at my full degree plan instead of just one semester at a time? Can things be in workflow? Can it be one system that centers students, but that's also useful and effective for my academic advisor? Or some said my faculty. And none of this should be something that we say no to, right? This is what we want for our students when they're coming in and they're trying to figure out what their academic pathway is at iu. So at the same, like I said earlier, there were some discussions earlier about the vented solutions. We went through a process where in the fall we had already issued a request for information to identify if there was anybody out there that could do this. We said, yep, there are a few.

[\(00:58:22\)](#):

And so then we went ahead and we did the financial analysis, did the RFP, and then involved over 400 members of our community, students, faculty and staff across all of our campuses in evaluating and helping us try and identify the best solution. And on August 9th, we signed that contract with a vendor called stel, and that's the vendor partner that you saw in the announcement. So what does Stellic do? Think about all of those different modules that either you or your students or your academic advisors have to open right now. It pulls all of these things together. Now, a caveat right now, I promise you, I am not a sales rep for stellic. This decision has already been made, but I do think it's important to highlight the different things that it does. In the packet of information you have at the end of this presentation.

[\(00:59:10\)](#):

I won't go into it, but you can see the breakout for each one of these modules and the things that it does. But we start with audit. So that's the backbone of the entire system, which means all those pathways that you have in place, the curriculum, everything is put into the system so that the other things are built off it. It's really helpful in that it is all in one place. That means things can be automated and we can build the second piece off it, which are our pathways. Ideally what happens with pathways is students can see their entire degree plan in front of them. They can then go through, select their courses and say, if I take X course here, what happens to my time to degree? So there's a lot more power in their hands. It also shows them a status bar, and you all know as well as I do students like a good status bar.

[\(00:59:58\)](#):

They like to hit milestones. They like to be told that the milestones are coming. It is one of those platforms that, and I'll use this term and no one get mad at me. Gamifies a little bit the system because it makes it more engaging in the ways in which our students understand and engage with technology. The what if scenarios though are really powerful because if they do come across a barrier, or let's say hopefully they don't have to do this very often, but they have to repeat a course or they need to add something else in, it shows them the impact right away, which I think is really helpful. The scheduling piece layers on top of our student information system, and that allows students to register straight from the stoic platform so there's no opening up of another thing that they have to go into.

[\(01:00:45\)](#):

And they can sit there and put all their courses in place. They can see if there are empty seats involved. They can make requests from this same site to say, I'd like to be put on a wait list for this. And then that goes into a workflow. So it's no longer that I'm going to chase the faculty member down and say, can you let me in? Now, caveat, they may still try and do that. I can't stop that, but at least this puts more power in their hands. And you are flagged very quickly on whether or not this is something that is a request that they've made. And then the advising platform is the next one. And that really allows advisors to see, Hey, have my students that I'm advising registered yet? If they've not registered, they stop. If there are questions they have, I can kind of see where those questions are.

[\(01:01:30\)](#):

I can communicate with them in the platform. I can send bulk messages. There's the capability for texting in this platform so the communication becomes a little cleaner instead of jumping in and over into some other platforms. Now, when this particular module comes up, please know it's going to lag behind the other three. And I think that's okay. We need to engage our academic advisors in how we need to build this based on the new knowledge and the new tools our students will have on the front end. Then finally report, which actually has elements built into each one of these modules, but it really helps with the planning for courses. When you think about if a student can now say, I can see my full degree path, I'm in catalog pick your year and I'm a history major and I'm plugging everything in, this is my direction, and you see that across multiple students, well, administrators can then go back and say, or your academic deans can go back and say, Hey, it looks like we're going to need X number of courses in about a year and a half based on what these degree plans are telling us.

[\(01:02:32\)](#):

How do we need to adjust the number of courses that we're offering course loads in a really thoughtful way? Instead of the, which I assume is happening now, it's happening on some campuses now. This is what we've always offered in the spring and we're going to keep doing it that way and then try and adjust in the moment. It allows for more thoughtful planning. It also will allow from report and advising and opportunity to go recapture some students who may have stopped out later in their career with a what if scenario of our own. So let's say I leave the first semester of my senior year, it happens, it happens at Bloomington, it happens everywhere. And if I'm going to stay on my current major course, it's going to take me another year and a half to get through. But what if we do scenario and say, what if I switch the major to this?

[\(01:03:19\)](#):

Well now I may see it's only going to take me a semester to get done. And so there's power in being able to do that and having that more informed conversation with students who have left to potentially bring them back and help them get across that finish line. So those are the five big pieces of stel. There is a six that we are considered a design partner on now since we've contracted with them, and that has to do with transfer. The transfer process is really difficult for our students. I know it causes some headaches for you all as well. And so this is something that we'll want to thoughtfully think about how we partner with stellicon and then partner with our campuses on how we need to build that functionality out so it's easier for the student, it's easier for you all. Does it build in redundancy and workflows of courses need to be reviewed and that goes a little more quickly. All the different components that both our students and our faculty and our advisors really lean into and say are concerns for them. So I will pause there. That's a lot. If there's questions about the product itself and then I'll talk a little about implementation

Shrivastav [\(01:04:29\)](#):

Questions. Anybody? Yeah,

Payne-Kirchmeier [\(01:04:31\)](#):

It's a little pause. We'll have more time for questions too here in a minute. I promise

Shrivastav [\(01:04:37\)](#):

There is a question

Payne-Kirchmeier [\(01:04:38\)](#):

Oh, I'm so sorry. Yes, please.

McCoy [\(01:04:40\)](#):

With this tool, I'm really excited about it. Just seeing how our students navigate this process is

Payne-Kirchmeier [\(01:04:47\)](#):

A little, it's painful. It is,

McCoy ([01:04:48](#)):

Yeah. Right now we have the ER where faculty can engage with students to provide feedback on their attendance and their performance in the classroom. Right now you're showing us what the students will see, what access will we as faculty have to be able to help our students both utilize this and provide them feedback on their performance in the classroom.

Payne-Kirchmeier ([01:05:08](#)):

I think that's a question that we really need to dig into and implementation. What we see from Stellic and when we went through the evaluation process, and there were faculty that were involved in that too, it looks like it's got that level of capability, but the advising module that they have launched is relatively new. So we have an opportunity to provide different kinds of feedback to them as well. I think it all depends on levels of access and how we set things up behind the scenes. So I can tell you that we do have an implementation team in place and what we're doing is we've got this central team across all of IU in place, and then we work and will work with the individual campuses. And I'll get to this in a minute on the actual schedule, but the intention is how are we involving those stakeholders and helping us set this up the right way.

([01:05:54](#)):

Now, full transparency, when we have a lot of custom built applications that we're working with right now, it's supporting processes that we have right now. So I think there's going to need to be some critical conversations about if students have more of these tools at their fingertips and it's helping to inform them in different ways, what do we really need for advising? What do we really need for transfer? Because it changes the way that we need to look at this whole process. So long answer to say, we've got to involve you in helping us think that through, but according to Stellic, we've got some power here we didn't have before. It doesn't necessarily mean we might not need a little bit of a secondary piece as they continue to build it out though, Colin.

Johnson ([01:06:36](#)):

Well, I was just going to say on that note, I'm glad that you acknowledged that in some ways the efficiency and the kind of operability of this system will have implications for how we think about other parts of especially advising. I think I, I'm sure I have colleagues who are looking this, I think everybody wants, I mean everybody hates multiple systems and it will rob us of a certain opportunity to kind of mock the circumstances under which we work to, we will miss some of them,

Payne-Kirchmeier ([01:07:05](#)):

Should I say? I'm sorry, we can take

Johnson ([01:07:07](#)):

Them, we can take them to the new morning space and whatever, but anyway, and have a ceremony. But it does seem to me that one of the legitimate concerns of a system that automates the projection of desire and planning is that it could in fact become too directive kind of decontextualize and might turn everything into an instrumentalist decision that's driven by a kind of projected set of course offerings. And it does seem to me that one of the kind of foundations of higher education generally, particularly for undergraduates, is making the leap from curricular context that are basically articulated in terms of eight familiar disciplines to a universe where we offer 700 degree programs and most of them have names that high school students are not even familiar with. I mean, we have entire departments of disciplines that no high school student have probably ever heard of. And so I think advising my intuition tells me that advising is going to become differently important in this context because it's actually going to have to kind of push against substantively some of the kind of projected instrumentality a system like this makes possible. And so that's one

Payne-Kirchmeier ([01:08:18](#)):

Thing. Yeah, I think you're right. The danger, and I'll restate it differently and if it's incorrect then please challenge me is that the fear is does this then become more transactional and less personal? And then in doing so, you lose that opportunity to challenge the student to think differently about how to navigate this process and about what they can do and explore. And so I think you're right. One of the things that we talked about with some of the leads for academic advising is how does this fundamentally change that conversation? And that's actually a kind of cool thing from my lens because it doesn't just become about, okay, let me help you figure out how to navigate these systems and register. It really is about you as a student, how you're developing, what should you be trying, right? If you're sitting there going, I'm so bored or sorry, and I don't mean to offend anybody in here with X classes.

([01:09:07](#)):

I'm not even going to name a discipline with X classes right now, how does then an academic advisor go, you got some electives here, why don't you try this? Or this isn't serving your goals for, you want to open your own business one day. What can and how do you round this out differently? That's a much more developmental conversation and it centers the student rather than centering a process. But you're right, we have to be mindful in how we build this out so that we don't default to the transactional stage or the overly directive stage of this is your path, never stray from the path or you will not make it to graduation.

Johnson ([01:09:42](#)):

And I did have a follow-up question that maybe David could speak to as well. We're thinking about this I think primarily in terms of its application in undergraduate context, but one of the graduate advising for example, presents an entirely different set of problems and challenges and opportunities. And I'm just wondering if you could talk a little bit about the discussions you've had about the applicability of this in a graduate context or whether that's been a conversation you've had.

Payne-Kirchmeier ([01:10:06](#)):

Yeah, I know David, if you want to comment, please feel free, but David and I had a real quick conversation at the board of trustees meeting about that very issue and we've done some follow up with some of Stellic's clients in the meantime, they do use it for graduate students. They're building out the advising piece differently or trying to, because it is different. There's more faculty that are involved with academic advising with graduate students. Their needs around advising council are different. And so that's some of the things we're learning. But David, I don't know if there's anything you want to say.

Daleke ([01:10:36](#)):

Hey Colin, thanks for that question. We have had an introduction to stellic to the team in the graduate school. We have a number of questions as well about its capabilities, but one of the problems that we have always had with this type of a program and others it's not really a problem, but trying to adapt it is that, as you know, graduate education is very diverse. There's no real set pathways or asset pathways as there are for the undergraduate side of things. And so that's a challenge, but I think we would like to have something like this. We've always wanted to have a tool that we could use to better track the progress of graduate students through their degree program so that they could verify it as well as we and their programs could too. I think I do have a question. I know I asked you this Julie already, but there is another module that's telecast called workflows and we are concerned that our eDoc system may age out soon and we're wondering whether a workflows module could replace that for routing documentations and approvals for graduate student recording, I should say student recording.

Payne-Kirchmeier ([01:11:45](#)):

Yeah, I think that's a really great question. My preliminary answers, I know that there are elements of workflow much like reporting that are built into each of these, but that's the more kind of transactional workflow like I want to request to get into this class and it goes through a process. I think based on our quick conversation, it seems like it can, but I don't want to overpromise. So I think it might be helpful if you and I maybe meet with stellic rep and probably Laura Fox with UITS and just dive into that question a little more deeply.

([01:12:15](#)):

So really quickly, the check boxes are all the things that it does, which brings students joy and that always makes me smile. Implementation. The process typically is that it starts with the installation they're building and testing. There's an alpha release, which sounds weirdly scientific and sci-fi all at the same time. There's this release for the advisor one and then the students get it. So we try and build it in that order. This will, the approach here is we will be ideally fully operational on both the audit and pathway modules in fall of 2024. Now notice I say in fall of 2024, I don't say August 1st of 24 because I'm not crazy. Now stellic has done this a lot and everyone we talked to in the kind of review stage said that they all met their timelines, which I think is really helpful. A few things to note.

([01:13:11](#)):

Once that's done, then we follow with scheduling and advising and then again elements of reporting along the way. And then any finals with reporting and once transfer is done, we would layer that on top so we can come back to you with some more progress updates on implementation if that's helpful. But some things to know is that it has to go up a campus at a time. And so our plan is in early spring to start with, we'll be building it now, but the first alpha release will be one of the regional campuses and then we'll finish up because they will layer on top of each other and every time we do one, we'll learn something so that by the time we get through our regional campuses, the current thinking is that we will come to Bloomington, which is big but relatively set, walk Bloomington through that process and then move on to IU Indianapolis.

[\(01:13:59\)](#):

Now we're going to pressure test that with Stellic. And the reason we wait for IU Indianapolis is because they're going through this whole implementation process of becoming IU Indianapolis. And so there are things that we have to set up for them that we don't have to set up for Bloomington. So the communication plan will be developed in tandem to this where this is not a black box situation where we come and tell you about it leave and a year later go switch is flipped, you're in a new system, communication plan, talks about progress, talks about training, so that folks are brought up to speed on what we're doing. And then just as a reminder, this is also funded through resource reallocation. We took a look at what we were supporting before and worked with us and figured out how to make this cost neutral. So we do not anticipate coming to people and saying, give us more money to make this work.

[\(01:14:49\)](#):

So that's where we sit with stel. I will not go into the strategic plan implementation, but you do have a document that shows the priorities of the office of the Vice President for student success as it relates to this first year. And so you could take a look at that and if you have questions about it, please let me know, but I really want to make sure that I get to the next thing which is this. And Lamar Hylton is here. I saw him walk in his amazing bow tie. And so Lamar and I don't know what the protocol is here. Does he stand? Does he come up here? What do you want him to do? Come on Lamar, this price is this thing and come on down. You're the next contestant, my friend.

[\(01:15:35\)](#):

So as Lamar is coming up to the front, I do just want to say I'm honored to introduce Dr. Lamar Hylton. IU's New Vice Provost for Student Life. This is the field that I came out of student affairs, student engagement, and so I have known Lamar for easily over 10 years. It might be longer, but you all don't need to know that. He is a well-regarded and award-winning leader in our field of student affairs and student life. And he continues to serve in leadership roles as a region director and on our international board for naspa. He comes to us with a wealth of experience most recently from Kent State University serving as senior vice president. And in that time he developed a care center which involved crisis advocacy, resources, education and support to better meet students' needs. And he significantly expanded funding for an access to mental health services.

[\(01:16:24\)](#):

So as a partner in student wellness and wellbeing, he's an exceptional one. He undertook efforts to enhance alumni engagement and support the professional development of his own team. So their students were better served and I have no doubt he will do that again. He's also noted as a strong partner with his academic affairs and faculty colleagues. This came straight from people that I happen to know at Kent State. So under his leadership, his previous institution was also recognized for three consecutive years as the most promising places to work in student affairs by diverse issues in higher education and the ACPA College Student Education Internationals Association. I can say personally that I have known Lamar for well over a decade, as I said before, and we're incredibly lucky to have him, his focus on students and we will all benefit from his leadership, but I can unequivocally say our students will benefit the most. So Lamar, welcome to IU and we are so glad to have you here. Thank you. I know you got to stay here.

Shrivastav [\(01:17:31\)](#):

Thank you Julie. Welcome. Lamar, you want to say anything to the group? I know you weren't prepared.

Payne-Kirchmeier [\(01:17:38\)](#):

Nothing like putting you on the spot.

Hylton [\(01:17:39\)](#):

I know. Luckily I'm a former performing artist, so yay to all of my Jacobs people in the room. Good afternoon colleagues. It's great to be here at IU Bloomington. I'm on day 14 and it has been such an enriching two weeks as I've really in earnest begun my journey here as Vice provost for student life. I'm excited about the work that lies ahead of us in supporting the student experience, particularly here at IU Bloomington. And I'm looking forward to working with each of you and your teams as we collectively try to figure out how we enhance the experience and opportunity and access to resources and support for all of our students here. So thank you to the BFC leadership. Thank you Julie for the very warm and kind introduction. And again, thank you all for your time and I'm looking forward to working with you.

Shrivastav [\(01:18:42\)](#):

Thank you Lamar. Thank you Julie. One last call for questions for either one of them. If not, we'll move on to the next item. Okay, thank you. The next item on the agenda is an overview of IU Bloomington budget process. This is led by Aimee Heeter, vice provost for finance and administration, and two stellar colleagues from the budgetary affairs committee, John Trinidad and Pete Kollbaum who spent a lot of time in the spring sitting in a ton of meetings with us.

Speaker 14 [\(01:19:19\)](#):

I think your slides are up.

Heeter ([01:19:20](#)):

Oh, okay. We're already ready to go. Let me get this over here. First of all, let me thank Jonathan and Pete for this past year and everybody that participates on the BAC, it's an amazing process for myself and also for the provost. We know the time and energy it takes out of everybody's day and months I should say during that process, but it leads to a lot of influential decision making on the part of the faculty. So what we're going to do today is we're just going to kind of try to walk through a little bit of of fiscal trends where we are right now for FY 24 and just a quick little overview on this budget model redesign that's underway currently for our central administration. And then looking at how this is going to be unveiled at the campus level later this fall.

([01:20:21](#)):

So Jonathan had asked just a little bit to explain maybe some changes with faculty and staff over the last 10 years. So we wanted to give you just a quick little slide to let you know what we have seen and the rates are very positive and what we pretty much overall expected. So for faculty FTE over the last 10 years, a change of about 7% and with that about 6% in tenure track faculty and 7% growth in non-tenure track faculty. On the staff side, we saw an increase of about 5%, but what we wanted to see a little bit more and where we look at a little bit more closely is we look for those administrative efficiencies. Where did we see the growth and what is that trend? And so Julie and team just left, but where we saw that growth are the areas where we want to see that growth and that's in student professional staff.

([01:21:24](#)):

We're talking about counselors, advisors, mental health in those areas. And then we looked at, and I will be biased here, I looked at our area, which is an area where we really look to see what we're doing in terms of technology and innovation in order to drive down financial costs. And we've decreased our finance positions by about 10% over the last 10 years. And we hope to see that line continue and not through the decrease of current positions, but through attrition and reorganizations to kind of bring down the number of staff that we need in the financial areas.

([01:22:08](#)):

So this is just a quick little overview of the current budget for the Bloomington campus. And in total we have about a \$2 billion budget overall. It's made up predominantly of the general fund budget, which we'll get to here in a minute, which composes mostly of student fees and state appropriation. That is what's considered for those that don't look at the budget on a regular basis. Our operating budget for the campus. Our next piece is on the contracts and grants and contracts and grants really, as most of you know will represent the ICR comeback to the campus. Our auxiliaries operations is roughly around 18%, and that's made up predominantly of housing, dining, and then also athletics. And then our designated and restricted funds. If you divide the two out, designated represents a number of your, I would say faculty research accounts, cash accounts, special initiative accounts, and then we've got the restricted accounts, which are the endowments and the foundation.

([01:23:18](#)):

It is worth noting there that I know a number of you have heard that we've been really pushing to utilize other funding sources and it is in the restricted fund where we have seen a steady increase over the last two years with our operating budget being the largest bucket. It is something that we do want to watch very carefully because they are revenue sources that really can change a little bit based on the internal and the external factors that we deal with. So on the general fund budget, we're comprised mostly of tuition and fees. As a public institution, we are very dependent on student tuition and undergraduate tuition and that represents nearly 80% of our operating budget. Then we look at our state appropriations and state appropriations is about 16.7. I would say in the last 20 years we've gone from right around 40% to now about the 16.7% of that 13% is operating and the other 3.7% is for ongoing projects and renovations ICR represents around 28 million, about 2.1%. That is as you've been looking through the strategic plan and then the growth in research, that is an area that we expect to see grow over the next 10 years. And then other income is only around half of a percent, and that's mostly sales and service, those types of activities.

[\(01:25:04\)](#):

And as the provost said earlier, we are in a very good financial position and something that Colin referenced earlier from President Whitten as well, something we really want to be cautious of and it's something that we've been watching very closely over the last five years plus. And so when we talk about a recession and an enrollment cliff, this is something that as a campus we really keep an eye on a good five years out. And so this is a dean, a visual that we showed to our deans earlier this year. And it's something that I think probably the day that Rahul was hired as the provost, we've kind of been talking about this trajectory because it's something that we're planning for. So it's not a plan as far as a reduction, but a plan that we knew we would be plateauing and how we prepare for that in the upcoming years.

[\(01:26:01\)](#):

So what you see here is our incoming class. We've had these steady increases because we knew these enrollment cliffs were coming and trying to make sure that we were maximizing as well on the population and interest of students in state as well as out of state. And then what we saw this year was that expected plan we had planned and budgeted for a smaller beginner's class right around 95, 50. And then we plan to see that same similar class over the next five plus years. In terms of the budget, what does that mean? Well, we know that we're going to be shrinking a little bit where we've had some steady increases from student enrollments, therefore student tuition, we're going to see ourselves flattening a little bit to be on a smaller percentage. So we've been working behind the scenes on the administrative side to see where we could have more efficiencies.

[\(01:27:01\)](#):

And then on the academic side, the strategic plan and the plans for growth in other areas we're looking at professional masters and other activities. So next slide is just something we've already kind of hit on. So I won't go through all of these, but these are just the current pressures and market forces that we are dealing with on a regular basis. We're looking at tuition increases and affordability, as Julie referenced earlier, is a big concern. So we don't expect large tuition increases. Very little above 2% state appropriation, while we had about a

three and a half, 4% increase this year, our expected increase next year is right around 1%, which happens to be our average. But at the same time we know that faculty and staff salaries are a concern and planning on the 3% average for raises in the upcoming years. And then outside of our own campus, we have the competition for faculty as well as for students. We have limited on on-campus housing. So when we look at additional students, we won't have additional space with Wilke being offline for another year. And then again, international student enrollments continue to be a concern with pressures from other key countries in that space. So what are we going to do?

[\(01:28:35\)](#):

Well, we're looking at how do we thrive in this next decade? And that's where a number of you as well as individuals involved in the strategic plan really came into play as they built out the 2030 strategic plan. So on our side, on the administrative side, what we're looking at is we're continuing to focus on the core competencies we're working. How do we decrease the tuition discounting rate from the operating budget? How do we better utilize our foundation and our endowment funds as well as increase new endowment funds? How do we find administrative cost savings? So every time that we have positions open up, I would say in our area, in some of the different finance areas, we're looking at how we can build out those shared services. How can we make sure that we can provide better service at a lower cost? And then also implementing standardizations. I think everybody knows that that's been around Bloomington for some time and even those that are new things can operate differently at each one of our different schools and sometimes within each one of our different departments when it comes to finance or administrative operations, we should be able to be able to move into those spaces with the same skillset that you might've had if you were in another school. So that's something that we're really trying to work on.

[\(01:30:06\)](#):

And then we're going to seek out new revenue sources and that's where the strategic plan comes in, the increases in contracts and grants, what expenses can we be putting on some of those larger grants? Can we put more of graduate students fellowships and also some of their fee remissions onto some of those grants. Increase in market driven master's programs and that's residential and online. David Daleke and his team have been diligently working in those areas. And then strengthening our philanthropic activities and partnerships. We also want to look at our state and our community as well. Where can we develop new community as well as statewide partnerships? So before we get to the budget model redesign, any questions?

Housworth [\(01:31:08\)](#):

So you said something about the growth of faculty on campus, but you didn't say anything about the growth in faculty salaries as compared to say the growth in administrative salaries on campus. And that is usually something faculty are all very concerned about.

Heeter [\(01:31:28\)](#):

Well, and yes, and I agree fully. I think Elizabeth is something that I definitely with Jonathan and Pete, we can definitely take a look at. I don't have the data, but we can definitely look at that

and I think there's those pieces where you have to break out based on type, but that's definitely something we can do and then get back with you.

Herrera ([01:31:57](#)):

Along the same lines,

([01:32:00](#)):

The first slide shows the NTT growth in 7% from 2014 to 2024. So that 7% something similar refers to new entities enrollment with the starting salary or increases during the time the entities have been in campus.

Heeter ([01:32:24](#)):

Yeah, we can definitely go back and take a look at that. That's looking at the growth in the actual number, so it's not really looking at salaries or based on what level of NTT as well. So definitely can expand upon that.

([01:32:44](#)):

All right, so now talking about the budget model redesign, and this has been something that's, those of you that have been part of the BFC for some time, Elizabeth, I know you and I have gone through a couple of iterations of model reviews over the years and it's really time for us to really take a deep look at our model. Overall, what we've been focusing on have been some five-year reviews, but it hasn't been in since about the early nineties that we really took a deep look to say how do we want to really develop the new budget model? And so why are we doing this? Well, one, we have to do 2030 strategic plan and we really want to be able to model where we want to go and a budget system that would allow us to get in that direction, whether true or just anecdotal.

([01:33:42](#)):

We want to see where our current budget models create hiccups or problems in order to achieve some of these goals. Another goal is to simplify the resource allocation model. While we've simplified in some areas, there are still definitely areas of confusion. And so we really want to simplify that not just at our campus level, but at the university level as well. And we really want to see how we can promote more interdisciplinary and collaborative research, teaching and outreach. And while we're focused, keep in mind there's two pieces of this budget model. There's a centralized one, which is what we would call the enterprise wide, and then there's also our individual campuses. And we really want to see how can we help promote that interdisciplinary activity, not just on our campus but across our campuses, and then improve transparency. And again, I'll use Colin's favorite word, I'm going to drive some more administrative and operational efficiencies where I can administrative not academic. So there are going to be multiple opportunities to provide feedback and engage with the steering committee and projects team along the way. We are really kind of in this early phase of development right now.

([01:35:09](#)):

So phase one, that's the central administration. And if some of you, you might think of this as the enterprise or university administration and what we're looking at a new pathway of funding that will be more predicated on the funding opportunities and challenges of all of the campuses. And what I'll try to do is simplify this a little bit, is this, for those of you who have looked at your budget models within your school, this isn't how we're going to allocate maybe some of those costs to the individual schools, but this is really about the allocation to the individual campuses. Our campuses has changed quite a bit over the years and especially coming up with Indianapolis, we're really trying to see how do we share in those costs across each one of our campuses and also look to see how we address some of the needs.

[\(01:36:04\)](#):

And then the gaps there is going to be representation from the academic community of the Bloomington campus. And then Elizabeth, I believe if you have not been informed yet, you have been elected to serve by your VFC President to be on this committee. This is one being led by the executive vice president for finance and administration, Dwayne Pinkney. And we are looking for a fall 2023 kind of model development. Again, this is a much smaller type scale with an implementation of 2025 budget. So then that brings us to the larger piece, which would be the campus level budget model. We had an initial kickoff meeting with Huron, the consulting group, to just go over what other schools are doing in this space right now, where are our current pain points and what are some of the things we would like to see as best practices from other institutions.

[\(01:37:16\)](#):

We will be having a charge coming, which then the provost will be nominating various people to the steering committee, which will have representations of deans, vice provost, faculty and staff. And typically the BA chairs if available usually will serve on those committees. But currently we're starting engaging with listening sessions on issues, concerns and opportunities. We will most likely be meeting with a number of you on this topic. We did this for about two hours with the deans not too long ago just to try to feel out where do we possibly want to be going and we really want to focus less on where we've been, but really focus on where we want to go as a campus because we always want to remind people the budget model is just a tool for the allocation of resources. The model itself does not generate new revenue. That's where we want the model to fit the academic direction of the strategic plan.

[\(01:38:25\)](#):

So here are just some quick phases of what we're looking at coming in to this budget model review, the step one, which I will add. We have not started any of these phases yet, but I thought it would be helpful to give you all kind of what we think we'll be doing as well as a timeline. So first we'll have the steering committee, we'll understand the case for the change, and we'll create a common vision for the future model. Step two is kind of the behind the scenes work. That's where we'll have a lot of our diligent finance and data-driven folks helping us develop a financial model that will allow for testing of various resource allocation scenarios.

[\(01:39:13\)](#):

Step three is as that model is being developed, is to really engage with the greater academic and staff community and other stakeholders to really find out what their thoughts are on the model. Where can we make refinement and where would we need to make some changes? And right now our goal is to have these recommendations of a preliminary model in the spring of 2024. Keep in mind this is just a model or the shell of what we think the new budget model would look like. And then we would go into step four, and that would be more infrastructure development and refinement, creating the governance structure, the process training, education, dashboards, whatever we think is going to be most helpful. And then the last step, which is step five, is the implementation. Right now we're projecting it's going to be FY or fiscal year 2026. So we're not looking at an implementation for this upcoming year. These changes would be taking place in 2026, and that will then give us more opportunity once we know the model, do we do a phase in of the model? How do we bridge any changes depending on the significance of those changes? And then we'll continue to analyze the results during that first year to see if there's something significant that maybe occurred that was not an intent of the model. And again, the model is just going to be the way that we allocate. It's not going to be driving the academic directions.

[\(01:41:04\)](#):

So with that, I'll see if there are questions about the budget model redesign.

Shrivastav [\(01:41:11\)](#):

Thank you. We have time only for a few questions. Elizabeth, you want to kick this off?

Housworth [\(01:41:17\)](#):

Sorry, too quickly. Is this supposed to be designed in order to do what President Whitten is always saying that we should stop moving money around internally and two, don't you think however your allocation is going to drive the academic enterprise? For instance, if you decide to allocate according to majors, schools are going to want more majors. And I think actually that's part of the point of this is that you do want to drive the academic mission somewhat

Heeter [\(01:41:54\)](#):

Well, right? But what I want to say is we don't want the finance to decide that direction. So if it is decided to drive more majors, we can create a finance model that will follow what that academic direction is. That kind of helps.

Shrivastav [\(01:42:13\)](#):

You're both right, Elizabeth. You're right. And what our CFO is saying is I'm not going to set that direction. You are, but you're right. Other questions? Yes, Brian.

O'Brien [\(01:42:28\)](#):

First I want to start by saying I appreciated the openness of the strategic plan process and how it was very visible, who was involved in that, and excuse me, how early the conversation started. I'm wondering if there's any thought to having a similarly open process here, because

there's a lot of curiosity already about the change in the budget model, and I think people would like to start talking about it now at least.

Heeter ([01:42:50](#)):

Yeah, absolutely. That is the plan. And as soon as we start to get the charge, the provost and I have been kind of waiting for that leadership decision for the president and from Dwayne Pinkney, but for the campus piece to get started on that piece, and as soon as we do it will follow, I would say the same look and feel that he had with the strategic plan.

Shrivastav ([01:43:15](#)):

Yeah, I just want to second that. So as Aimee said, this phase one and phase two, phase one is the one that will refine how the central units are funded. That should address a lot of this cross billing that we all spend enormous amounts of time doing. That will also tell us how much revenue is left remaining, and that's the part that will be phase two work. So until phase one reaches a certain point, we can't really kick off phase two, but as soon as we get there, the intent is to make it transparent in the same way. Yeah. Okay. Anything else? I don't see any other questions. So John, Pete, do you want to say anything?

Trinidad ([01:44:04](#)):

Oh yeah. So we have just a couple of quick slides. I know we have two more minutes or so left in our portion. I'll be very quick. I just want to give everybody a summary of what back itself does since I know we're perhaps less obvious on our activities relative to other committees on the BFC. And you've already met or Pete's already been introduced. We've both been co-chairs of the previous academic year. So in the fall we'll give you a summary of what we did this spring. And so here's just a list of the back members. I won't read them all except to say that most committees, it's sort of well-represented by the various units here on campus. Similarly, the charge can be sort of summarized traditionally every year. The main goal of back is to sit in on the provost budget conference and give recommendations on the various requests from individual units.

([01:44:58](#)):

In addition, what we've been doing last year is to give recommendations on salary minimum, both for various faculty ranks and for postdocs and other non-faculty members who are nevertheless sort of in instructional roles here. And so very quickly in the spring, the provost and the budgetary affairs committee and members of the Vice Provost for Finance meet with most of the units and discuss sort of strategic overviews, but they also might make requests of either cash, in other words, a one-time outlay or from base. So for something like a staff or faculty position that would be reoccurring. These are the academic units we met with. And I also want to say that in general, there's this pot of money as I'd like to think of it as called the Provost fund, which in a typical year might be on the order of two to \$3 million for the provost to decide on these recommendations.

([01:46:06](#)):

But as you all saw, that's in the context of a 2 billion campus budget for existing programmatic endeavors. And then we meet with various vice provost offices and other non-academic units. And so there were a total of, let's see, 34 requests for cash and base from the academic units. Not all units made a request and some of them make multiple requests that might be sort of grouped as a large request. There are multiple sub requests in that number 34. And there were about 12, sorry, nine total requests from the non-academic units. And so this is kind of the interesting slide we've tried this past year to what I would say use a more NIH style scoring within the committee to try to make things less subjective or more criteria driven. And so we've rolled this out last year. We're going to continue with this. I think it's going to be important to have Aimee's office let the various units know our scoring criteria.

[\(01:47:17\)](#):

But basically the main thing is how did it align with the strategic priorities in the strategic plan that we all are now well aware of, but we would rank these various criteria and then sort of give an overall evaluative score. And that's what would drive our final decision making in terms of prioritizing budget decisions. And just to give you a very brief overview of what got funded via the provost funds, here are, there's just two slides you can kind of read them over. But this gives you a flavor of the types of things that both the budgetary affairs committee and the provost office thought were worth funding and were approved. And then I should also mention this year the provost managed to somehow find a bunch of other money beyond my pay grade. And so I don't know the exact number, but well over half of the requests were able to be funded one mechanism or the other as opposed to something like 30 to 40% I think in a typical year. So these were the other units. They might've been on the previous list but had requests that were also funded by this additional source of money. So

Shrivastav [\(01:48:44\)](#):

Thank you. We are just past time, but I'll pause for one question, maybe two if anybody

Trinidad [\(01:48:51\)](#):

Happy to talk offline as well.

Shrivastav [\(01:48:54\)](#):

Okay. Seeing none. Thank you very much, John, Pete, and Aimee. The last item on the agenda is presentation on Faculty Academy on Excellence in Teaching or FACET. And we have Michael Morrone, Israel Herrera and Clark Barwick and Meghan Porter.

Morrone [\(01:49:17\)](#):

Hi everybody. It's good to be back. I haven't been to the faculty council probably in about three or four years. Way back in 2008, the year after I became a FACET member, I was the first lecturer to be elected to the faculty council and I served off and on for a number of years for about a decade or so. So it's nice to be back here. Thank you for having us and thank you Provost Srivasta for having us. I want to also introduce my colleagues here. You heard their names, but part of what we have here is our campus leadership team. And our two campus

associate directors are Meghan Porter and Clark Barwick and Israel Herrera has been a campus associate director for a number of years, and these are main contacts for FACET membership and interest in becoming a FACET member and also learning about the programming that we have on campus. I also wanted to say one other thing about them because this is really relevant to where I'm going with the comments I have today.

[\(01:50:23\)](#):

FACET members are truly excellent teachers and once people become FACET members, we see incredible growth in the things that they do. After that, Israel has won two distinguished teaching awards at the president level here at IU. Clark has won trustees teaching awards and awards beyond IU around his teaching. And Meghan actually just last year won the president's teaching award for the Teaching with Technology. And this all comes after FACET membership. Although Meghan, I will say that was really soon after you became a FACET member. So you're probably really kind of already going in that direction. So I'm going to go back here. I don't know why it went forward on me. First question is I have for you. Why a tree? Okay, why a tree? Probably obviously because FACET is committed to growth mindset. And we believe that if you're part of the community of teacher scholars and you're committed to that, that you will grow. And that is part of why we have a tree. But there's another part to that that may not be quite as obvious, and it has to do with the health of a tree. This must be done on a timer here. It has to do with the health of a tree. Tree grows when it's in the right environment. And part of what FACET is is it's an organization. It's a faculty community organization that creates that environment.

[\(01:51:57\)](#):

So here's some evidence of the teaching excellence. You can see the percentage of IU faculty who are FACET members. It's approximately 6.3%. And then if you look at the President's Distinguished Teaching Awards, an incredibly high percentage of those winners are FACET members. And I'm doing this. It is a brag point. Yeah, it is. But it's really about the culture of FACET for me. And to begin, I just want to quote a couple lines from a poem by Szymborska. I don't think I can say her first name. Wislawa Szymborska. It's called Writing a Resume and the lines are memberships in what? But without Why honors but not how they were earned. She's talking about what you see on a resume. We could think about what you see on a cv. What happens with FACET membership is actually you learn about these people. You learn about what they've done.

[\(01:53:02\)](#):

Every conversation has to do with what became ultimately a CV line. There's a drilling down, there's a depth to it. And that's what I would consider one of the main benefits of FACET. A former director, Bob Orr back, he was a director back in the early two thousands, describe becoming a FACET member as providing a hinge moment. And I like that a lot because it's where you turn from one way of thinking about being an excellent teacher to another. And when we're surrounded by folks who are dedicated to this, we do grow. So one question we frequently get, and I'm going to have to keep going back here. Sorry about that.

[\(01:53:51\)](#):

You see this top here, pedagogical innovation, growth and reflection, the scholarship of teaching and learning, the heading there, the CITL has kind of a similar service function. So we frequently add what is here, what is the difference between the CITL and FACET. You can see questions that I have down here, who, what, where, when, why, how or different. I'm going to tell you a story and I think that that kind of exemplifies the difference for me. In 2005, I was still a lecturer and I was pretty soon going to go up for senior lecturer. I got a grant to complete a project. And basically the project, what I was going to do was use technology. I don't know if y'all remember Macro Media Breeze. That was one of 'em. And the original Encore. So the one that was in existence before Encore cl, and this was a partly UITS funded project.

[\(01:54:56\)](#):

So my project was looking at IU Bloomington's diversity stats. I wanted to use the technology to augment the classroom by bringing in students from historically black college and university. So I partnered with Savannah State in this project. So what I had to do though was go to the CITL and talk to them about the instructional design components here, how that intersected with the instructional technology. And I worked with them to help come up with a project plan. Ultimately, this plan was successful and I presented on it at the Center's primary professional Development organizations, professional organizational development. That's actually what it's called, pod. And this became a centerpiece of my dossier for promotion to senior lecturer. And then it also was a centerpiece for my dossier for FACET. So I tell the story because you see what the center does. You sit down with them, you make an appointment, you go to the center. It's a place, it's professional staff that work with you day to day to help you develop some kind of teaching and learning project. It could be curriculum development, it could be something that you want to try new in your class. They will sit down with you and help you do that, but that's not the end of the story.

[\(01:56:20\)](#):

FACET is also, as I said, a hinge moment and it invites you into service. So while it is an award and a recognition of teaching excellence, it's also an invitation into a community. And this community serves faculty. It serves iu. So it allows for faculty to engage in pedagogical leadership and just being around the kinds of people I'm around day in and day out. When I'm with FACET, it elevates your game. It elevates you. And so that's one of the big things I want to focus on here with FACET. The next few slides are real. I want to just kind of quickly go through some statistics for you and then I'll wrap it up.

Shrivastav [\(01:57:09\)](#):

Michael, just a reminder, we have five minutes.

Morrone [\(01:57:12\)](#):

Yeah, Thanks. I'm going to get there. I figured. Alright, this is taken me a little bit of time here. So, alright, here we go. So stats here. This is the IU Bloomington Current Active FACET membership. You can see that the blue is professional schools, social sciences is the gold color sciences are gray, and the humanities and arts are, this orange is red color. You can see that the professional schools are very well represented here at IU Bloomington. This on the left is the

membership across all of the IU campuses. You can see that there's a much more even distribution among professional schools, humanities and arts. You see an uptick in the sciences and the social sciences. So one of the reasons I'm here is we are not being seen necessarily in all of the schools across campus and we hope that you can take this information back to your schools.

[\(01:58:09\)](#):

Some of the information I'm going to give you is how people can get involved even before they become FACET members. But I think that we see all the schools. You can see that at our overall membership. But we want to make sure that we're available to all the schools on the Bloomington campus. Here are our recent inductees. You can see that they're distributed among a few schools in a few departments. One of the things you don't see here is that they're also distributed across ranks where there's full professors, professors, clinical professors, teaching professors, senior lecturers. FACET is basically rank and track blind. We don't have any kind of quotas for anything like that. We are looking for excellent teachers.

[\(01:58:56\)](#):

Alright, this is just a breakdown by campus. You can see that Bloomington and IUPUI are the most dominant campuses and here are some opportunities for faculty. We have 25 plus initiatives, events, programs, all sorts of things that we do. Here's a few. I particularly want to point out our peer review of teaching certification. 61 Bloomington based faculty are certified FACET peer reviewers. This course is available through expand.iu.edu and you can go about the course in different ways. Once you get in there, you'll see there's three or four paths for doing that. Other thing I wanted to point out was our teaching.IU stories. Anybody can submit a story. You go to teaching.iu.edu, you go to stories and you can submit a story about something you're doing in your class. It's a low level peer review just to make sure it's on point for what we would add to the website.

[\(01:59:49\)](#):

And then it's a low level way of making contribution for people across all of Indiana University. Joe Sole is one of our two journals and it has wide breadth and big readership. I calculated, I use the Clarivate method for calculating the impact factor. It's about 3.47, which is pretty amazing given that we're not in the web of science. So it is a very respected journal in the scholarship of teaching and learning. We also have a journal of Teaching and Learning with technology. We only do special issues on this and a lot of IU faculty publish in this. So look out for the call for proposals in late this year, early next year. This year's issue is on belonging uses of technology to enhance belonging in the classroom, innovate Awards. We also have a call for that. I'm not going to go through that too much here.

[\(02:00:46\)](#):

I want to give a couple minutes for questions just to wrap it up. This is something you've probably seen on a bus that drives around campus. There's a teaching IU bus and it says, we teach and learn in community. So keep your eyes open for that bus and every time you see it, remember, oh, that's part of what FACET does. And tell your colleagues to look out for the bus.

It's an easy thing to remember. It actually has that picture on the side, by the way. So we teach and learn a community. And now I'll open up for questions.

Shrivastav ([02:01:18](#)):

Thank you. We have time for maybe one question. Seeing none, thank you very much. Please reach out to Michael or team if you have

Morrone ([02:01:28](#)):

Yes, please. Anytime.

Shrivastav ([02:01:30](#)):

Alright. Thank you everybody. Thanks everybody for attending. The meeting is now adjourned.