Indiana University
UNIVERSITY FACULTY COUNCIL
December 12, 2023 | 1:30 – 4:30 p.m.
Zoom – IU Broadcast

Attendance

MEMBERS PRESENT: Barthlow, Deanna; Ben Miled, Zina; Butters, Rebecca; Carlton, Rebecca; Cohen, Rachael; Cycholl, Garin; Dam, Gregory; DeSawal, Danielle; Eaton, Kristine; Eskew, Kelly; Evans, Cindy; Froysland, Hayley; Goff, Philip; Johnson, Colin; Jones, Kevin; King Thorius, Kathleen; Lester, Jessica; Maxcy, Brendan; McCoy, Chase; McLean, Donna; Medina, Monica; Morgan, Gin; Need, Andrea; Nichols-Boyle, Shawn; Palmer, Megan; Perez, Rodrigo; Popham, Susan; Reck, Cate; Rivas, Jaynne; Schult, Carolyn; Slayback-Barry, Denise; Stucky, Thomas; Trinidad, Jon; Wert, Joe; Whitten, Pamela; Shrivastav, Rahul; Murdoch-Kinch, Carol Anne; Sciame-Giesecke, Susan; Allen-Brown, Kayla

MEMBERS ABSENT: Buckman, Christopher; Eisenstein, Marie; Elliott, Rob; Kini, Ranjan; Kravitz, Ben; Ramos, Bill; Windsor, L. Jack; Raji, Aaliyah

GUESTS: Paton, Nancy; Gascon, Rebecca; Payne-Kirchmeier, Julie; Kincaid, Jenny; Zheng, Lin; King, Adrienne

Agenda

1. **Approval of the minutes of October 31, 2023**
2. **Executive Committee Business** (10 minutes)
   Philip Goff, UFC Co-chair, IUI
   Colin Johnson, UFC Co-chair, IU Bloomington
   Carolyn Schult, UFC Co-chair, IU South Bend
3. **Presiding Officer's Report** (10 minutes)
   Pamela Whitten, President, Indiana University
4. **Question/Comment Period** (10 minutes)
   Faculty who are not members of the Council may address questions to President Whitten or Co-chairs Goff, Johnson, and Schult by emailing ufcoff@iu.edu. Questions should be submitted no less than two business days before the meeting.
5. **Updates on IU Brand Rollout** (15 minutes)
   Nancy Paton, Vice President and Chief Communications and Marketing Officer
6. **Questions/Comments on IU Brand Rollout** (10 minutes)
7. **Updates from the Vice President for Student Success** (15 minutes)
   Julie Payne-Kirchmeier, Vice President for Student Success
8. **Questions/Comments on Student Success Updates**
9. **Updates on University-wide A.I. Taskforce - Composition and Process** (10 minutes)
   Philip Goff, UFC Co-chair, IUI
   Colin Johnson, UFC Co-chair, IU Bloomington
   Carolyn Schult, UFC Co-chair, IU South Bend
   [Action Item]
   U7-2024: AI Taskforce Composition (Action Item)

Transcript

Whitten (00:00:08):

Good afternoon everyone. Thank you for waving, Phil. So I know everyone can actually hear me. I appreciate it as well. We're just after 1:30, so we will get started. I will officially call this meeting to order, and so we'll start with the approval of the minutes from our meeting on Halloween. Do we have a motion for approval? I see a finger, Kevin's finger. Awesome. Do we have a second?

DeSawal (00:04:05):

This is Danielle. I'll second.

Whitten (00:04:07):

Very good, thank you. Any discussion, hearing and seeing none. Will all of those in favor signal by typing aye into the chat, any opposed signal by typing nay into the chat? It's quite a cumbersome process. Danielle, you're rocking that Christmas sweater today, by the way. Very good. All right. I assume that we're fine there and the minutes are approved. So we'll move to executive committee business and the next item on the agenda is the executive committee business. So we're going to hear from each of our three UFC co-chairs. Of course, Phil Goff from IUPUI, Colin Johnson from IU Bloomington, and Carolyn Schult from IU South Bend, who represents of course, all the regional campuses. Phil, will you go first please?

Goff (00:05:23):

Sure. Hi everyone. I have one matter pertaining to the UFC and then a couple of updates on Indianapolis. First, I've been working with Vice President Sue Sciame-Giesecke, Chris Foley and Mark Baer as they move toward a reset of IU Online. And we'll be hearing from Sue, I believe in the next UFC meeting. Behind the scenes, we're trying to consider ways to involve faculty more in the major decisions about IU Online. And since this is a university-wide matter, this falls under the UFC. I'm working on a couple of ideas that'll be taken to the executive committee and I wanted everyone to know I'm especially cognizant of the voice of the regional campuses in this conversation, and we'll be sure that they're deeply involved. With any luck, I hope we might have a proposal to vote on when we meet at the end of February. And turning to Indianapolis.

([00:06:13](#)):

The good news is that most of the tenure track faculty in computer science have secured positions in the IU Luddy School of Informatics, computing and Engineering here in Indy. It's big news here with this realignment. This is especially good news because all of them had been denied tenure in their home department in West Lafayette, so we're grateful to the IU administration's push to get this done, including the administration of the Luddy School to stand up a department in Indy. So quickly. As you might imagine, this leaves the students in the existing department that Purdue will administer in a difficult position, but I know that both sides are trying to figure out how these current IUPI students will be able to successfully complete their degrees in a timely manner. The bad news continues for our engineering and technology faculty, which I briefed you on previously. Last week faculty who are choosing to retire rather than transition received their agreements to sign. It includes a clause that states the employee will fully retire from employment and will not seek or accept a position in higher education in the future. For some choosing to retire early, this is of course problematic. No one knows what the future holds, but the IFC continues to fight the good fight as best we can for our longtime colleagues who mean so much to us both professionally and personally. Finally, and on a very high note yesterday, the faculty staff and students met with the great news that Dr. Latha Ramchand will be joining us as the inaugural chancellor of IU Indianapolis in February. I know President Whitten was as pleased and relieved as the rest of us to get this important matter settled so we can move forward as a campus. I also know that the president will likely discuss this hire in a moment, so I won't steal her thunder, but allow me to say this. I had the pleasure to serve on the search committee as I also served on the committee two years ago that came up empty. This year we had a multitude of strong candidates and I'm convinced we just landed a great person for this job. I appreciate President Whitten's sense of urgency and commitment to quality to get the right person in place as we transition to IU Indianapolis.

Whitten ([00:08:22](#)):

Great, thank you Phil. Colin, you're up next.

Johnson ([00:08:27](#)):

Just unmuting here. So hello everyone. It's lovely to see you. So first I'd like to begin just by I'm sure joining my colleagues and thanking everyone who is in attendance at this meeting today, regardless of which of IU's campuses you call home, I know this is a busy week for everyone, and although we always value your time, I think it's fair to say that we value it even more than usual at the tail end of what I'm sure was a busy semester for all of us. Since last reconvened, the Bloomington campus has continued to make steady progress in a range of initiatives related to the 2030 strategic plan. And again, I don't want to cut into President Whitten's time too much, but I'll just say by way of example, we have begun to receive substantive recommendations from a number of the working groups associated with the strategic plan implementation initiative, including some recommendations from the group that was tasked with rethinking Undergraduate advising.

([00:09:22](#)):

And these recommendations are currently being reviewed and discussed by a broad range of stakeholder groups. The process of receiving this kind of feedback is always time consuming. I think especially at Bloomington. It is a very large campus after all, but I'm confident that the input that the working groups will receive will improve the outcomes over the longer term. I'll say that I for one am very excited about the increased emphasis being placed on significance of routine high quality advising because I have long believed that this is one area where Bloomington's tendency to understand its priorities and way of functioning in terms of its status as a research intensive institution, a status that in

many, many other ways serves our undergraduates extraordinarily well, has sometimes shortchanged students. Indeed, those of you who know me know that I have argued for a long time now in various contexts that most undergraduates identify both socially and intellectually in very different ways than graduate students and faculty do. Majors and school affiliations are important to them of course, but not nearly as important as departmental or disciplinary affiliations are to those of us further along in our academic careers.

([00:10:29](#)):

And I would argue that to think otherwise is to fundamentally misunderstand where most of our students are during much of their undergraduate career. And certainly to advise students on the assumption that we are obliged only or even primarily to those who have chosen to declare majors in our area of scholarly expertise is to misunderstand what students need from us, really all of us as faculty, in order to succeed. So I'm very excited about this development and eager to see how the proposed changes currently being discussed will take shape in practice. I think our students will be very well served by them. The other issue that has been on many people's minds in Bloomington is surely the university's efforts to safeguard the crucially important mission of the Kinsey Institute. For those of you who haven't been following this matter closely, I'm happy to report that at its last meeting, the board of trustees decided to table a proposal to alter the structure of the institute in order to allow for greater input from various stakeholders including affiliated faculty who were originally afforded very little opportunity to provide such input.

([00:11:30](#)):

I think that was the prudent move on the trustees' part for multiple reasons, and I'm thankful to them. I'm also thankful to members of the university's administration, including President Whitten, for their willingness to slow that process down a bit in order to facilitate this very important conversation. And as I always say, the importance of these kinds of conversations, and I would argue the importance of shared governance as a process really is, it's not only that I think the outcomes are better even if the process is more cumbersome, but it is precisely the process that legitimates the hard decisions that institutions ultimately have to make. So it's crucial that that be allowed to happen. So I do think the outcome will be substantively better for this brief pause and it will certainly be more widely understood and supported by faculty and various stakeholders, and that has enormous value. So with that, I'll close my portion of these remarks by wishing everyone a restful and restorative winter break. I don't know your circumstances, but I am 100% sure that you deserve it.

Whitten ([00:12:31](#)):

Great. Thank you. Colin Carol?

Schult ([00:12:35](#)):

Hi, I'm sorry, my notes just disappeared because there's a notice about streaming or something. Okay, we're back. The RFC meets regularly with Sue Sciame-Giesecke and Mark Baer, the faculty fellow in her office this year, and we all met recently with Philemon Yebei to try to get some clarity on how the internal budget realignment and proposed UA tax increase and the new state appropriation metrics might affect our campuses. The state appropriation things don't look too bad, but the internal alignment, it's somewhat concerning the elimination of the distance education fees last year. While undoubtedly a good thing for our students nevertheless left holes in all of our budgets that are proving difficult to fill during these times of declining enrollment. So to increase the UA tax when we're still recovering from those cuts is going to be challenging when our budget margins are already razor thin.

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

As the internal changes progress, we want to urge all involved to make sure that the cost of these centralized services that we all use is shared in a fair and proportional way. We also just met this week to discuss the report from the regional Research Task force, which concluded its work last spring. The regional campuses embraced the Boyer model of scholarship that includes four types of research, the scholarship of discovery, scholarship of integration, scholarship of engagement, and scholarship of teaching and learning. We have scholars working in all four areas at all the regionals, which I highlighted at the last board of trustees meeting, the task force report included a long list of recommendations to support research in all its forms at the regionals to encourage collaboration between scholars at different campuses and to publicize the innovative and transformative work being done here. So we'll be working in the spring to begin to implement some of those recommendations and Vice President Mumper will be visiting each campus after the new year, and we're excited to share the amazing work our faculty and students are doing. So that's the news from the regionals.

Whitten ([00:14:30](#)):
Very good. Thank you for that. I am trying to figure out, I've never seen the message come up before about the content being shared with a third party. Is there someone on this call who is responsible for that and good with it?

Spendl ([00:14:47](#)):
Yes, President Whitten, it's being broadcast. That's the third party.

Whitten ([00:14:51](#)):
Got it. Okay. Thank you.

Spendl ([00:14:54](#)):
Thank you.

Whitten ([00:14:56](#)):
And thanks to our chairs for those great reports. We'll move on to the next item on the agenda, which is the presiding officer's report, which would be mine. And so I'll start by talking a little bit about IU 2030, an update on that, which was acknowledged by Colin. Thank you. Work continues of course on the implementation of our IU 2030 strategic plan. As you heard, at least on the Bloomington side, campus working groups and university administration leadership units meet as frequently as weekly, and they have monthly check-ins with project management folks from the president's office. Of course, they're addressing our three pillars. And our first pillar, as I know you all know very well, is student success. And so the office, the Vice President for Student Success continues to lead work that's involving the implementation of our new degree Pathway and Planning Student Success Technology.

([00:15:53](#)):
You might've heard of it, it's called Stellic. So the VPSS and UITS have submitted the technical requirements to Stellic and IU's program, if you will, it's instances being actively built. And this should be delivered by Stellic in late December. And so the draft implementation plan for the first three modules, which are degree audit, degree planning and scheduling tools, is actually being circulated for review and finalization. So the team is ready to actually begin building in January. And this timeline and additional resources are available on a public IU Stellic website that launched this week for any of you looking for a

new kind of website to check out. Critical stakeholders are being engaged, of course, and the phase one implementation and the project is still on target for initial implementation and university wide by the fall of 2024. Our student success team was recently selected to receive a two year, almost $2 million grant from the Indiana Commission for Higher Education ICHE to support 21st century scholars on all of our IU campuses, centers, as well as online.

([00:17:05](#)):

And so under this program, eligible students from low income families are going to receive a scholarship that pays up to a hundred percent of tuition at public Indiana universities. And the grant also provides 12 salary lines to support this critical group of students. And so we're grateful to ICHE, of course, for the support, which will be so meaningful for a lot of our students. And so in addition to this grant from ICHE, the regional campuses have also joined a comprehensive multi-year national initiative of the American Association of State Colleges and Universities ASCU you that will help close the equity gaps for black, Latin, indigenous and low-income students at IU. The Bill and Melinda Gates Foundation is actually the source that funds this initiative. And so the regional campuses will work with ask you to gather information and feedback that will reflect on the strengths and the challenges and the opportunities.

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

They will work to identify and prioritize root challenges to success for these students. They'll develop and implement strategies to achieve student success priorities, and of course they'll monitor and evaluate the outcomes of these strategies as well. So just some samples of great work that's being launched and underway under our first pillar. Under our second pillar, fostering excellence in research and creative activity, we're seeing indications that external support for IU research is on the rise, which is great news. For the first quarter of fiscal year 2024, total external sponsored award dollars grant dollars to IU were up over 19% and the total proposal dollar amount submitted by researchers and scholars at IU was up almost 45%. That's tremendous and impressive. The IU research team has recently hired a couple of new senior leaders, hopefully in Bloomington. Brea Perry is officially the associate Vice President and Vice Provost for research in Bloomington.

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

Chris Liu is the associate vice President for research and development. Nick Hammond is the associate Vice President for Innovation and commercialization. Ed Dallis Comentale is the assistant vice President for Arts and Humanities research. And Scott Michaels is the assistant vice president for Bloomington Centers and Core Facilities. And so all these leaders bring extensive experience that's really going to significantly benefit IU 2030 implementation as well. And then the third pillar service to the state. We're building on our research and teaching missions to advance this third pillar, improving the quality of life for all Hoosiers and enhancing our state's economic and cultural development. Last month we opened the first location for IU Innovates, a platform to support students and faculty across all of IU in initiating and growing startup ventures as well. So it'll be fun to watch that as it expands to our other campuses across IU as well.

([00:19:59](#)):

IU Indianapolis Update, we continue to see and build exciting momentum toward the formal launch of IU Indianapolis, which is now just a little over six months away, I believe. As mentioned by Phil on Monday we announced that Latha Ramchand who now serves as the provost at the University of Missouri is going to begin on February 12th as the inaugural chancellor of IU Indianapolis. Her expertise I think will accelerate our momentum at this critical time in the life of the campus. And I'm grateful for all the folks across the Indianapolis campus and beyond who participated very actively in that search process. We had excellent candidates, excellent finalists, and frankly really scored with having Latha

come in now to be the campus leader in Indianapolis. In addition to her time at Missouri as the provost, she actually was the dean of the school of business at the University of Houston.

(00:20:57):

And so has extensive experience working in an urban campus, particularly working externally with business and industry and others as well. She has a PhD from Northwestern and spent many years successfully as a finance professor and of course has a tenure home now in the Department of Finance in the Kelley School in the Indianapolis campus as well. She has just had great experience across a wide array of things, and most importantly, I should tell you all she is over the moon with excitement to come to Indianapolis, was so appreciative of the warmth that she experienced here and the genuine excitement for what it is that we're all seeking to do for our university. And so she starts February 12th, so she will be on campus very soon. The Higher Learning Commission, I'm still talking about updates from IU Indianapolis, the higher learning commission site visit for the change of control structure or organization application.

(00:21:52):

That's their language, not mine. And associated with the realignment actually took place last week and the application is on HLC's February agenda for formal approval. A few weeks ago, the Kelley School of Business announced the launch of the Kelley Indianapolis Business plus co-op amazing, awesome, innovative new program. The program's going to link students to the state's leading companies as students alternate between semesters where they'll spend their time in academic coursework and then semesters with full-time paid work with business industry and the state and their field. And so the program's going to equip students to graduate in four years as career ready professionals and provide the kind of engagement with industry partners that we really want to foster an IU in Indianapolis. And so we know this is just a tremendous and wonderful and innovative new degree and I'm really impressed with the faculty for designing and launching this in such a timely way.

(00:22:51):

And so as we plan for IU Indianapolis, of course we're mindful of just the amazingly rich assets of the city, not the least of which is a base of bright and innovative perspective students who want to go to college in their hometown. And so we announced a new program where students who graduate with a 3.0 from the Indianapolis Public Schools IPS, will have automatic admission into IU Indianapolis. And I will say even I was surprised at the extraordinary amount of attention and excitement that garnered across Indianapolis. People were really hungry for this. And of course it's heartening for me to see how excited so many people are to think about students from IPS coming to IU Indianapolis as well to go to college. Lemme me transition to faculty highlights for just a second. I highlighted, of course our research enterprise a minute ago, but we all know that it's driven by our talented faculty across the university who are really engaged in research and creative discovery that really improves lives.

(00:23:51):

And so one example, recent example is researchers at our school of medicine have received a five-year, $5 million grant from the National Institute of Health helping to end addiction long-term acronym being HEAL initiative to improve the accessibility and quality of care for adolescents experiencing opioid use disorder. And so this work at IU is going to be led by associate professor of psychiatry, Zachary Adams, professor of pediatrics, Matthew Altima and chair of the Department of Psychiatry, Leslie Omshorn. And their team really includes collaborators who are nationally known experts in adolescents addiction integrated care and stigma reduction. So I'm so proud that IU is a leading source of research in this field for the world. Assistant professor of astronomy, Sahu Wang in the College of Arts and Sciences at IU Bloomington recently received a grant of more than a half a million dollars from NASA to support his

research that centers on setting our solar system into the context of the galactic exploplantary census by leveraging a full range of advanced observations, dynamical simulations and theoretical insight.

([00:25:04](00:25:04)):

And so the grant's going to fund his study 3D geometrics of exoplanetary systems, which will use, I use high performance computing facilities and the high precision radical velocity exoplanet spectrometer that we have within our observatory. Of course, it sounds like something wonderful from a science fiction movie as well, but it is not it real and he's really doing a tremendous work as well. Let me turn to our regional campuses for just a minute and highlight a student from our regional campuses. And so we know our outstanding students are also engaged in research across all of our campuses under the guidance really of our talented faculty, but I want to call out Emily Edmonds, Philip Derickson and Michael Wichstic who are three students from IU South Bend. And they recently attended the joint meeting of the American Physical Society's Division of nuclear physics and the Physical Society of Japan on the big island of Hawaii.

([00:26:05](00:26:05)):

And their poster presentations really highlight their research that's conducted at the Nuclear astrophysics lab at the University of Notre Dame. And so their advisor in this work is Dr. Jerry Henfield, chancellor's Professor emeritus of Physics at IU South Bend. And so we know that engaging in undergraduate research for students, it's a requirement for graduation in the Department of Physics and astronomy at IU South Bend. So it's nice to see the faculty, if you will, reaching out to ensure that their students, particularly in the physics department, are getting such an amazing experience while they're in school. So with that, I will conclude my formal comments and I'll transition us to a few minutes that we have scheduled for a question comment. So these questions can be for me or for any of our co-chairs or really for anyone that's involved in the call today. We didn't receive any questions from faculty outside the UFC, so I'll just open the floor to any questions from UFC members for the 10 minutes that we have allocated on the agenda. So if anyone can help me watch for any hands, I would appreciate it.

([00:27:27](00:27:27)):

Let us have an awkward pause for a minute just to make sure we don't move too quickly in case someone has a question. I feel like, let's see, do I have any plans for the holiday? Is that the question that came in? That's an awesome question. Yes, absolutely. So for Christmas, I am actually sneaking up to the northeast to see my own parents and then all of my kids and grandkids are coming into Indiana for the new year. So a nice mix of things and trust me, I'm as excited as you guys are for the semester to end and the holidays to come. Thank you for asking. Although the only thing is once, if you guys have grown children and grandchildren, you understand that once they go, then you actually need a rest and a break from that as well. Well, I'm going to keep us moving along if that is okay. Appears that we have another questions for this time period. So we will move to the next item on our agenda, which is updates on the IU brand rollout I believe. And I think we've got Nancy Paton with us today. So I will turn the floor over to Nancy, our vice president and chief communications and marketing officer to present these exciting and important updates. Nancy, are you with us?

Paton ([00:29:00](00:29:00)):

I am. Thank you President Whitten for the introduction. Good afternoon everyone. It's wonderful to have an opportunity to spend a few minutes together this afternoon to share what is a very important and exciting strategic initiative. I'm going to go ahead and share my screen. I have a few PowerPoint present, PowerPoint presentation. Can you all see that? Are we good? Okay. Alright. I will go into my slideshow here. Give me one second. There we are. Okay, so it's great. Again, thank you for the

opportunity to spend 10 minutes with you all this afternoon. It's really a pleasure to see so many wonderful familiar, friendly faces and to meet so many new members of the faculty. I'm Nancy Paton, I'm the Chief communications marketing Officer. I've been here at IU for about 19 months. To tell you how excited I am to be here is I don't have enough words or enough time.

([00:30:02](#)):

I think this is an amazing university and I am so thrilled and excited to be able to share with you how we are going to and how we are launching forward to tell the amazing story of the work you're all doing, the entire faculty at IU, the advancements of our students, our research. We have so much rich impact to share with the world and that's what the brand strategy is really about today. And it's tell our IU story to the world in a way that's authentic and differentiating and aspirational. So when I came on board, as I said about 19 months ago, I met with so many wonderful people and there was one common theme that I heard from everyone and that is that many shared with me how we really have an opportunity here to tell our story a lot more widely and with pride, and I couldn't agree more.

([00:31:01](#)):

The national campaign that you're starting to see momentum gaining is really about amplifying the great work being done here at IU by our amazing faculty, staff, and students. We will no longer be what I hear from a lot of people, the best kept secret our entire country and the world in fact is hearing about IU and starting to take note of the work of all of us and the wonderful impact we're having here in Indiana and around the world. So let's talk real quickly about, we used the word brand in a really kind of a wide ranging definition, but suffice to say, technically a brand is not a tagline and it's not a logo or a mark, it's not a color and it's not even a marketing campaign. Those are aspects or communications outgrowths of a brand. In essence, what a brand truly is, is about who you are, what you do and why it matters.

([00:32:03](#)):

In essence, it's really the culture of an organization, the promise it makes to its students or its faculty or its state, and it's built by all of us. It's built by who we are and what we do and why it matters. And it really is foundational to the values of our organization, the culture, which we learned a lot about ourselves through this process. We conducted a very rich research approach to learning about the university, what makes us tick, learning about what we hold important, what our values are. And we learned that this organization, of course has excellent academics and research that's impacting the world, but there's some really unique traits to who we are, unique values. And that is we are unapologetically optimistic. We do not shy from challenge. In fact, we look at challenge as opportunity and we have this deep seated determination to make the future an even better place than it is today.

([00:33:17](#)):

And so we thought about all of those differentiating values and those really set forth what we are now going is our positioning statement, which is Bring on Tomorrow. Bring on Tomorrow is much more than just a sentence on a screen. It's serving as the positioning for the university of how we're telling our stories. The stories that President Whitten talked through about our success on so many aspects of IU 2030, the stories of the amazing students that find their way to unbridled success here at Indiana University and really embodies this sense of the exhilaration about what's to come and what we're creating to come. And so when we talk about Bring on Tomorrow, it really is talking about what all of you have shared with us as to who we are that makes us different and distinguishing amongst other higher ed institutions. So a brand strategy or brand story success is certainly about differentiating us, setting us apart, talking about how we're different and the impact we make.

([00:34:37](#)):

But in essence, it's also leaning into an organization strategic plan. We talk or for us, IU 2030. So in essence, our goals are also to help drive success in those key aspects, whether it's recruitment, retention of the highest caliber faculty and staff, whether it's increases in research and fundraising dollars, whether it's the growth of student enrollment and of course strengthening pride amongst all of us and our fellow faculty, students, alumni, staff in the state we serve. It's really about thinking about how do we externally generate national awareness of familiarity and reputation, which leads to these many things, but it's also internally and thinking about the brand strategy to bring people together, leveraging our powerful size and scale, but from an impactful standpoint and how do we celebrate the integration and what we do together as a university.

([00:35:45](#)):

So to accomplish these goals, we are telling the story of IU on numerous platforms. We are strategically telling a story on news sites such as The New York Times, the Washington Post, and the IBJ locally amplifying our communications efforts and sharing the amazing stories of our faculty researchers and students. We've also created a monthly email to higher education peers in it's called IU Features. And what we do with this email is we highlight numerous stories of advancement across Indiana University. It mails each month to a number of higher education influencers, presidents, provosts, deans, faculty in certain specific areas of specialization discipline around universities around the country. Today we've showcased our performing arts education, AI research, cybersecurity, and the recent announcement, our investments in microelectronics and technology. Again, this is meant to share the wonderful advancements of Indiana University and really positioned us amongst our peer group as an innovative, impactful, and leading research university.

([00:37:11](#)):

We've also updated, you may have seen this, we've also updated our web homepage the first week, which was just a few weeks ago that we launched the new storytelling platform, brand platform Bring on Tomorrow. We had 8,000 page views the first day our normal page views is 1700. So this has really garnered a lot of excitement and interest and continues our engagement with people around the world through our public platforms like our website continue to just grow by leaps and bounds. So we know that there's a lot of embracing of the way we're telling our story.

([00:37:49](#)):

Speaking of telling stories, I wanted to talk a little bit about the recent advancements we've been making and our focus on telling the stories of our faculty, our amazing IU faculty. And one of the things when I also learned through my first several months here and talking with many of you is that there's so much amazing scholarship and research and student impact strategies and initiatives underway that we thought that this is a great opportunity to really create what I'm considering think about when we think about more robust storytelling ecosystem and really putting the academic initiatives at the core of our storytelling enterprise. Many of you, we have been talking with faculty across the university about our ecosystem because it's so important that we create the relationships with all of you so we can unearth the stories, we can unearth the advancements, the differentiation, the distinctiveness, the impact.

([00:38:50](#)):

And so we wanted to share with you, we've been sharing around the university and that is we have three primary goals to our new ecosystem. That is to increase the productivity of our own storytelling efforts through IU News site, expanding our outreach to generate positive news coverage about IU that intentionally and I might say aggressively amplifying our content across social media. And more crucially, we're particularly focused on prioritizing stories and content aligned to IU 2030 objectives and key university priorities. The second goal is to ensure that we expand the volume of the stories we tell to

reflect the full range of our IU 2030 priorities, but also the priorities across various disciplines, whether that's the arts and humanities, AI, whatever the case may be. And this has wonderfully led to increasing collaboration with our communication partners across campuses and within schools. And then finally, we're strengthening the quality of our social media and multimedia content to show and not just tell, IU's impact and excellence.

(00:40:02):

So with the growth in our storytelling content, which is really the engine that's driving our brand strategy content, I mean these are integrated efforts and why this is so important that they are integrated. So we lift the National Pros distinctiveness building that and strengthening that reputation to achieve our goals. With the growth, we've had great growth in our storytelling content and I can tell you the stories we're telling about you and your colleagues and the impact you're all making has been really wonderfully embodied in stories of student success and opportunity research service to the state and beyond our media coverage. If you can tell it's up year over last year and it's going to continue to be a priority for us. Positioning all of you as thought leaders telling your stories, creating those opportunities with national media outlets is very important and impactful and opens doors to opportunities for our faculty for collaborations and research initiatives and also heightens the discipline and the scholarship and the expertise of our faculty.

(00:41:09):

We're really thrilled about the high level of content that has been created this year since just August. We've had, we call it pieces of coverage, but they're basically story 40,800 stories covered about IU, whether it's on social, in news media, it's global in nature, and includes all of the aspects that we talked about previously. And really we're focusing on increasing the quality of social media. That's an important visual storytelling channel, but it gives us a wide opportunity for us to tell all of your stories in a much more engaging manner sometimes than working through traditional formerly print now digital outlets. Our growth and engagement has been through the roof. It's increasing day after day, which means that we are creating new relationships with people that may never set foot on our campuses, but are growing in their awareness and understanding and reputation in high regard for Indiana University. I know I compacted a lot in a short amount of time, but I thought it was important to talk to you just about the various aspects that our brand campaign is taking through storytelling and the exciting new approach of bringing on tomorrow. And I'm happy to answer any questions anyone might have this afternoon.

Whitten (00:42:41):

Great, thank you. If you want to take your slides off, then we can see Big Nancy face again.

Paton (00:42:48):

Hold on. There we go. There we go.

Speaker 2 (00:42:51):

Thank you. Thank you for that, Nancy. You and your team have really done tremendous work getting so much attention. We're getting so much positive feedback as you all know, to compete in today's higher education realm, to position ourselves for all the things that we want to do and the people we want to recruit here, both students and faculty, et cetera. We got to tell our story and the work that you guys have done is great, and the tagline bring on tomorrow is fun and a lot of people are having a lot of fun with that as well. So thank you. I know you guys have been working on it for a long time and there's lots

more to come, so certainly happy to see if anybody can stump Nancy with a question. Ask Nancy a question.

Reck (00:43:37):

Nancy, there's a question in the chat. Sorry. So Rodrigo Perez from IUI, his audio is not working, so I'm going to ask it. Many of my students have expressed their concerns to me about how these changes are going to affect them. How are we approaching the task of educating them on navigating their new canvas experience?

Whitten (00:44:00):

I am not sure what that. Nancy, do you understand the question? I don't.

Paton (00:44:05):

No, I don't. Sorry. Yeah, I I'm not sure unless it has to do with, is it related to student success or one of the

Whitten (00:44:14):

Rodrigo, are you able to unmute yourself and talk a little bit?

Cohen (00:44:24):

I'm guessing the question is about the IUI changes.

Paton (00:44:28):

Oh.

Cohen (00:44:29):

So just maybe it came out at the wrong timing with the audio issues.

Paton (00:44:35):

Okay.

Whitten (00:44:38):

Thank you. Does anybody have a question about our marketing and communication and branding campaign for Nancy?

Cohen (00:44:45):

Kevin does.

Speaker 2 (00:44:46):

Okay, great. Thanks Kevin.

Paton (00:44:48):

Hi, Kevin.

Jones ([00:44:49](#)):

Hello. My question is about, with the wonderful work that you're doing, are students in any way involved in getting a chance to have some experience and learn from the success and also be able to then take what they've learned and kind of turn it into marketing for us?

Paton ([00:45:09](#)):

Yes. Oh my gosh, that's such a great question, Kevin. Thank you so much. It gives me an opportunity to talk about how we've engaged with our wonderful students. So when we first initiated the research to learn about who we are and what we do and how it's different students, were a key part of those research, those focus groups giving us input, sharing their experience, both I campus and also what made them choose IU, whether they were a regional campus or Indianapolis. So really learning a lot about their thought process before they came here, what their expectation was and then what their experience is. So we talk about a brand as being the experience that you provide, and our students were so impactful in those conversations with us so we understood. They also embodied what you see in the essence of Bring on Tomorrow, talk about a dynamic group of students we have across this university that never say never and have these big, bold dreams and how they're going to impact the world.

([00:46:13](#)):

So they saw them, they will see and are seeing themselves in this work. We've heard wonderful input from our students. They are so excited with what they've seen and how they're celebrated. And I can tell you in the very near future, lemme say everything we do, we will be featuring students in our storytelling efforts and faculty, IU people. That is a key philosophy of how we are approaching our work. So I think you'll be excited with what you're going to start seeing in the new year ahead as well. So thank you Kevin. Great question. And yes, always love to hear from students and their impact, and we always are talking to them on a regular basis as we are with staff and as we are with faculty. We had some brand workshops just a couple weeks ago because we're starting to work on tailoring and working with campuses on how we tailored and build out the brand strategy and their individualization. And so we heard a lot from staff and faculty just how excited and how much the approach is, really envelopes, how they look at themselves and how they believe the culture is.

Whitten ([00:47:31](#)):

I think part of Kevin's question was also about students having the opportunity to get experience internships or working actually with your team as well.

Paton ([00:47:39](#)):

Oh yes, thanks. Thank you for that President Whitten. I get so excited about talking about the strategy and yes, Kevin, we do, we hire in university communications and marketing interns in every aspect of our organization. So whether it's social media, the digital marketing, events and conferences, internal and external communications, it is. And in fact, we started what is being heralded as one of the first in higher ed marketing communications, a diversity internship program. So because we know that we need to make sure that we're building the talent pipeline for my profession that reflects the campuses that we serve, and we think we have an opportunity to influence that as well, which we're doing. Thank you.

Whitten ([00:48:33](#)):

Thanks. It looks like we've got some other hands up. I'm sorry, I can't tell the order that they came. So one is, I think it's Susan, I'm sorry, I'm trying to read your names in your little tiny square. Is it Susan, did you have a question?

Popham ([00:48:47](#)):

Yes, yes I do. Hi. Thanks Nancy for sharing with us today. My question is about to what extent are you marketing to or thinking about marketing to international students or at least beyond the borders, outside of our borders? To what extent is that going to happen?

Paton ([00:49:14](#)):

Yes, thank you, Susan. Fantastic question, and I'm happy to say it is in our planning for the first quarter of the new year. So we know that our distinctness in our international education, whether it's in the classroom, in the gateways, is really unique and impactful. And so yes, we're going to be talking about our expertise in that area in the first quarter of next year.

Whitten ([00:49:41](#)):

Chase.

McCoy ([00:49:45](#)):

Hi. Thanks. I was curious if you guys are going to update any of the design tools on the brand.iu.edu considering that we go out and present at conferences or other events. Will those be updated so that we can use those?

Paton ([00:50:00](#)):

Yes, yes. They will be Chase. I'm happy. Say we're working on and beginning to work on those tools now. And what I would anticipate is we're going to be starting with a host of tools that are geared toward presentation conferences, those type of opportunities, and then building into some more of the marketing communications templates. So yes, we will be building that out and we're also doing that partnership with each of the communicators in each of the decal units at each of the campuses. So thank you,

Whitten ([00:50:30](#)):

Colin.

Johnson ([00:50:33](#)):

So Nancy, I gather part of the point brand strategy is to kind of imbue the entire institution with a shared identity and to sort of elevate that, which I think is really important, but this is always the thing at IU, the campuses are all so different. We have different identities, we have different traditions, we have different things. So I'm wondering in what form and when there will be an opportunity for the individual campuses to start to tailor some of these messages in ways that will allow us to leverage what's unique about the campuses. I mean, we have little 500 at Bloomington. Nobody else is going to want to put out a story that says bring on the kneecap abrasions, but it would be appropriate for Bloomington. We look forward to it every spring. And so how is that going to work kind of logistically? I'm sure your office has an interest in controlling at least initially to some extent the coherence of the

message. But I assume there will be a stage where campuses and people on those campuses will have an opportunity to take control of some of those things.

Paton ([00:51:35](#)):

Absolutely. So I can tell you right now that from the ecosystem of storytelling that's already underway and has been underway, and I think that has been the lever to the success we've had is because we have been creating those relationships and telling those unique campus aspects, stories, culture impact. So that's already happening. So we've already been doing that. Moving forward on the brand strategy, the brand campaign, yes, as I was saying, we've had our Bloomington workshop, we've had our IU Indianapolis workshop, we've had our school of medicine workshop. The regional campuses will be coming forward in the beginning of the new year. So part of these workshops are twofold, number one, to talk about the strategy. Number two is start to discover and work on how we tailor this to the individual campuses, some of the unique aspects of each campus, and then providing with the templates and the tools, the message mapping, the guidance to the communicators to be able to do that. So thank you, Colin.

Whitten ([00:52:38](#)):

Great. That's all the hands that I see, Nancy. So thank you so much for joining us today and giving us an update. It's going to be fun in the coming months and years to see all the creative things we're going to be doing locally, across the state, across the country, and across the world as well. So great job. Thank you, thank you,

Paton ([00:52:56](#)):

Thank you. Thanks for the opportunity. I appreciate it. And look forward to spending more time together. Thank you.

Speaker 2 ([00:53:00](#)):

Okay, well bring on tomorrow, Nancy. Okay, next on our agenda is an update on student success. So I'd like to turn the floor over to Julie Payne-Kirchmeier, our VP for student success. Julie, are you going to magically appear now?

Payne-Kirchmeier ([00:53:14](#)):

I am magically appearing. I think when I talk, I magically appear, which is a little creepy. So we're just going to embrace this Zoom technology right now. And Colin, no matter what you say, I'm not going to embrace any abrasions. I can't. It's like a wellness and wellbeing thing, but I will support little 500. So like Nancy, I will go ahead and share my screens, make sure that that yep comes. Well, it might be the wrong screen share, so let's try that again. For some reason it doesn't like to share the right one sometimes, but one thing I will say is I really appreciate the time to be able, there we go, to update you all on where we are and also to share a little bit more about the student success technology, which I know is going to impact a lot of what we do, particularly around some of the initiatives that President Wenton shared at the beginning.

([00:54:02](#)):

So in the spirit of good teaching, I think it's important that we sort of start where we need to start, and that's the direction we're going to go. I will do a very quick grounding in our purpose and guiding principles. I know some of you have seen this before, others of you have not. And so I think it's

important we get on the same page. We'll talk a little about the OVPSS select priorities more at a high level, and then some of our select accomplishments to date. And really we're talking about since IU 2030 launched to now. Then we'll really get into a little bit more about how the sausage is made on the student success technology implementation in case there are questions. And then we'll have some time for question and discussion. In the slides that I provided, and I know Lana and David have them and can share them with you.

(00:54:44):

There are also some slides after the completion of this that go into a little more detail about what each module of the Student Success Technology will provide in case folks are interested in that. And we obviously can come and speak to whichever groups you would like us to speak to when it comes to that initiative. So as many of you know, this position did not exist really prior to August of 2022, which means the office didn't, and I will hopefully not from a self-serving frame, thank President Whitten for having the foresight to see that this position was needed. When we look across all of IU and we think about who's going to be in a space in multiple spaces to really continue to advocate and champion the needs of our students and their perspectives and our decisions. And so early on, we had a small group, and in the first six to nine months, we did a lot of reading, a lot of diving into research, into data campus visits, meetings with leaders, meetings with faculty, meetings with students in particular, to really try and figure out what we needed this office to be.

(00:55:42):

And what we ended up with is the purpose you see here, and it's twofold. You see this comprehensive home for the student success strategy, which makes sense. And also though this source of support and resources for the campus-based student success effort, no one office can do this across all of IU when it comes to student success. It takes a whole host of folks to really lean in and do the work and do it well. We talk a lot about being as leaders and collaborators and those champions, but all for the goals so that every student can thrive during their time at IU and beyond. We also identified six guiding principles. So everything that we do will come from this frame of being student centered, which shouldn't shock anybody. And in fact, I think you should be worried if you didn't see that as a guiding principle on our list.

(00:56:28):

But we'll also be equity-minded. We know that we need to look at the probably most vulnerable, historically marginalized student populations and start to frame our decisions from there because it really will result in a universally designed solution or approach or service for our campuses. One of our grad students likes to call this the curb cut theory of universal design, that while curb cuts were put in place for folks who are mobility impaired, it helps folks who are blind. It helps folks who have baby strollers. It helps folks who may be temporarily mobility impaired. And so you start to see that idea about centering need and then really creating something that's useful for far more folks. We'll be Research Grounded. You heard me talk about that already. We don't make this step up in a vacuum. There actually is relevant research and a lot from IU, quite frankly, around student success work.

(00:57:18):

But we'll also be data informed. We know we need to know about our own students before we start to apply any type of solutions or approaches. We'll be metric focused. We have lots of metrics outlined in IU 2030, whether they're campus-based or university-based. And we will have those ultimate outcomes of retention, persistence, graduation, post degree experiences, whether it's employability numbers, who's going to graduate school. But we'll also be looking at the metrics about things that really drive those outcomes. So sense of belonging. Colin talked a lot about IU Bloomington and academic advising.

There are components of academic advising that really drive success and completion for our students, but in all of this, we will be campus relevant. I appreciated the lens that was offered about how we make the branding campus relevant. We also need to make sure that our student success initiatives are campus relevant too, which is why we do a lot of this in partnership with our campuses.

([00:58:19](00:58:19)):

Basically, if we want to boil it down in a nutshell, what we say a lot on our campus visits and in meetings with people is we need to focus on holistic student support. So looking at that person in front of us as a whole human being and scaffolding around them, what it is that they need in partnership to be successful, not moving everything out of the way, helping them learn how to navigate, and creating a student-ready culture that is intentional and strategic in our approach and how we help students learn and engage with Indiana University so that every single student can thrive while they're with us, and then take those skills beyond so that they can thrive in their life. So with that, over this past year, we've really been looking at some key priorities, and here are the high level ones. We are looking at basic needs, access and management.

([00:59:09](00:59:09)):

We know that students cannot be successful if they don't have what they need. And that can be financial, it can be transportation, it can be emotional or wellbeing-related. It could be academic resources. And so we need to dive into that more deeply and figure out what it is that they need. We're looking obviously at Student Success Technology, and we'll talk about that a little bit more here in a few moments. We're looking into student mental and physical health initiatives. We have the student mental health initiative, our chief health officer, and the teams embedded on our campuses, our making really good progress in those spaces. But we're also seeing areas around access to health care, some health equity gaps that we also want to try and get our arms around student success, data analysis and visualizations. One of the things that we hear from campus partners is that IU tends to be data rich and information poor, and what they mean by that is we have all sorts of data around student success.

([01:00:02](01:00:02)):

We know we gather it, but how we put it together and how we put it, whether we analyze it or represent it, tends to be difficult to understand and challenging for decision-making. So we're starting our partnership now with and have been for a while with institutional analytics. We're looking at a guided pathway and interventions for enrollment and retention. What are student journeys with us, undergrad or grad? What are the things that they face most commonly that we can start with? What interventions do we need to have in place so that we really are supporting not just the front door of enrollment, but their retention and their success along the way? Looking at student-centered policy process and practice review. I know that's coming up in a lot of the IU 2030 pillar implementation plans, whether it's around academic probation, reentry, looking at things like what it means to either withdraw versus medical leave, really thinking about things more deeply so that we're supporting our students in those moments.

([01:00:59](01:00:59)):

Revenue generation, we know there's a finite amount of money that's available, but we also know that there are many elements around student success that foundations and donors and others really want to lean into and support. So how are we putting forward a strategy in partnership with the foundation and in partnership with our campuses to really lean into what revenue generation could look like. And then of course, that campus-based support for any IU 2030 pillar one implementation work. We're embedded in implementation teams. We're visiting our campuses to find out what other resources and support they need from us. And so some select accomplishments, I'll only highlight a couple. I know reading

slides isn't fun for folks. We continue to be the back of house for processing applications. You can see the numbers that are there, and I can tell you that that represents an 11% increase in applications and a 5% increase in the critical documents to support those.

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

So transcripts, fee waivers, recommendations in this time period, and we're supporting spring and fall 2024 enrollment. What this means for me is I'm cautiously optimistic about the early indicator, and that's where I'm going to go with that, but I appreciate the team that does this work. We'll talk more about Stellic, the president, and thank you President Whitten for highlighting the work with the Commission for Higher Education and securing that grant for college success Coaches, particularly focused on our 21st Century scholars. One of the things we're really looking at right now is the FAFSA simplification and the launch of the better FAFSA form, which I think some folks, you're hearing about this in the news. It will come out in December according to the federal government. I do realize it's December 12th now, but we continue to partner with our federal and state agency partners to make sure that everything is ready.

([01:02:45](#)):

I can say on IU side, we are ready to go messaging wise, system wise, we're just waiting on the information from them. Good news is that means every college and university is in the same boat, so we're working in partnership with them too. And then you heard conversation already about academic advising that work is happening in different ways on different campuses, and we're there to support partner and help lead some of those initiatives. And we talked a little bit already about some of the other components that are here. I'm going to pause for a second if there's any questions that folks may have just about that information before we move into student success technology or stoic.

Whitten ([01:03:35](#)):

Let's see. I'm looking in the chat. It looks like somebody posted something. I'm seeing if it's a question.

Jones ([01:03:42](#)):

That's me again.

Whitten ([01:03:44](#)):

Well, Kevin, you want to just say your question instead of me reading it?

Jones ([01:03:51](#)):

Yeah. Well, and I spelled Indianapolis wrong, so that's really good. Anyway, at IUPUI/IU Indianapolis, we have a consistent increase in underrepresented students, Latinos, African-Americans, et cetera. What work is underway to support the success of this growing number of students?

Payne-Kirchmeier ([01:04:12](#)):

Now, Kevin, it's a great question, and there are multiple efforts right now. One, and I think you heard this mentioned earlier, is expansion of really important support programs for students across our campuses. And I know you're mentioning IUPUI/IUI, but we've expanded the Groups program across all of our regional campuses. And when you think about sense of belonging, which is critically important for students from underrepresented or historically marginalized backgrounds, that's a really important initiative. We also know that some of our colleagues on regional campuses, and we see this work at

IUPUI/IUI as well are really leaning into either bridge programs or what those prep programs look like ahead of first day. So folks are not only prepared academically, but we're addressing issues around hidden curriculum, which particularly if you have an intersecting identity around underrepresented students and maybe a first generation status, that is something that really need to hit head on.

(01:05:10):

And in partnership with that we work with their families. We know if we're talking specifically around underrepresented students from more diverse, whether racially diverse backgrounds, family and community is critically important to their success. And so I think about some of our teams, like at IU Northwest, IUPUI does this really well. How are we not just having a family orientation program, but even before that with some of our K through 12 initiatives, engaging families from communities early enough so they not only see the value of higher education, but they understand how to navigate processes and how to support their students most effectively. So those are some of the ways that we're seeing. What we want to do though is find those that are best practice and how we help support to scale them up so that the benefit felt across all of IU. Does that help?

Jones (01:06:05):

Yes. Thank you.

Payne-Kirchmeier (01:06:06):

You bet. You bet. So I'll move on to student Success Technology. The one gift I can say is that it is a gift to have a president who understands a lot about this, even sometimes more I think, than I do and its need. So thank you President Whitten for outlining that at the beginning we'll root it in a quick definition that what is student success Technology? The term gets thrown around a lot, but when we look at it, we want to talk about it. This being a range of tools designed to enhance that educational experience, improve academic and co-curricular learning outcomes and support the overall success of our students. And so we keep our mind focused on what any solution that's brought forward can do and put it through those three filters. So here's what we know it will look like. So it'll be individualized and guided.

(01:06:54):

So it's yes, individualized for the student, but we know how we set it up matters to help nudge and encourage folks behind the scenes to make really good choices. It'll be effective for its intended purpose, scale for equity of experience, so all students have access to it. It's not a boutique program or a boutique access point, accessible and useful for our students, our staff, and our faculty, depending on how folks need to interact with it. And then integrated for seamless engagement. And the reason I put it that way is I think it's important, hold on a second. This thing likes to do this, to think about where our current state is. When we think about the degree audit advising transfer and registration modules, which is what we're addressing right now is that we have multiple different, IU developed homegrown systems, they do their job, but they're not integrated.

(01:07:45):

When they were developed, IU was at the cutting edge of this. There were not vented partners who did this well, but now our students want something different, right? I was telling somebody the other day, they want the Amazon experience, not the overwhelming approach of the Cheesecake Factory menu. And so we really need to lean in and come up with something that is less confusing and that is it'll avoid conflicting information and really eliminates the need to develop shadow systems or workarounds. So the one thing I want to share with you all is that students came to me in the spring and said, Hey, I need to talk to you about registration. And I'm like, okay, I'm new. I'm like six months in and they start

describing their experience to me and I can't make heads or tails of it. And so I asked them to show me what that looked like and when they were going online just to register for one semester's worth of courses, we had 7, 8, 9 different screens open at the same time.

(01:08:40):

And that's the interfaces with all those different modules that they needed to engage with to register. And so I said, okay, let's push that to the side because I couldn't follow that very well either. And I said, what do you want? And so we went to the whiteboard and we went to old school tech and came up with the solutions. I think one of the things that we always resonate with is don't show me stuff I can't take. Can we integrate info about all the courses? What can it tell us about what choice that we're making? The impact of me doing X is going to do what to my degree path? And so we then took that and paired it with some work that was already happening. We knew that we had discussions happening around potential vendor solutions as early as summer of 22. We had gone through an RFI in the fall.

(01:09:26):

The students came in and gave us their real world experience in the spring, and that sort of solidified us in saying we really need to move forward with a different approach. We identified funding through reallocation internally. This is simply just moving things around so that they are the most effective. And then in the spring and summer formal proposals were requested and reviewed and we involved over 400 members of our community in the selection. And that contract was signed on August 9th. So we are now in a contract with Stellic. These are the modules that we will have with Stellic. Audit is the background. I know you all know what that is. And so you talk about track and managing students' progress toward completions, it'll incorporate exceptions, catalog versions, double counting, all the things that trip students up. Pathways is the tool where students can go in and start to navigate what this looks like for them over the course of their career.

(01:10:17):

Schedule Builder lets them build their schedule in the platform. It interfaces with student information system on the backside and they can register from the platform itself. Advise allows our academic advisors to engage more seamlessly with our students, not just about course selection, but even about other areas of progress. And then Report lets the university and our leadership leverage the information they're getting to say, Hey, it looks like in a year and a half we're going to have a lot more people taking a particular course than they have this year. We may want to start staffing up for that or hiring faculty or instructors to get us to that space.

(01:10:59):

This is where we are in the process. The one on the left is really set up and this is what we've been doing since August 9th, and I think it's important we know that. We are now moving our little stars up at the top where we are in this timeline into the more public phase with build and communicate. You could see the different components that go into this test and refine and then launch and access with that. This may look confusing, but I'll explain it really quickly. This is our anticipated implementation timeline to be fully ready to go in December of 24, fall of 24. So the top pink area is our undergraduate audit planner timeframe. The bottom kind of beige color is the graduate audit planner timeline and you can see where each of the campuses falls into this approach. What this means is, let's say we'll take Columbus, and Kevin, I see you've got IUC right there next to your name.

(01:11:52):

We can take Columbus and say we're going to be ready to go on April 24, but we're going to work with the campuses to figure out when, while the build may be ready, what's the readiness for the campus?

When do we turn on Scheduler So we can launch Audit, Pathway and Scheduler at the same time, which means students can use it immediately. Then we will work on the implementation of the other modules with Advising, Reporting, and then a future module that's being developed right now around transfer and prospective students. So additional information, we have central resources to coordinate and execute a lot of this implementation effort with members of my team. We will work in partnership with the campuses though, and a lot of work has happened already. We have an implementation advisory board that works with us. We have key partners in the registrar's team and enrollment management team that are working with us.

([01:12:45](#)):

We will launch whole campuses at a time so that students don't have uneven experiences on their campuses. That's really important for us. Again, it gets to being that equity of experience for them. Graduate and undergraduate timeframes differ a little bit because of some of the complexities associated with graduate programs. We have meetings already set with graduate faculty council with the staff that work in those areas. They're also part of our implementation teams right now. We've launched a robust communication plan and the website actually for FAQs for Stellic is live today. And I will put that in the chat for you all if you want to look at it. And the tool is funded again through internal resource reallocation. So with that were to questions and discussion. And so I'll turn it back over to you, president Whitten for navigating.

Whitten ([01:13:35](#)):

Thank you. So Rachael Cohen jumped in and acknowledged how much of the services we actually need for our students, but also asked about the impact it might have on staff in terms of their work roles and potential job loss, et cetera, in terms of reassigning job responsibilities and tasks, et cetera.

([01:13:54](#)):

So would you comment on we will never have enough staff, what might,

Payne-Kirchmeier ([01:14:00](#)):

I'm really happy to do that. In fact, we were very intentional and Rachael, thank you for that question about working with our UTS partners in particular to ensure that we were redeploying the staff members in those spaces. So instead of them supporting the homegrown systems, we're training them and they are often on some of these implementation teams and they're on teams that are supporting either the vended solutions or other systems that needed more people involved. In some cases they may now be switched over to development, but this has been a very intentional process to ensure that that moves forward the way that it should and so that we can care for our people as well. They gave a lot of time to that initiative for sure. What we're hearing from the folks that are doing the student facing work though, particularly in enrollment, is that this is going to be really helpful for them and from our academic advisors.

([01:14:48](#)):

While we know that anytime there's change, it can be challenging. We get used to the systems we have and then we have to learn a new one. The excitement around it is that this can change the relationship for academic advising. It becomes less transactional because students actually have the tools that they need in one place and can be much more about centering that student and focusing in on what will they need to be successful, not just academically, but maybe even in other areas that the academic advisor may know about. So hopefully that helps.

Whitten ([01:15:21](#)):

Thank you. Kevin asked if there are any AI components associated with Stellic at this point?

Payne-Kirchmeier ([01:15:28](#)):

At this point there are some and we will call 'em plugins. We're continuing to evaluate those. We also know that we are evaluating some AI components not just with Stellic but with other tools that we want to develop around guided Pathway.

([01:15:42](#)):

So let's take for example, ideally for me, Kevin, what happens is the interface for a student doesn't look any different. They've got their IU app in front of them, there's something they can click on for registration, it takes them over to Stellic, but they're not having to log back in. It just feels seamless. And then there are nudges that can happen that potentially could be AI generated to really push and say, Hey, don't forget to do X, Y, and Z can also help students figure out what the next best choice might be for them. And then we expand it beyond degree pathway and we expand it beyond registration and scheduling. So it would be fun hearing about another year to come back and maybe even share some more about what we're looking at to leverage exactly what you're saying.

Whitten ([01:16:28](#)):

Thank you. I think Colin would like to ask his own question. Colin.

Johnson ([01:16:32](#)):

Well, I would just like to, I think Julie, one of the things with the implementation of any of these systems, especially when efficiency and utility is at the core of turning to them is they can do great things, but I think there's plenty of evidence historically that they also can sometimes have unintended consequences, which is to say you can make things so efficient. For example, when you talked about we don't want to show students courses they can't take, well, the value of that intellectually and educationally depends on how you're defining can't take or right, it's defined in terms of a major they declared when they were seniors in college when they were applying to school. And it weeds out anything that isn't in a degree program. You may essentially be weeding out the entire exploratory dimension of broad based liberal arts education. I'm sure you're aware of that.

([01:17:21](#)):

That's just one example, a kind of worst case scenario example. But there could be other potential unintended consequences to introducing forms of efficiency into the process that people aren't kind of accustomed to having to be critical with respect to or kind of thoughtful with respect to. Advising can do a lot to mitigate that. But I would just really encourage you as you're going through this implementation process, I'm sure you would do this anyway, but to be very mindful of keeping track of those unintended consequences if they start to develop. I think this body and the governance bodies on the campuses would love to know what you're seeing so that we can work with you to try to address 'em to make sure that we're getting the outcomes that we want broadly understood and not just kind of giving everything over to what may be a really efficient system on multiple levels, even when that's appealing to students. So I just put that out there.

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

That's a great point, Colin, and one of the things that we do talk about a lot, so I'm glad that you're seeing it or you're concerned about it. We're concerned about it because we know that we have to find

the right balance between technology solutions and efficiency. And still, again, going back to what you heard me say with holistic student support, really seeing that person as a whole human being. And you can't do that always through a technology platform. So I would say that while this implementation is going to be really great, it's going to answer a lot of questions and concerns that our students have, that our advisors have and that others have. It's not the silver bullet for student success, it's a major component, but we can't strip away all of the other supports. And then even Kevin asked the question and we were talking earlier about underrepresented student populations, this is indicative of we can't stop one at the expense of another.

([01:18:58](01:18:58)):

But yeah, I think it's great. We'll make sure, and I'll work with our implementation team to say let's keep track of these things as they come up or if there are questions about it and thoroughly vet them as we move through. So thanks for that.

Whitten ([01:19:11](01:19:11)):

Great, thank you Julie. Thank you so much for joining us today. We appreciate it. I think we are ready to move on to the next item on our agenda, which is an update on the university wide AI task force composition and process. I would ask you to note that this is an action item and we're going to endorse it by vote at the end of the discussion if you all are so inclined. So to present the action item, I'll turn the floor over to our three UFC co-chairs to speak in whatever order you guys feel appropriate.

Schult ([01:19:41](01:19:41)):

Okay, I'll be taking the lead on this. So let me share. Okay, so we last at UFC meeting, we passed the charge, we endorse the charge, which consists of these questions and I'm going to give you a moment to refresh yourself with these questions rather than me reading it to you. Moving on to the next three. I hope you all read as fast as I do. Okay, so we have put together a committee. We have faculty appointed members and president appointed members. The faculty appointed members are listed here. So Bloomington, Indianapolis each have two members and then the school of medicine and each of the regionals each have one member. The executive committee members recommended faculty and students from their campuses and the list was narrowed down by the faculty presidents. And so this is how we arrived at this list. Here are the president appointed members. We have folks from student life from UITS from the teaching center at Bloomington and also Institute for Engaged Learning at IUPUI. I will note that there are also three other teaching center directors from the faculty list. And so they're well represented as a former teaching center director myself. Yay team. So these are folks that are really, I think in good position to understand and help faculty understand the benefits and the problems with AI.

([01:22:09](01:22:09)):

Also including students. So we have an undergraduate and a graduate student. So the people that were on the list of potential members may be drawn into this process as working groups are formed. And so we are keeping those lists to include additional students and also other faculty and possibly staff members into the process as the committee moves forward. But this is how the steering committee is constituted. The timeline is ambitious. So the election of co-chairs will occur very soon after we endorse this committee. The meetings are set to begin in January, 2024. We need them to work fast so that the recommendations can be distributed to the appropriate UFC committees and the campuses for feedback. And we also have the chance then to approve any new policies or guidelines at the April 23rd

UFC meeting. So March 1st is the deadline in order to allow for us to have some possibility of action still this year. So that's only two months to do the work. Good luck. So any questions?

Whitten (01:23:28):

Any discussion or comments or question?

(01:23:40):

Okay, team, looks like you guys put together a good list of folks at this point. So why don't we move to a vote as there's no questions or discussion. So all those that are in favor of the composition of the AI task force and the process as Carolyn outlined above, could you please type aye? Yes into the chat and then any opposed, please type nay. Okay. It looks like the motion passes. Thank you Carolyn. Appreciate it. So next on the agenda is a proposal to employ the gender neutral term, excuse me, emerit. And so I'm going to once again ask that our three UFC co-chairs present this proposal and this is just a discussion item for today. There won't be any vote taking today.

Goff (01:25:04):

Yeah, I'm taking the lead on this, although I'll call Colin if we need any background on what's going on behind this. As you know, we're trying to move away, move toward more gender inclusive language and this is one of the things that has bubbled up from the faculty from various corners share just because a dead language person messaged to remind us, it's often confusing as you know when we're writing which one of these do we use, emeritus is a male faculty member, emerita is a female faculty member, plural is emeriti and that includes all male or a mixed gender group. And then emeritae all female group. The suggestions coming to us sort of circle around adding an option rather than everyone moving over to emerit, just making it an option so that those who have been using one term can continue to use do so if they want.

(01:26:08):

It does not place the male word as the default, which we often so often see and it's more gender inclusive. And so I want to open a discussion about this. The executive committee came down on making this an option, not forcing everyone into it but put it out as another option. But I think we also need to think about whether we default to emerit in our faculty documents like the constitution and bylaws and things like that rather than using gendered language we can move back to basically get away from gendered language that way and just be more inclusive. I don't know, Colin, can you maybe give a little bit more background on where this is coming from?

Johnson (01:26:59):

Sure. And I know I will say Carolyn can maybe speak to this as well. I know this has been happening kind of this discussion has been unfolding on other campuses as well. But we initiated, Bloomington initiated the question sort of in terms of pushing it up to the UFC level because we had received a communication from a retired faculty member who had become eligible for retired status emeritus status and had said basically I feel a bit constrained by the titles that are available and was wondering whether it would be possible to move or at least have the option to employ a gender neutral term understanding full well that the strictures traditionally of Latin grammar don't quite work that way. But also recognizing it's year 2023 and sort of being kind of forced into complicity with the form of gendered language that is kind of optional and honorific, but nonetheless sort of does not accord with their own identifications was a problem for them.

(01:27:59):

And so we referred the matter to our faculty affairs committee. The faculty affairs committee came back with a recommendation that the third option be added as an option for people who would like to avail themselves of it. But it was also understood, I think that titles ultimately the kind of grammar of titles and lexicon titles available to us as a university level matter and should be kind of standard in terms of the range of options and the nomenclature being used. So we referred it to the university faculty Council executive Committee for consideration. And I think, I don't want to misrepresent entirely. It wouldn't have ended up on the agenda if there hadn't been some agreements that it should be considered. And so it landed here. I will say just prior to this meeting, we received some feedback from the person on the Bloomington Faculty Council who represents retired faculty member, faculty members informing us that he had done a survey of our population of retired faculty.

([01:28:56](#)):

And according to him, he had received over a hundred responses and all of them were dead against this change. I actually found that extremely disturbing. I think I'm hoping that the reason that is the case is because there was some miscommunication about what the nature of the matter actually under consideration. I think we were all very much conscious of the fact that adding a third term as an option was kind of the most appropriate way to proceed. And I don't know if that was communicated to them, but I'm obliged as sort of a representative for my campus to let people know that apparently I, a sizable number of our emeriti faculty are opposed to this.

([01:29:43](#)):

And I don't share that opinion. But that's the feedback we've received. One other thing that came out of that discussion and then I'll stop is apparently the people who were surveyed were very upset about the fact that the current emeriti faculty had not been consulted on this, which is not true entirely, but more importantly felt that it was kind of uniquely their prerogative to weigh in on this, which I found stunning given the fact that we're all going to be retired at some point. And my understanding is that the people who currently hold that title don't have a monopoly on it any more than anybody else would, but they seem to believe that they did. So at the moment I'm a little annoyed with my colleagues, but that is the feedback we received thus far.

Goff ([01:30:34](#)):

As the president said, this is a discussion item, it's not an action item today, but we just want to hear from everyone and this is our constitutional legislative authority to what does it say to the creation and definition of academic ranks. And so this sort of title that is voted on by the board of trustees to actually become an emerit faculty. And I should say also in a little research I've done, I know that University of Wisconsin-Madison just moved to this direction as well so that it's in the official document of the university. They move away from gendered language, but I believe they still allow people to apply it as they want to. It is just another option for people personally. But your thoughts, Andrea, please.

Need ([01:31:29](#)):

Seems to me to make sense as an option. I can't really see people arguing with that. I guess maybe they would argue about the change of terminology as the default. Maybe that's the real rubbing point. I don't know. But I dunno, it seems like how could you argue against people having the option to use that term if they wanted to. As far as putting it in the documents, maybe we should just ask for more feedback with more information so that they know that we're not forcing them to choose that name.

Goff ([01:32:09](#)):

Yeah, I agree. Thank you.

Need ([01:32:11](#)):

Although I also agree with what Colin said about they can't, I mean they have no more interest in it than we do.

Goff ([01:32:27](#)):

Yeah, just reading Megan Palmer's comments there to play off Julie's comments early, this seems like a curb cut that can help many and hurt none. Tom.

Stucky ([01:32:40](#)):

And by the way, I'm not in any way espousing this point of view. I'm simply aware that there are folks who don't believe change is necessary. And I suspect that some of those folks who have had that title for a fairly lengthy period of time may not see it as necessary. I think it's the year 2023, so we should be only so patient with that resistance to change. I personally think that moving away from these gendered terms or maybe Latin altogether, just throwing it up.

Goff ([01:33:19](#)):

Thanks Tom. Rachel,

Cohen ([01:33:23](#)):

Just as the parliamentarian, I would ask if we agree to do this and we agree that we're going to use the gender neutral term for documents that this would be something we also agree falls under the executive committee can just update titles and committee names or other without having to vote on every change in every document in the constitution bylaws and policies. Because I don't think any of us want to actually sit through that.

Goff ([01:33:58](#)):

Good point. Thank you.

Cohen ([01:33:59](#)):

That would be my request.

Goff ([01:34:00](#)):

Yes. Excellent. Well seeing no more, if you have other comments on this, please write to Carolyn, Collin or me if you would. Thank you.

Whitten ([01:34:22](#)):

Thank you. If there aren't any further questions or comments, we'll move on to the next item, which is the new policy on employee relationships involving students. I would ask everyone to note that this is an action item and so there will be a vote at the end of the discussion. So to present the new policy, I will turn the floor over to Jenny, I'm sorry, Jennifer Kincaid, who is our Associate VP of Institutional Equity and Title ix and Lyn Zhang, the chair of the faculty affairs Committee. Jennifer and Lyn.

Kincaid ([01:34:56](#)):

Hi, thanks for having us back to be with you. I'll share my screen if you'll give me a sec. Okay. Well some of you may remember us from October and April, but just to refresh everyone's memory or if anyone wasn't here, work on this policy has been underway for more than four years, really about five years at this point since the topic came back up. The UFC convened a task force in 2019 and in 2021, that group completed a report on recommendations to revise the policy on consensual relationships. ACA 33. The report recommended changes to ACA 33 where that consensual relationship language has sat. Some of those were approved at the March, 2021 UFC meeting. And that report also recommended further work on a separate policy. And then ACA was updated again last spring, last year, the UFC Co-chairs with the support of campus academic leadership requested a second committee work on drafting a separate policy. We did that. And I certainly want to thank all of our faculty members. And Lyn Zheng is here today, Taylor Stuble that worked on that and is not letting me advance. Let me see if I can go.

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

Here we go. We discussed that drop policy at April, 2023 meeting made further revisions in the summer of 2023 based on feedback and what last year's faculty affairs committee recommended. Then this year's faculty affairs committee reviewed it again in September, suggested for the revisions which were made. The revised draft was discussed at the meeting in October. We made further revisions based on feedback. Those were reviewed then by the UFC Executive Committee, campus Faculty Council presidents, the UFC Faculty Affairs Committee, ALC executive Committee and University Human Resources. And still a few more revisions were made. So staff, faculty, students and administrators have continued to express support for the creation of standalone policy that clarifies the university's expectations for employees relationships with students. So here are these updates that we made since we last saw you. Language is added to the purpose and disclosures and exception process to clarify that the goal of the policy is to create transparency so that potential conflicts of interest can be adequately addressed. There's a lot of concern about the language around foreseeably could have professional responsibility. So that was changed to, might reasonably be expected to have maybe a more common phrase that people would understand. So that would be a little bit clearer. And then a definition for what professional responsibility for students looks like was added.

([01:38:19](#)):

And then after that first round, that second group looked at it and added another revision to clarify that yes, the policy does apply to preexisting relationships. Another revision to change the wording to make it clear that it's going to be an assessment to determine whether restructuring the responsibilities will address the conflict of interest. So it's not going to be automatic, and I think it was, that was the intent, but that language if possible, I guess there was some confusion on that. So that change was made and then the location where a management plan is maintained was updated from an employee's personnel file to a confidential file. And that would mirror the same way that we do accommodations and other things, not in the personnel file, but separately. And finally working with IUHR, the definitions for staff employees and who the principal administrator for staff employees, those are updated to current terminology. So that is the update on policy and I'm happy to take any questions.

Whitten ([01:39:41](#)):

I'm just looking for any hands or comments.

Popham ([01:39:47](#)):

Yeah, I just wanted to, I guess, congratulate you and thank you for your persistence on this. I mean, that's a long time to work on this policy and I really appreciate that you were able to take this on and do it and see it through. Thank you.

Whitten ([01:40:21](#)):

I don't see any other hands or comments, so we'll move to a vote. I would like to just personally add that this is an important topic, protecting our students. It's, at least to me, it's a deeply important topic and it's stunning to me that we allowed it to take four years. And I appreciate that. I'm not really fussing at anybody on this call because probably most of you weren't around or participating at that point, but it's, it's a curious statement about our priorities that we would let something take that long that is this important. I do want to acknowledge that it's come a long way and I'm grateful for all the work that's been done on it. I still remain somewhat disappointed. Every university I'm familiar with actually goes further, frankly, than this policy does. And so whether we accept it or not, and I appreciate we do need to move forward.

([01:41:16](#)):

I am going to ask our general counsel to review and make sure that we actually are in compliance both with Title IX and acceptable risk to the university as well. This is a topic that's near and dear to my heart. I've heard from too many students over the years that have concerns and problems with this issue at the university. So that is just a personal addition to the comment section of this. We can move on now to a vote. And so if everyone will go into the chat and vote either aye or nay to this policy.

([01:42:19](#)):

So Lana, are you saying that we have enough vote? It passes.

Spendl ([01:42:23](#)):

We do. We have enough. It passes.

Whitten ([01:42:25](#)):

Great. Thank you for, it's overwhelming to me to attempt to count, so I appreciate that. Very good. I think we've made it through everything on our agenda today. Congratulations to everyone. Thank you as always for your time and your service to the university and of course for your thoughtful discussion throughout today as we talked about various issues as well. I certainly also want to thank Lana and everyone that I helped organize and run this meeting today too. So I believe this is the special time in the meeting where I ask if anyone would like to make a motion to adjourn. Don't be shy.

Reck ([01:43:01](#)):

I make a motion to adjourn.

Whitten ([01:43:03](#)):

Thank you. How about a second?

Jones ([01:43:04](#)):

I second.

Whitten ([01:43:06](#)):

Very good. Thank you very much. The meeting is adjourned. Happy holidays, please everybody. Have a wonderful restful break. We'll see you next year.