

Graduate Affairs Committee Minutes

Date: February 23, 2016

Time: 1:30 p.m.

Location: UL 1126

Meeting called by: Dr. Janice Blum

Attendees:

Janice Blum (Chair), Margaret Adamek, Rafael Bahamonde, Randy Brutkiewicz, Susan Cauble, Gabriel Chu, Cristine Czachowski, Margie Ferguson, Maureen Harrington, Monica Henry, Youngbok Hong, Marjorie Hovde, Brian King, Karl MacDorman, Jennifer Mahoney, Brendan Maxcy, NaShara Mitchell, David Peters, Taylor Rhodes, Randall Roper, Kristy Sheeler, David Skalnik, Jody Sundt, Constantin Yiannoutsos; Staff: Dezra Despain

Guests: Dr. Sue Babich, Dr. Steven Lacey, Dr. Rachel Applegate

Minutes

Approval of the Minutes for January 26, 2016 - approved

Blum

IU Dean's Report

Wimbush

Not in attendance

Purdue University Report

Story

Not in attendance

Associate Dean's Report

Blum

Rachel Applegate was in attendance representing Graduate Faculty Counsel (GFC). The Academic Policies subcommittee is reviewing UGS policies outlined in the front section of the bulletin and making recommendations to Counsel for further discussion. Dr. Applegate feels a need to tap into the GAC for their insights into how she can better represent IUPUI when the subcommittee discusses policies that could affect our campus. For example, Bloomington has suggested making it mandatory that a student has to be present to defend and cannot conduct the defense via videoconferencing, however, the School of Nursing has used videoconferencing for some time. This would affect them as well as other programs on campus. It would be concerns such as these that Dr. Applegate would need to know about so that she can represent us well. As she gets information from the GFC to discuss, she will circulate them and would appreciate any input or suggestions.

Although the Graduate School Bulletin is followed by all IU campuses, each campus has their own specific governance. The IUPUI campus is responsible for all graduate and professional degree programs. In terms of progression, we follow the UGS bulletin for the UGS programs, and we follow the Purdue Handbook for the Purdue programs. We follow the guidance the professional schools provide for their programs as they also have accrediting organizations to which they must report.

There's a new initiative from the chancellor related to making this campus more welcoming. There are at least four different committees; welcoming to students, welcoming to alumni, welcoming to the community, and one other.

Another initiative focuses on diversity, however these efforts will be directed primarily on funding for the undergraduates. Please keep in mind, though, that the Graduate Office is committed to helping schools recruit and retain diverse students. We have limited funds that we can disburse, please contact us if you have questions or need help.

Assistant Dean's Report

Mitchell

We recently returned from the Council of Southern Graduate Schools (CSGS) Conference. We focused on the faculty perspective of mentoring, and how faculty can help mentor their students. We are part of the larger Council of Graduate Schools, but not a part of the CSGS so to be invited to their conference is an honor. They have invited us back next year.

The 2016 Assessment Institute will take place October 16-18, 2016. Please consider submitting a proposal by March 21. Topical areas that you might consider submitting proposals for include: community engagement,

ePortfolios, faculty development, global learning, graduate/graduate professional education, high impact practices, and student affairs programs and services.

We are preparing for an exchange with Oakwood University, Stillman College and Tuskegee University for March. Visits will include activities with faculty, staff and students.

Graduate and Professional Student Government

Rhodes

The newly proposed IUPUI graduate class ring won't be available until next year.

Application to the Elite 50 is now closed, and we're pleased to say that all 17 schools are represented. We are looking for people to help us now by sponsoring tables to the dinner. Faculty and staff are also welcome to purchase a ticket to attend the award ceremony and dinner on April 13th from 6-8pm.

The third cycle of the Graduate-Professional Educational Grants (GPEG) is over. The fourth cycle is open through March 21 with the awards being announced on March 28. Applicants can receive up to \$750 during this cycle as our fiscal year ends. One of the qualifications to receive funding is that the applicant's graduate program must have an active GPSG member.

Graduate Office Reports

Henry

Kyung Chong is the new graduate masters recorder for the Graduate Office. She has been the admission coordinator for the last seven months. As we look for someone to fill the admissions position, Kyung will be working 50/50. We hope to have a new admissions coordinator by the end of March.

The office hosted several personnel workshops on Feb 11 for both IU and Purdue. These workshops served as an information session for new employees, and as a refresher for existing employees.

The list of programs for the Midwest Student Exchange Program (MSEP) has been finalized. We tentatively have scheduled an information session for those program's participation for March 10th 3 – 4:30 p.m. It appears that the campus plan to post the MSEP reduction in tuition as an "award" could have student insurance ramifications. We are working with the campus to find a solution to this. Once this is resolved an invitation for the information session will be sent out to those participating.

[Update: The MSEP list of frequently asked questions and information on participating programs is listed on the Graduate Office website. The issue related to tuition charges has been resolved.](#)

Nominations for the Queener Award are due March 4th. Each school can nominate one doctoral student, one master's student or one professional degree student.

Committee Reports

Curriculum Subcommittee Report

O'Palka

Not in attendance. Dezra Despain mentioned that the next meeting is March 1 and subsequent meetings are April 1 and May 1.

Fellowship Subcommittee Report

Henry

The Block Grant proposal notices have gone out to the individual schools.

The next Fellowship Committee meeting is March 8 where we will review the University Fellowship nominees. We will also be reviewing the President's Diversity Initiative fellowships at the same time. A notice will go shortly after.

We will be reviewing the Travel Grant awards on Wednesday and the notices for those will be sent out shortly thereafter.

Graduate Recruitment Council Report

Mahoney

All of our 2016 events for prospective students have been scheduled and are on our website.

<http://graduate.iupui.edu/about/gradoffprogs/index.shtml>. Coming up is our first Getting into Graduate School Information Session on March 22, 2016 and Accelerate Acceptance: The Secrets of Graduate Admissions Speed Sessions on April 19, 2016. Our annual Recruiters Workshop, which all graduate program representatives are invited to, has not been scheduled yet but will take place in mid-May.

Program Review

Blum

- Proposal for new Doctoral Program in Global Health Leadership - approved
- Proposal for new MS in Product Stewardship – approved
- Get a letter of recommendation from SPEA & Kelley School of Business
- Curriculum change – MA in Public Relations - approved
- Curriculum change – MA in Sports Journalism - approved

Discussion

Diversity and Student Outcomes – The following link provides information on doctoral students' employment and earning based on UMETRICS project, which was published in the journal *Science* in 2015.

<http://science.sciencemag.org/content/350/6266/1367.full>

Attached to these minutes is an IUPUI Climate Survey (2014) provided by the Office of Diversity, Equity, and Inclusion. This survey is specific to IUPUI, and even though the date is 2014, many of the students are still on campus. The survey gives a profile of the respondents, including graduate and undergraduate. Also, the survey discusses the campus environment and bias/harassment/discrimination that graduates and undergraduates feel. Please share with your deans and faculty colleagues.

The other approach to a climate survey was to do a larger assessment across campuses. Included with these minutes is a diversity mapping report conducted by DEMA for the IUPUI campus. This survey was done by studying websites, where they looked for instances of diversity. The survey team also conducted a limited number of focus groups on each IU campus.

Commencement is at Lucas Oil Stadium. This is the first year it is being held there. Information can be found on the Alumni Office website <http://alumni.iupui.edu/commencement/>. The individual school ceremonies will be held on Saturday or on Sunday in the Convention Center.

Next Meeting and Adjournment (**March 22, 2016, 1:30 pm, UL 1126**)

IUPUI Climate Survey 2014
Institutional Research and Decision Support
Office of Diversity, Equity, and Inclusion

IUPUI Students

PURPOSE: To measure campus climate indicators in order to better understand faculty, staff, and students' experiences on the IUPUI campus

METHODS: Survey administered to census of faculty, staff, and current students in Fall 2014.

PROFILE OF RESPONDENTS:

	Undergraduate Students	Graduate Students	Faculty/Staff
Men	37%	41%	37%
Women	63%	59%	63%
White	72%	59%	75%
Black	9%	6%	9%
Latino	7%	5%	4%
Asian	5%	21%	6%
Other	7%	9%	5%
Non-Native U.S.	5%	26%	13%
Native U.S.	95%	74%	87%
LGBT	14%	10%	8%
Non-LGBT	86%	90%	92%
With Disability	5%	4%	5%
No Disability	95%	96%	95%
Christian	61%	48%	64%
Non-Christian Religious	7%	19%	7%
No Religious Affiliation	33%	34%	29%
Conservative	25%	17%	21%
Moderate	45%	39%	38%
Liberal	30%	44%	41%
n	2535	972	2884
Response rate	12%	16%	39%

- Women undergraduate students are slightly overrepresented in the survey results, while white graduate students are underrepresented.

- Undergraduate students are more likely to identify as Christian and less likely to be non-Christian religious than graduate students.

- Graduate students are less likely to be conservative politically and more likely to identify as liberal than undergraduates.

CAMPUS ENVIRONMENT:

Percentage who agree with...	Undergraduate students	Graduate students
I feel free to be myself at IUPUI	95%	94%
At IUPUI I sometimes fear speaking up for what I think	27%	25%
I feel safe on campus	85%	83%
There are a lot of people like me on campus	72%	73%
IUPUI's Multicultural Center is for people like me	43%	50%***
IUPUI has a commitment to diversity	96%	92%***
IUPUI places too much emphasis on diversity	28%	24%*
IUPUI has diverse faculty and staff	90%	83%***
IUPUI has a diverse student population	96%	90%***
IUPUI accurately reflects diversity in publications	89%	84%***
IUPUI has a lot of tension around diversity issues	13%	13%
It's difficult to find student opportunities at IUPUI	21%	24%
	N	2532
		972

* p<.05, ** p<.01, *** P<.001 for differences between undergraduate and graduate students

- The majority of IUPUI students feel free to be themselves, feel safe on campus, and believe that the campus has a commitment to diversity.
- Although the large majority of all students agree, undergraduates are more likely than graduate students to believe that IUPUI has diverse faculty, staff, and student populations.
- Campus environment indicators differ by demographic group.
 - All minority groups rate IUPUI's reflection of diversity in publications lower than their counterparts.
 - Asian students are significantly more likely than white students and other students of color to agree that it's difficult to find student opportunities at IUPUI.
 - Black students are significantly less likely than white students to agree that IUPUI has diverse faculty, staff, and students.
 - Students with disabilities, LGBT students and Latino students are less likely than their counterparts to agree that there are a lot of people like them on campus.
 - Women students are less likely to feel safe on campus – although the majority of women student still do report feeling safe on campus.
 - Students with disabilities are significantly more likely than their counterparts to agree that it's difficult to find student opportunities.

BIAS / HARASSMENT / DISCRIMINATION:

	Undergraduate Students	Graduate Students
SEX^{3a}		
Man	4.9% (n=916)	6.2% (n=386)
Woman	12.8% (n=1580)	10.8% (n=557)
RACE/ETHNICITY^{3c}		
White	5.0% (n=1736)	4.6% (n=538)
Non-white	17.2% (n=681)	20.7% (n=381)
CITIZENSHIP STATUS^{3c}		
American	0.9% (n=2165)	0.6% (n=619)
International	12.8% (n=329)	17.8% (n=321)
POLITICS^{3c}		
Conservative*	13.8% (n=607)	20.1% (n=159)
Moderate	5.5% (n=1105)	4.9% (n=367)
Liberal***	11.6% (n=750)	4.9% (n=409)
RELIGION^{3b}		
Christian	11.6% (n=1495)	10.7% (n=441)
Non-Christian Religious**	22.6% (n=164)	9.8% (n=174)
Non-Religious**	9.6% (n=806)	3.8% (n=318)
SEXUAL ORIENTATION^{3c}		
Sexual Minority	16.7% (n=329)	20.9% (n=91)
Heterosexual*	1.8% (n=2431)	0.5% (n=797)
GENDER IDENTITY^{3c}		
Transgender / Non-conforming	27.5% (n=51)	42.9% (n=7)
Cisgender / Gender conformant	1.4% (n=2433)	0.9% (n=924)

* p<.05, ** p<.01, *** P<.001 for differences between undergraduates and graduates

¹ p<.05, ² p<.01, ³ p<.001 for differences among undergraduate students

^a p<.05, ^b p<.01, ^c p<.001 for differences among graduate students

- If a respondent reported experiencing bias/harassment/discrimination regarding any status listed above, they were asked to describe one incident (n=179 for graduate students).
 - Gender
 - Sexual/street harassment (women)
 - Assumptions regarding women (women)
 - Race/ethnicity
 - Assumptions regarding quality of work and success (students of color)
 - Perception of discriminatory scholarships/access (white students)
 - Citizenship status
 - Difficulty obtaining on-campus employment and internships (international)
 - Sexual orientation/Gender identity
 - Name-calling/Jokes/Misgendering (LGBT students)
 - Backlash regarding inclusion (Non-LGBT students)
 - Ability status
 - Discouragement associated with accessing services (students with disabilities)
 - Age
 - Exclusion (older students)



UNDER EMBARGO UNTIL: 8:00 a.m. ET,
Tuesday, February 2, 2016

Diversity Mapping Report Indiana University-Purdue University Indianapolis (IUPUI)

A) What Was Done?

Over an eight-month period, Halualani & Associates examined all of IUPUI's diversity efforts across its entire campus (all divisions, programs, and units) that occurred from January 1, 2010 through October 1, 2015. We defined a diversity effort as "any activity or program that promotes the active appreciation of all campus members in terms of their backgrounds, identities and experiences, as constituted by gender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disability, regional origin, nationality, occupation and language, among others, as well as any activity or program that brings together any of these aspects."

B) What Was Found?

- **IUPUI demonstrates a strong and steady commitment to diversity and inclusion through its diversity actions that have been institutionalized.** IUPUI engaged in 1,570 active diversity efforts over the last five years. 69% (1094) of IUPUI's diversity efforts have been institutionalized by main divisional levels and in place over multiple years.
- **There is a high level of quality in the breadth and depth of IUPUI's diversity efforts.** 96% (1512) of these diversity efforts were centrally focused on and designed for the purpose of promoting and addressing diversity and inclusion. This quality level is impressive in comparison to comparable institutions across the country. The majority of the diversity efforts were categorized as: Events (61%, 950), Student Organizations (6%, 96), Mission Statements (4%, 70), and Student Recruitment (4%, 66), with the remaining efforts (25%) spread across 19 other types.
- According to Halualani & Associates's Diversity Change Order framework (which identifies the stage at which institutions are in terms of diversity strategic action), **IUPUI has clearly moved beyond declaring its commitment to diversity (1st order) into an action stage (2nd order) with regard to diversity and inclusion.** (This Diversity Change Order Sequence helps to locate a campus by way of its stance towards diversity: 1st Order = Declaration of a Commitment to Diversity; 2nd Order = Demonstrating a Commitment to Diversity Through Actions; 3rd Order = Engaging in Diversity Actions That Are Strategically Aligned, Repeated, and Assessed for Impact; 4th Order = Transforming the Campus Through Strategically Aligned Diversity Actions That Are Institutionalized and Making Demonstrative Impact on Multiple Campus Constituencies.) For example, 94% (1475) of IUPUI's diversity efforts are located in a second-order stage. From this,

we can see that IUPUI has strongly exerted itself to create a diverse student population and build a campus climate that is supportive and inclusive.

- **All of IUPUI's main divisions are active participants in its diversity efforts, with a notable finding that all of its academic schools have a diversity strategy in place.** Typically, we do not see such level of participation at other comparable universities around the country in terms of diversity efforts.
- **There is a culture of shared commitment to diversity among the divisional players at IUPUI.** IUPUI's Academic Affairs, Student Affairs, and the Office of Diversity, Equity & Inclusion have been the "heavy lifters" in IUPUI's diversity efforts in terms of carrying out 90% (1401) of IUPUI's diversity efforts. **It is important to note the Office of Diversity, Equity & Inclusion has amazingly helped to facilitate many of the diversity efforts of other divisions with a smaller infrastructure and compact set of resources.**
- **There was a lesser degree of collaborations and linkages across IUPUI's divisions.** 16% (251) of the diversity efforts were diversity effort collaborations among divisions, programs, and units. We typically prefer to see closer at least a minimum of 30-40% of diversity collaborations. The collaborations that were documented, were often shared between three programs or units. IUPUI's strategic plan may help create more alignment for more targeted collaborations.
- **IUPUI's past diversity efforts, however, did not always reveal a clear, distinctive diversity strategy that anchored the campus. However, this will be addressed through the diversity-related goals that are laid out in "Our Commitment to Indiana and Beyond: IUPUI Strategic Plan" (especially in the "Promote an Inclusive Campus Climate" Objective).** IUPUI has taken the critical steps of integrating diversity as a major goal area in its current strategic planning effort.
- **IUPUI does possess a unique mission as Indiana's urban research and academic health sciences campus that when tied to diversity, can provide a fresh and unprecedented take on diversity in a higher educational institution related to the health sciences professions.**
- **IUPUI is better positioned to carry out its diversity strategy given that all of its academic schools have a diversity framework and plan in place and that there is the "Our Commitment to Indiana and Beyond: IUPUI Strategic Plan" (and the "Promote an Inclusive Campus Climate" Objective).**
- **Diverse student recruitment is clearly a priority at IUPUI especially in the area of academic program outreach. However, there has been less attention paid to diverse faculty and staff recruitment.**
- **IUPUI's diversity efforts speak to the identities, experiences, and needs of specific diverse groups (historically underrepresented students, students of color, female students, female staff and faculty members, LGBTQ Plus campus members).** 82% (1293) of IUPUI's diversity efforts focus on individuated diverse groups in particular. However, many of these efforts are predominantly identity-

based student organizations as opposed to retention-graduation interventions for diverse students.

- **IUPUI has started to implement high-impact retention-graduation interventions customized for African American students and other historically underrepresented students but clearly needs to do more in this area.** Such a need is evident based on the current 6th year graduation rates of the 2008 cohort for full-time beginners and the specific, formal, and major retention-graduation initiatives (23) that we examined for the period under review.
- **IUPUI mostly defines diversity in terms of the following: Race/Ethnicity (23%, 1255), Gender (20%, 1117), Intersectionalities (17%, 969), and Socioeconomic Class (14%, 763). The incorporation of socioeconomic class stands out as a unique and important aspect of diversity to proffer learning on at IUPUI.** Taken together, these framings of diversity provide a more complex and multidimensional construction of diversity for IUPUI campus members. However, other important aspects such as political ideology, active duty/veterans, age, and generation, should be included and engaged at IUPUI “in and out of the classroom.”
- **IUPUI offers a rich assortment of diversity-related events that focus on perspective sharing and cultural difference. However, more could be done in terms of engaging power differences, privilege, structured inequalities, and intercultural justice as it relates to different groups, identities, and contexts.** Over the last five years, IUPUI has put on 950 diversity-related events and these events have mostly encouraged campus members to explore new diversity topics, compare others’ cultural viewpoints, and reflect on their own perspectives and identities and consider different ways of looking at the world and specific contexts. More needs to be done with regard to engaging campus members into difficult conversations around power differences, inequalities, and disparities (especially health-related) experienced by different groups and in various contexts, thereby reaching the higher levels of our DELTA (Diversity Engagement Learning Taxonomy Assessment) taxonomy.

C) What Should Be Our Next Steps?

As a result of our diversity mapping analysis, Halualani & Associates recommends the following next action steps:

Recommended Action Step	Target Population
1. Carry out the action goals and steps of the “Our Commitment to Indiana and Beyond: IUPUI Strategic Plan” (especially in terms of the “Promote an Inclusive Campus Climate” Objective). Make sure there are assessment and accountability mechanisms related to these diversity goals	All Campus Members
2. Align the main goal frameworks of the academic schools’ diversity strategic plans to the “Our Commitment to Indiana and Beyond: IUPUI Strategic Plan”	All Campus Members

Recommended Action Step	Target Population
3. Convene a town hall forum through which campus members can brainstorm the ways in which diversity connects to IUPUI's unique mission as a university.	All Campus Members
4. Expand the infrastructure of the Office of Diversity, Equity & Inclusion and its resources.	All Campus Members
5. Reflect on the ways in which IUPUI predominantly defines diversity (race/ethnicity, gender, intersectionalities, socioeconomic class) and incorporate neglected aspects such as political ideology, active duty/veterans, age, and generation. There should be continued emphasis on disability, sexual orientation, language, and regional origin.	All Campus Members
6. Conduct follow-up focus groups in relation to its recent campus climate findings in order to answer "How?," "To What Extent?," and "Why?" with regard to campus climate experiences.	All Campus Members
7. Create assessment mechanisms for all diversity-related efforts so as to create an impact/outcome-based culture.	All Campus Members
8. Design and implement more customized retention-graduation interventions that speak to the needs of specific diverse groups as informed by institutional outcome data.	Students
9. Move beyond a reliance on the usual diversifying faculty practices (search committee training, expanded advertising/outreach) to create more aggressive, high-impact strategies ("grow your own," interdisciplinary cluster hires, postdoctoral fellowship to tenure track post program).	Faculty Members
10. Examine the ways in which diversity is integrated across and within the undergraduate and graduate curriculum in order to determine the level of diversity learning and engagement provided to students	Students
11. For maximum diversity learning, explore ways to connect the diversity-related events to related academic courses, student learning objectives, assignments and student performance, and learning outcomes. We recommend the creation of a diversity passport program, or a co-curricular and curricular bundle of out-of-the classroom events and programs that are linked to academic courses and student learning objectives. These bundles can be incorporated into majors or programs of study.	Students
12. Create customized diversity efforts for staff and faculty members.	Staff; Faculty
13. Design a multi-stage diversity professional development program for all employees that highlight diversity skills, perspective, difference, and microaggressions. For faculty, such a program could include diversity pedagogical techniques and facilitating difficult conversations.	Staff; Faculty

Infographics will be shared and posted on the OVPDEMA website.