**Theme 1 Question:** How do we increase transparency, communication, and dialogue that is civil, respectful, and reasoned in all directions (admin-staff, admin-faculty, faculty-admin, etc.)?

- There's reports generating but location and access are confusing – help in clarifying
  - Yes!
- **FARS, monthly service reports, seem redundant**
  - And no, monthly reports do not help with FARS
- Trust that we can freely speak about concerns (Requires a feeling of empowerment on the part of faculty)
  - & safety
  - I feel safe. I wish more people were more outspoken about their concerns & more willing to take action. (You won’t NOT get promoted/tenure by speaking up)
- Transparency is compromised from “above” – outside IUPUC – by unexplained mandates from IUPUI, ICHI, state legislature – that we must somehow deal with - often without an existing mechanism - - -
- Administration: Watch punitive tone when talking to faculty. It feels like bullying, has a negative impact on the culture on campus, & shuts people down.
- Let faculty know when a program is being thought of/conceived so we can begin forming ideas and providing input early – not later
  - Yes
- We as The Faculty need to be more openly honest and critical of ourselves and each other in constructive ways without being “afraid.” We need to own our opinions.
- Be timely with information – No “emergencies” that require immediate attention.
- Agreement on tools used to communicate. (E.G. Wiki/Newsletters/Brown Bags)
  - Agree
- Will there be assessment of leadership? Need to highlight the good & bad.
- More transparency about workload (not all clinical or asst. prof. seems to have the same workload). Raises are very different handle too.
- Allow for longer timelines on initiatives. Do not suspect that faculty have bad intentions or are apathetic. A sincere and trusting approach to process will produce better results.
  - Need to trust the process of Committees & Senate
  - How?
- **Share w/fac the “taskforces” working behind the scenes & their missions.**
  - Task force accountability! Great!
  - Agree
- Remember that our core focus includes our students and member constituents we serve.
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- Are there channels of comm. That we can agree to use?
  - Need to understand all the tech – Weave, Sharepoint, etc. and what is where
- Senators need to do a better job sharing info. w/divisions – as do representatives on Committees.
  - Do meetings have a regular slot for this?
- What does Cabinet do? Maybe a 1 x semester or year brief summary?

**Theme 2 Questions: What are the most critical issues on which faculty input should be stronger and what mechanisms should be used to strengthen faculty voice?**

- Any decisions that have a direct impact on faculty (time, workload)
  - **Use town hall style meetings**
    - Yes!!
  - Feels like we have so much to do: teach, research, administration, etc.
  - Including weekend meetings
- All thing academic in nature should involve faculty input from the beginning
  - And should non-academic staff be involved (e.g., Student Live)?
    - A broad base of faculty needs to be represented – not just one faculty representing the whole faculty
- Strategic planning did and does include all entities – but maybe a faculty session for input as a body would be helpful
- Very important issues should be voted on besides the committees decision (where just a few are involved)
- What is the relationship between accomplishments in division strategic plans and resources allocated to divisions? How committed is the institution to timelines and goals identified? Are strategic plans divisionally-decided? (i.e., can the institution freely alter or discard divisional goals and timelines?)
- I don't know faculty outside my division
  - Yes, perhaps cross-division interest groups (service learning, research etc.)
  - So are more events needed, and if so, what kind? Social, academic, service?
  - Think across divisions – not just what affects one division’s students

- Workload policy
- Service Loads!!
- Service loads (★ units with few faculty)
  - 2nd
  - Yes
  - Particularly units with few faculty
- We need to be a partner in student success – not limited to academic
  - Yes! We do actually understand student success!
- Provide more time and opportunities for faculty to work together to provide feedback on initiatives

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Comment [7]: Anonymous:
This is a division issue. Some divisions handle this problem better than others. Divisions should have agendas for division meetings that include time for senate/committee updates.

Comment [8]: Anonymous:
We REALLY need to see minutes of the cabinet, period.

Comment [9]: Anonymous:
Cabinet should report on what they are doing and what they have done. This helps faculty and leads to more accountability and transparency.

Comment [10]: Anonymous:
But have a constructive forum. I liked Chalk Talk (no talking - writing!).

Comment [11]: Anonymous:
Division heads perhaps need to protect faculty more? I know it happens...

Anonymous:
Division heads and the admin needs to be more sensitive about the heavy and multifaceted demands of faculty life. Compared to our staff colleagues and administrative colleagues, we teach more, we research more, and we're doing increasingly more and more service than staff or administrators, when taking into consideration our other obligations-- teaching and research.

Comment [12]: Anonymous:
Faculty are often the front line of student success and retention. It seems like faculty are increasingly being left out of the decision making processes. The over...

Anonymous:
Student life is very important to our campus. It does seem that student life is isolated from faculty and often the students in the past faculty were a...

Comment [14]: Anonymous:
I thought this was the purpose of the faculty senate. What am I missing?

Comment [15]: Anonymous:
I was surprised that this got so much focus. I'm glad it did. Given the nature of IUPUC this is a real challenge. I think this st...
Theme 3 Questions: From a faculty perspective (as a body of faculty), what is the vision/goal of the university? What support do faculty need to help them be a stronger force in attaining the vision?

- Is this a research university or a teaching school?
  - Can we be both?
- Question is tellingly ambiguous: is our identity “university” (IU) or “campus” (IUPUC)?
- Faculty don’t feel a lot of support for research activities
  - What support would help?
    - We need a research support center – CTL? Maybe?
    - A dedicated research staff and space
    - Time release for research projects
    - Campus research office
    - Faculty training sessions
    - Research grant for summer research
- Faculty need staff support.
- Faculty roles versus staff roles need clarified
  - Versus admin roles
    - Yes
- From an adjunct perspective, what role would the university see us play? How should that be communicated?
  - We need the number of fulltime faculty to increase in order to support our goal of growing both enrollment and # of programs offered
    - Agreed
    - How do we fund this?
- We need to understand our students better – their lives off campus and be honest about the makeup of our student body in this regard. How do we meet them where they really are and how do we help many of them excel in spite of complicated and difficult circumstances?
- Given research expectations, can we/do we truly support advancements of faculty in their research? Is there true support in time, $ (flexible, not just travel), space? Also what about service load? Not a big part of P&T, but something we all do to make our campus thrive.
- We are changing so fast we have lost focus. Ask 10 people on campus. Each will answer differently → stay the course for awhile
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- 1st Higher Ed. choice in Central Indiana.
  - How can we as a faculty communicate the mission to the community? We are more than just eventually 3000 students. We offer a good quality education for non-traditional students.
  - Yes, be well-positioned to be responsive to the initial and continuing ed. needs in the area.
- The need for advocacy – (IUPUC as Satellite campus? Or as a regional campus?)
  - Is there infrastructure to make this work without raising teaching loads?
    I believe in push for online learning. This is really evolving. How can we provide such an important role in this community so that we transcend the counter direction of this new reality? Of course I think online offerings will be important in this vision.

- Initiatives → Resources
  - Support
Above, we are told there is no need to fear reprisal. Yet, a common theme is that faculty don't feel comfortable speaking up to the administration. How can we change this culture?

From a faculty experience, it seems like decisions are made behind closed doors by leaders who tend to be idealistic, then faculty are pushed into complying with unrealistic and expected to do what is needed to "just make it work". It is frustrating and increases the divide between administration and faculty.

Agreed. Faculty should be told of upcoming developments. Further, campus leadership needs to put more time into assisting faculty in development of the ideas that are often dumped in the faculties lap. Examples: SLOs, Summer Success and/or Bridge, graduation and retention efforts, etc.

This gets lost much too often in the discussion. Our decisions should be guided by what is best for the students, not necessarily Only what is the most profitable, what will get us to an arbitrary goal, etc. In theory, doing what is best for our students should get us on the same page. Let's work with the assumption that administration is here to do what is best for the students, that the staff is here to do what is best for the students, and that the faculty is here to do what is best for students. We all need to be reminded of this. Often.

Research should be supported because stronger researchers make stronger teachers. Staff should be supported because a strong staff creates a better working environment for students. Administration should choose to pursue and invest in activities that benefit the long-term growth of...

Faculty are often the front line of student success and retention. It seems like faculty are increasingly being left out of the decision making processes. The overall goal of 3000 students seems to over ride careful selection and placement of students. When students are admitted to IUPUC who would be best placed at IVYTECH, it is the faculty & staff who bear the weight of these decisions by spending extra time and resources to help these students succeed.

Student life is very important to our campus. It does seem that student life is isolated from faculty and often the students. In the past faculty were a very important part of
student life. Now we almost seem to be discouraged from participating. It seems as if faculty ideas and suggestions are not welcomed.

Anonymous:
In recent years, faculty have been told they do (and should) play a minimal role in student life.

This frustrates more than the faculty - students are frustrated, too.

Anonymous:
Unfortunately, with the ramping up of service loads and higher expectations of teaching, faculty have precious less time for important work like student life. Something has to give.

Anonymous:
I was surprised that this got so much focus. I'm glad it did. Given the nature of IUPUC this is a real challenge. I think this starts in divisions ... but maybe we need more cross-divisional social events.

Anonymous:
If they ever existed, they need to come back. Successful businesses do not exempt leadership from evaluation.

Anonymous:
It would be helpful to know there is a way for faculty to air their concerns at a level above our current administration. While this may seem a call for help, this may help faculty feel they are important and their feedback is at least taken into consideration.

Anonymous:
What is meant by "a level above our current administration?" IUPUI?

Anonymous:
If administrators serve faculty and students (in part), then they need to be held accountable. Faculty are evaluated by students AND their supervisors, and those reports can be reviewed by their supervisors' supervisors. IUPUC administrators are not able (currently) to receive feedback from faculty in a fair and anonymous way. It does seem to be that the supervisors of the administrators do need to see these reports--otherwise, where's the accountability?

Anonymous:
I agree there needs to be evaluation of IUPUC administrators/supervisors in a fair and anonymous way, but who are the supervisors of the administrators? The VC & D? IUPUI? Executive Committee?

Anonymous:
Tenure-track faculty have a 1 course release to do research a year. So 5/6 of our year is teaching (not counting service) and 1/6 is research. That boils down to less than 1 day a week. It's difficult to keep a research agenda going on less than 1 day a week.
Anonymous:
Uh, yeah!

Anonymous:
We can be whatever we want. Importantly, we need to invest the resources in the areas we deem important. If we claim research as a strength, where are the investments, incentives, and facilities? If we claim to focus on teaching excellence, are we investing in classroom space adequately? classroom technology? How are we investing in classroom creativity and innovation? If we want to be both, that seems to require investments in both areas in terms of space, money, time, etc. We can want to be anything. It will probably be more helpful to put some real resources behind our desires.

Page 3: [10] Comment [23]
Anonymous:
We need adjunct faculty but with many responsibilities it is difficult to manage the needs and respond to our adjunct faculty. We need additional administrative support to make sure our adjuncts can provide a quality product and for our adjunct faculty to feel their needs are met.

Anonymous:
Sounds like a nice idea, but will we just end up with another task force that has no accountability?