

Faculty Organization Executive Committee Meeting
October 2, 2020
12:00-2:00pm
Online via Zoom
Minutes

In Attendance: Mark Baer (President), Bill Allegrezza (Vice President), Harold Olivey (UFC Rep), Monica Solinas-Saunders (UFC Rep), Bill Dorin (COAS), Axel Schulze-Halberg (COAS), Brian O’Camb (COAS), Vesna Balac (CHHS), Marshelia Harris (CHHS), Alicia Wright (SOA), Sharon Pratt (SOE), Scott Hudnall (Library), Jen Fisher (At Large), Linda Galocy (At Large), Susan Zinner (Past President), David Parnell (Secretary)

1. Called to order at 12:01pm.
2. Approval of minutes: September 4, 2020
 - a. Approved without amendment.
3. Old Business – Mark Baer, President
 - a. Welcome New Members: Newly elected members are Monica Solinas-Saunders (UFC Rep), Linda Galocy (At Large), and Jen Fisher (At Large). The whole committee introduced themselves. Mark reiterated the purpose of Executive Committee: to interface with the administration on behalf of the faculty (meeting with the Chancellor and EVCAA each month) and to curate the agenda for Faculty Organization meetings. The Executive Committee reviews proposals from committees or super committees before they proceed to the Faculty Organization. Faculty Comment: Some faculty might feel intimidated if their issue is not brought up by Executive Committee and they may not feel able to bring up their issue in New Business; perhaps we could emphasize that New Business is available to all faculty regardless of whether they go through Executive Committee or not. Mark: New issues that come from faculty have a variety of avenues they could travel: they can submit their idea or issue through the form on the Faculty Organization website, or they can speak with an Executive Committee member. The answer for an issue will never be that the whole Faculty Organization discusses that issue without it going to a committee first. I am happy to hear from other members of the committee if they feel like this should be different. Faculty Comment: I am not saying there should be a change, just a reminder of the process and how the faculty can be heard. Faculty Comment: I feel like people used to speak more in “New Business” when we met in person than now when we meet in Zoom. Mark: I think we need to establish a track record and get people comfortable with the process on Zoom. The intention of this structure is not for anything to get squelched, but to streamline the process of discussion, so if you feel like something got overlooked, please bring it up.
 - b. UFC Report on meeting of September 29th:

- i. Sustainability Initiative: This got started in the spring and is still ongoing. Someone in the meeting said that IUN was the only campus that did not have a sustainability office, but Mark corrected this and said it was not true and that Erin Argyilan is heading up our sustainability response and that she got approval to create an office for it. She will be working with Facilities.
- ii. Diversity on the FAR: This issue is being looked at across campuses. There is a “diversity checkbox” for all activities submitted to the Faculty Annual Report, which is a minimal way of keeping track of this, and an unfortunate one. There is some discussion about how to represent faculty’s work on this issue. If anything comes of this, Mark will send it to the Faculty Affairs super committee.
- iii. Consensual Relationships Task Force: This task force exists but has not yet produced any work. Mark will keep us updated.
- iv. Student Evaluations in 20/21: The UFC Faculty Affairs committee has been activated for this year and Jennifer Greenburg will represent IUN on this group. They will start meeting within the next month to discuss the issue of student evaluations across campuses. There is a separate topic of concern about whether there should be an official statement about the use of student evaluations from spring 2020 and fall 2021 in tenure dossiers because of the special circumstances. I would be interested in hearing your opinions about this. Faculty Comment: I think it should be at the election of the faculty member. Faculty Comment: My biggest concern are brand new hires. My gut says to keep them out. Faculty Comment: The library has had fewer classes on how to use it this semester, but that doesn’t mean we are doing a poor job. Faculty Comment: Why can’t each candidate just put a note on their tenure dossiers to alert the committee about this? Committees look at improvement. People should make comments in their file. Faculty Comment: That leaves it open to the interpretation of P&T Committee members. How do they take it into consideration? Faculty Comment: The positive part of the tenure process is that it is up to the faculty and we have the ability to interpret that information as colleagues of the candidates. I am in favor of allowing the committee to interpret. Faculty Comment: Yes, I am too. When going up for promotion there are evaluations from many semesters, so I think the committee will not focus on that one single semester. Faculty Comment: Hopefully the department chair/director writing a letter for the candidate will also make mention of the unusual circumstances of these semesters when they write their letter, which is also considered by the tenure committee. Faculty Comment: This issue has the potential to carry on to the next academic school year. Faculty Comment: If I were serving on a tenure committee, I would be very receptive to issues from last spring or even this fall, but I would expect as we move forward that these issues will be addressed.

4. Ken Iwama, Chancellor

- a. Emergency Protocols: There was an email that went out on Monday this week about a potential natural gas leak in Moraine. A pilot light in the kitchen went out there. Whenever a pilot light goes out, a little bit of gas leaks out, and that built up until someone could smell it. The fire department settled the problem. Next week I am going to be dissecting how emergency information disseminates to the campus and to me. Even before the email goes out to the entire campus I would like to make sure that I am notified. I want to avoid the situation where the faculty have a void of information about a pending emergency on campus, so I would like to notify Mark who could notify you before you start receiving a flood of emergency calls. There has to be a way to get out information so people can put emergencies in context. My goal is to get information to you as soon as possible so that you can make informed decisions. Faculty Comment: I was teaching and logged into my computer and we got the message in bright red right in the middle of the screen. So I think it might be a good idea to remind faculty to log into the classroom computer when they teach on campus so they can get notified more quickly. Faculty Comment: The notification worked perfectly for me. I was able to warn students to stay home and do class on Zoom. Chancellor: I am glad to hear this. Health and safety is the priority. I told the police chief not to stop evacuations on my account, but that I would like to know the information sometime between evacuations and when the notification email goes out.
- b. Enrollment: Fall 2020 was critical and none of us knew what to expect. Across IU we have 30-50% decrease in applications at this point of the year. Part of our success for Fall 2020 was our ability to coordinate applications before the shutdowns in the Spring. But 2021 is a little different now, and we are looking to try to find out what is the cause of the application decrease this year. Anecdotally we are hearing that everything is kind of slowing down in the high schools. Guidance counselors would normally be dealing with graduating seniors in September and helping them with college selection, but it is October and they have not done that yet. IUN staff are also not being allowed into high schools this year, which is slowing down our outreach. All college events are slowing down or being canceled. Admissions and recruitment is pivoting and trying to figure out how to best engage with prospective students. We are concerned that there is misunderstanding among prospective students about the amount of engagement they would get from online learning at IUN, because high school students who are online now or last spring are getting much less engagement than IUN students get.
- c. Economy: Normally in an economic downturn there are enrollment increases. Individuals are displaced from jobs and go back to college as continuing education adults. But we are not seeing that right now. It is hard to draw conclusions, then, about what is going to happen. Will we have the same enrollment outcomes, better enrollment outcomes, or deep concern about the number of applications? We do not know yet. We are not just sitting back and lamenting. We are starting a strategic enrollment management committee, which is probably similar to the student success group that hasn't met since spring. We have great people doing great initiatives within their respective areas but we need

to coordinate those areas in a non-episodic and more sustainable way. For example, student scholarships, which can be sourced from many areas, but we need everyone at the table to see how to drive them on a macro level to maximize enrollment and student need. We will seek high impact practices as well as grab low hanging fruit. This is coming sooner rather than later because I see the urgency in it. I have asked Vicki to speak with Mark about whether there are any gaps in faculty representation on this. It's not about creating work but sourcing out the work already being done that maybe admissions or recruiting are not aware of.

- d. COVID: I was blown away by the Restart Committee yesterday and the conversations that occurred about how to deliver instructions to our students and how faculty are pivoting and thinking about new ways and challenging previous preconceptions about what is good for our students. I just have to give incredible credit to our faculty for these discussions. Mitigation testing is working. We had one positive test result, which shows that the test is working. The person who tested positive was asymptomatic. IUN is running 0.2% positive on the mitigation testing. I still don't know what to make of it. I am trying to be responsible about how I respond to these testing numbers. I am anticipating more positive cases as we move forward. When we find out about it, you will find out about it. Between November and February, it will kind of be "fall lite" and the access you have to campus now will probably continue with the only difference being that students will not be on campus. I will be listening to recommendations from Facilities and Academic Affairs. We will try to be giving access without having classes on campus.
- e. Rumors: I heard that there were rumors that health premiums would double for employees because of COVID, but I just want to squash those rumors and tell you that this is not true.
- f. Faculty Comment: Thank you for advocating for faculty access. Even if access is limited to certain days, faculty will appreciate it as long as they know the rules. Chancellor: Thank you. We want to avoid a situation that is overly burdensome, such as asking the chair or dean for permission. I want to also thank faculty who have shared about loneliness on campus. We are going to try to have some get-togethers on campus in a limited way, so that we can engage from a distance but also not reach the density that we are supposed to avoid. Perhaps a grab-and-go luncheon. We are seeking ideas that you can give to us for events like this. Especially heading toward November we want to help the faculty, as we know that the holidays can lead to people feeling more isolated and higher rates of depression. Please give us your ideas about anything that could help you or your colleagues.
- g. Antiracist initiative: IU is moving forward about this. IU voted to remove the name Jordan from various buildings because former IU President Jordan had inappropriate views. This process is also occurring on our campus.
- h. Chief of Staff: Amy Diaz was selected for the Chief of Staff position. She is from DePaul College of Business. She is starting October 19th.

- i. Faculty Question: Will we be filling the facilities position? Chancellor: Yes, it will be Executive Director of Facilities. Michelle Dickerson is running this search and I expect to have an update from her this afternoon.
5. Vicki Roman-Lagunas, EVCAA
 - a. The EVCAA was not available today due to a conflict. She is serving on the search committee for the EVCAA at South Bend. They have interviews today.
6. Old Business – Mark Baer, President (continued)
 - a. Questions from the Chancellor’s presentation? Faculty Question: What is the Chief of Staff position? Answer: Kathy Malone is retiring and the chancellor is transitioning her position into one called Chief of Staff. About half of IU campuses have one of these. There is no increase in the budget line for this position. Executive Committee members participated in the search process for this position. Faculty Comment: There is a new search for an IU President and I was troubled by how poor the representation from the regionals was on this search committee. Only 2 or 3 out of nearly 35 people were from the regionals. I want to see that we are not shoved to the background. This is already in place and the advisory committee is already in place. Mark: I was invited in August to nominate two members of our faculty for this search and I did so. I was not informed of the full committee representations. Faculty Comment: I think this is just something we should bring up with the chancellor and have him bring it up the chain. Faculty Comment: Where is John Applegate on this issue? Faculty Comment: I think this is pretty important.
 - b. Faculty Question: Why are we replacing Kapocious as Executive Director of Facilities instead of just going with one head of facilities? Faculty Comment: I know this. Lowe wanted to hire someone to replace Pellicioti, however Bloomington did not allow it to be a Vice Chancellor position. That’s how we got Kapocious as an Executive Director. Faculty Comment: I think the idea was that someone at that level would work better with faculty. I don’t think that actually happened though. Faculty Comment: I was told that the administration doesn’t want faculty working with facilities. We shouldn’t have to have a mediator. Faculty Comment: The facilities committee was a problem as long ago as the Bergland administration. Faculty Comment: I think facilities has been doing a great job this semester in keeping facilities in use and keeping things clean. Gary has done such a good job that I am not sure why we need to fill this position. Mark: There has been a lot of support for Gary from other areas. I agree that the campus has done a good job, but there is more to the story than just Gary and facilities. Everyone has helped out. So what should we do about this? Should we ask for faculty representation on this search? Faculty Comment: I think the main concern is that this search started without any input with us. Where is the faculty input? The faculty need to have a voice. Mark: I would not say that the faculty are without a voice. I think the new chancellor has expressed desire to work on a lot of things with us. He wants to align faculty with marketing. So I disagree that we

don't have a voice. I have talked with Vicki and the Chancellor about this position. Faculty Question: Did you communicate that to the whole faculty? I think the faculty do have the right to know. We should have a way to communicate to the whole faculty. Mark: I did not know that the search had started, so that is a gap in communication that I have to work on. I would love to know what we should ask for in terms of faculty involvement with this search. Faculty Comment: One faculty member on the search committee seems reasonable. Mark: What about if the search committee is already formed? Faculty Comment: Then perhaps we could have each candidate meet with the Executive Committee as with the Chief of Staff search. Mark: I think we can make a case for that.

- c. Faculty Question: Going back to student evaluations, would student evaluations from before the pandemic be included in a tenure evaluation? Mark: Student evaluations are a required element of tenure dossiers. People currently up for tenure already had the option of extending their tenure clock. Faculty Comment: But if they did not extend and are going up right now? Mark: As far as I understand, faculty going up right now have to include Spring 2020 evaluations in their dossier, because we have not said differently. Faculty Comment: I have a brand-new faculty member right now so they have no previous history. I would be curious to see what hiccups come up on evaluations this semester because teaching in person and on Zoom at the same time can be quite a different experience.
- d. The next UFC meeting is on October 14th.
- e. The Restart Committee hosted new Town Halls this week and introduced flow charts about how to make some decisions: <https://www.iun.edu/campus-updates/>

7. Chancellor's Engagement Tour Planning – Bill Allegrezza

- a. The faculty have been split into 13 different groups. Six of the groups are scheduled. But then we found out Vicki needs to be at all meetings and that the Chancellor wants an Executive Committee member to be present at all meetings to help ease conversation. The Chancellor wants these to be inspirational get togethers rather than gripe sessions. So I think we will get all the rest of the groups scheduled soon, it is just a matter of aligning with Vicki's schedule as well. I tried to put together groups based on people who fit together. I think we should be able to get at least 80% of full-time faculty in on these conversations, which is pretty good.
- b. Mark: Thank you, Bill, for all the hard work you put in on this. I think the Chancellor needs support from us on this. It is important that the Chancellor wants to do this and we need to try to help manage this. Faculty Comment: I think this is a great idea and improves the communication on campus which is what we need.

8. New Business

- a. IU Antiracist Agenda (See Attachment #1): This document came to Mark from James Wallace. The Chancellor is trying to move forward on this in the IU Northwest Council. Mark highlighted this passage: “Providing faculty and staff with similar resources that aid in building equitable environments is no less critical. Empowering the IU community to address biases and reassess social determinants of equity will be a primary driver behind the accomplishment of this agenda.” Phase 1 of this agenda will involve each campus identifying partners, constituents, and committees. I do not yet know how this initiative will affect our campus, but it is coming. One thing Faculty Organization is doing is placing one diversity co-chair on each of the three super committees. That is a very preliminary step. Faculty Comment: One thing I did not get from the document is what’s next. Are there going to be opportunities for faculty to participate? Is this going to be an unfunded mandate or will there be resources available to support each campus on this? Mark: I think that most if not all faculty will be expected to be involved in some way. I don’t think this will be limited to ODEMA. I think that there will be financial support available for this. Faculty Comment: I was contacted when this document was put together. It’s a good start and an umbrella framework for things to come. Faculty Comment: There was a town hall held back in June. McRobbie set a million dollars aside to help address some of the issues that came up as a result of that (see Attachment #2 for details).
- b. Mark: I have asked the chancellor to assign one person from each super committee to join the IU Northwest Council, where this will be moving forward.
- c. Committee Assignments: I am very close to being able to publish the full list of committee assignments. I have agreements from all the committee chairs and super committee chairs. I tried to have this done earlier, but it was a massive job. I have provided a sheet summarizing the breakdown of representation across all super committees (see Attachment #3). There are 126 eligible full-time faculty. I tried to replicate percentage of faculty by school in each super committee, and tried to have diverse leadership in the officers of the super committees and in the co-chairs. Any questions? Faculty Comment: I think it will be easier to see how this all works once the committees are set up and issues start getting handed out to them. Mark: Yes. I realize I may have to be the grease to get the wheels turning initially, and I am willing to do that in the short term, although hopefully in the long term these structures will run themselves. I am not trying to set the agenda, just funnel topics that are raised to the appropriate groups.

9. Faculty Organization Meeting Agenda for October 16

- a. CURE Anchor Mission Network Proposal: Should we contact Ellen and ask her to present this month? There was general agreement.
- b. Committee Assignments: Mark will present the same representation sheet that he presented to us today.
- c. “Bragging Rights:” This idea comes from a meeting between Mark, Bill, and the Chancellor. This is an agenda item to offer the floor to faculty members for one minute a piece to talk about the things they have been working hard on lately. I was hoping this would give faculty a chance to talk at the meeting rather than be

talked at, and to express what they are doing. Faculty Comment: This sounds like a good idea to bring in something positive. Faculty Comment: Make sure to have music ready to play people off. Mark: Yes, I will be definitely timing each one to make sure we do not get long monologues.

10. New Business (continued)

- a. Registrar issues (Brian O’Camb): I have had some troubles with the registrar’s office. They are not being very responsive to requests to change sections or eliminate sections off the schedule. My understanding is that Laura Segars handles every schedule change for the entire campus. She seems to need some help there. I am not sure if anyone else is having trouble. Faculty Comment: Yes, we have had troubles with this for years. We have to mark paper copies. Faculty Comment: Yes, we all have to do that. It is untenable. Faculty Comment: It shows that there are issues with technology in that office. We need to train somebody to do the work. Faculty Comment: We could invite the registrar, Peter Z, to the October Faculty Organization, and let him know we are having problems with the process. Mark: Do you think bringing him to the floor of Faculty Organization is necessary to do that? Faculty Comment: I do not know. He might respond well to just talking to you, but I think he takes things more seriously if they are on the agenda. Faculty Comment: We cannot just have one person knowing all. What if Laura becomes ill? Mark: I can reach out to Peter and if he thinks there is some information that he can share at Faculty Organization that will help, we can invite him, but I do not want to invite him just to berate him. If he wants to present on how he can help, that would be great. I will reach out to him if that is okay.
- b. Adjuncts being paid (Marshelia Harris): I have been having problems with adjuncts being paid. My adjunct just got paid on September 30, but I cannot find out why she was not paid in August. She did not get back pay, so she is still owed pay. This is making us look really bad. Faculty Comment: We had this problem in my department as well and I had to call Vicki’s office. Mark: I want to make sure I understand the issue, the adjunct has not received her August pay at all? Faculty Comment: Yes, that is correct. Mark: I will bring this up with Vicki, I just wanted to make sure I was not bringing up again what we discussed last meeting if it had been resolved. Faculty Question: Should we bring it up with Applegate? Mark: This was not a university-wide issue, this was a campus issue, so I think we do not need to go to Applegate on this specific issue because it may point the finger back at our administration. Faculty Question: Should we get together and talk about questions that would be appropriate to ask Applegate before he comes? Mark: I think that would be a great idea. We have not done that before, but I would be in favor of that.

11. Adjourned at 2:16pm.

Attachment 1:

IU Antiracist Agenda

(See the following pages)



INDIANA UNIVERSITY

OFFICE OF THE VICE PRESIDENT
FOR DIVERSITY, EQUITY, AND
MULTICULTURAL AFFAIRS

Antiracist Agenda for Indiana University

We believe that Indiana University's antiracist agenda will be a key driver of our institution's success against racism. The antiracist agenda is a way of thinking about Indiana University's approach to address racism. IU's antiracist agenda describes a way of doing business, how we educate, and how we serve to advance IU's culture of belonging. Therefore, ***Indiana University denounces racism and oppression of all forms***, and to demonstrate this commitment, we must elevate our actions to affirm existing organizational values of inclusiveness to create a diverse and just organization. Using the antiracist agenda, we must look introspectively at IU's policies, procedures, and culture and act to provide an open and supportive environment for all faculty, staff, and students.

In light of recent and ongoing calls for racial and social justice across the nation, Indiana University has placed a renewed focus on enhancing antiracist policies and practices. As the university cements its dedication to antiracism and begins the work of addressing systemic issues and managing the growingly diverse needs of IU's constituents, OVPDEMA will serve as a resource in coordinating and supporting efforts on all campuses.

Indiana University has been a leader in diversity among research institutions for decades, and it is incumbent on IU to undertake this initiative as we continue to stand at the forefront of innovation as an institution. Antiracism is integral to equip students with the necessary tools and curriculum to recognize racism and to thrive within a diverse world. Providing faculty and staff with similar resources that aid in building equitable environments is no less critical. Empowering the IU community to address biases and reassess social determinants of equity will be a primary driver behind the accomplishment of this agenda.

The approach of this work, which provides guidance and is responsive to input from units and individuals, focuses on evaluating policies and institutional behaviors as a means of shifting cultural values and perspectives toward greater racial equity. It is important to note that the purpose of this agenda is not to infringe upon equitable practices already being performed or impose barriers to future efforts. Rather, the antiracist agenda intends to build institutional capacity committed to a breadth of inclusive and equitable transformations so that impacts are measurable and sustainable and carried out with urgency and accountability.

The agenda outlined in the following pages describes ways in which IU can refine its operations and explore new opportunities to foster environments where all can thrive. To demonstrate this commitment fully will involve spreading the work of antiracism to all responsibility centers within the university. Grounding this work in every aspect of institutional life ensures that we meet the charge presented by President McRobbie in his June 12 address to the Trustees of Indiana University: to stand up for what is good and right.

Guiding Principles

- To identify, attract, and retain diverse faculty, staff, and student populations; and to aid in timely graduation of all students
- To foster a climate of antiracism
- To promote antiracism, diversity, and inclusion in teaching, public service, research, and training across campuses and partnerships (global and domestic)
- To ensure accountability for antiracism on all campuses

Antiracist and Antiracism Defined

- Antiracism examines the power imbalances between racialized people and non-racialized/white people. These imbalances play out in the form of unearned privileges that white people benefit from and racialized people do not (McIntosh, 1988).
- *Antiracist*: One who is supporting an antiracist policy through their actions or expressing an antiracist idea. *Racist*: One who is supporting a racist policy through their actions or inaction or expressing a racist idea (Kendi, 2019).
- To be an antiracist individual or institution, one must engage in persistent self-awareness, constant self-criticism, and regular self-examination (Kendi, 2019).
- Antiracism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably – *NAC International Perspectives: Women and Global Solidarity*
- Antiracism is the practice of identifying, challenging, and changing the values, structures, and behaviors that perpetuate system racism (*Ontario Anti-Racism Secretariat*).
- Some may assert that the term *antiracism* excludes consideration of other forms of oppression at work in society, like discrimination based on gender, sexuality, ability, and class, for example. OVPDEMA views antiracism as inclusive of the intersectionality of various forms of power and oppression at work in our society and lives. Our primary focus for social change, nonetheless, is racism, which is complicated by other forms of oppression. Because we live in a society that is so resistant to and uncomfortable with discussions of racism, we feel it is imperative to maintain this primary focus.

Essential Areas of Focus

The essential areas of focus to address with IU’s antiracist agenda (see Table 1) come from the multiple voices of our students, faculty, staff, alumni, and members of our surrounding communities through a variety of documents—especially reporting from the IU Diversity Assessment conducted by Halualani & Associates—other campus surveys, and discussions.

Table 1

Essential Areas of Focus for the Antiracist Agenda for Indiana University

- Faculty Environment, Experiences, and Governance
- Students Environment and Experiences (undergraduates and graduates)
- Admissions and Enrollment
- Staff Environment and Experiences
- Administration Environment and Experiences
- Review of Building and Space
- IU Police Department Environment and Experiences, Procedures, and Process
- Research Initiatives
- Procurement Procedures and Processes
- International and Global Initiatives

These are a few of the most important areas to consider as we move forward. This is not an exhaustive list. In addition, each campus must strive to include students’ voices throughout this process.

Each IU campus will identify various committees, task forces, and groups to work collaboratively to identify challenges and opportunities, design recommendations for organizational change (e.g., policies), and assist with the dissemination of deliverables for the essential areas of focus.

Phase I

Pre-Plan: Identify, Catalog, and Set Direction for Work

Timeline: July and August 2020

Update to OVPDEMA: August 30, 2020

- Develop the conceptual framework for process management and scope of work
- Conduct an inventory of all diversity, equity, and inclusion-related work on each campus and across all units (any surveys, reports, accreditation, evaluations, activities, courses, etc., are being considered and collected so that OVPDEMA will have all related documents in one location to review)
- Identify various partners, constituents, and members of the IU community with whom to collaborate
- Begin to define the ultimate outcomes for what an antiracist institution and campus should aspire to look like and accomplish

Phase II

Coordinate the Planning and Processes and Identify Units, Committees, or Individuals to Engage

Timeline: September to November 2020

Update to OVPDEMA: November 15, 2020

- Coordinate with appropriate task forces, units, offices, and committees to:
 - Identify challenges and opportunities for improvements necessary to achieve an antiracist institution and campus;
 - Propose approaches to address these challenges and opportunities; and
 - Develop key short- and long-term strategies
- Determine where there are gaps in the work across and within campuses that need to be considered to move the university closer to becoming an antiracist institution
- Examine and review processes, publications, website content, social media, and internal policy documents for evidence of:
 - Words or images that reinforce stereotypes;
 - Language that trivializes the experiences the IU faculty, staff, and students, particularly those of color; and
 - Messages that reinforce white-dominant culture and norms that are rooted in discrimination and bias

A Sample of Items for Working Groups to Consider

- Messages from Campus Leader
- Messages from Units
- Diversity-Related Strategic Plans
- Faculty Handbooks
- Student Handbooks
- Surveys
- Co-Curricular Programs and Activities
- Training and Education
- Curriculums
- Assessments/Accreditation Processes
- Recruitment, Retention, and Enrollment
- IU Foundation and Scholarship Awards
- Mediation for Workplace Conflict Processes
- International Experiences
- Areas of Study and Internships
- Partnerships

These are a few of the items to consider as we move forward. This is not an exhaustive list.

Phase III

Develop Strategic Recommendations

Timeline: November to February 2020

Update to OVPDEMA: February 15, 2020

- Receive and consider recommendations for additions, enhancements, changes, or deletions regarding policy, procedures, and documents from the various workgroups across and within the IU campuses
- Engage in townhall meetings for sharing recommendations on each campus
- Develop strategies with timelines for implementation of accepted recommendations with the appropriate governing bodies and/or authorities
- Share results broadly with the Indiana University community

Phase IV

Reflect and Create Systemic Implementation Plan for Changes

Timeline: March to April 2020

Update to OVPDEMA: April 30, 2020

- Reflect on strategic recommendations for systemic gaps from collective inputs
- Continue to enhance and review an institutional accountability mechanism using a clear plan of action for sustainability and resources needed
- Develop a clear and transparent system for continuous improvement and review
- Share results broadly with Indiana University community

Outcomes

- Increased number of opportunities for faculty, staff, and students to learn about structural racism and apply this lens throughout their roles and responsibilities
- Enhance the skills, knowledge, and tools of students to address systemic racism
- Communities and partners, we typically engage will recognize the value of our work on structural racism and find it relevant and enlightening
- Broader and more diverse audiences will find IU as a place that is welcoming, relevant and valuable
- More faculty, professionals, and students of color will seek enrollment and employment with IU and contribute to our mission and vision
- A review of antiracist agenda efforts across the university will find improvements in respect, equity, inclusion, and accountability.

Conclusion

The mission and priorities of OVPDEMA are built into the heart of Indiana University's culture, and we believe past and current work in the realm of diversity and inclusion has been critical to our institution's success in delivering quality education to the state, nation, and world. From matriculation to graduation or hire to retire, we believe that it is critical to create a deep sense of belonging for IU to thrive as a leading institution of higher education.

At Indiana University, the antiracist agenda is about appreciating everyone's unique perspective. The agenda aims to bring together those from all backgrounds and beliefs and the entire range of the human experience to create a deep sense of belonging for all.

As a result of the Antiracist Agenda, all individuals, especially Black and Brown people, will know that at Indiana University:

- You can be yourself because we celebrate your uniqueness;
- If you feel threatened, there are resources to support you; and
- We value the diversity and experiences you bring because it is vital to the innovation, culture, academics, community, and humanity of our institution.

Attachment 2:

IU Pandemic Health Disparities Committee Recommendations

(See the following pages)

IU Pandemic Health Disparities Committee Unveils Recommendations to Support Underserved Students

FOR IMMEDIATE RELEASE Aug. 26, 2020

BLOOMINGTON, Ind. – The impact of COVID-19 in the United States has brought the health disparities of underserved communities into sharper focus. To help address these inequities, in June, Indiana University created the IU Pandemic Health Disparities Fund.

Today, after a thorough review of the impact of COVID-19 on students of color, the IU Pandemic Health Disparities Committee unveiled its recommendations that were approved recently by IU President Michael A. McRobbie.

"Thousands of students at Indiana University are from populations that have been disproportionately impacted by COVID-19 than the rest of the university population," says James C. Wimbush, Ph.D., Committee Chair, Vice President for Diversity, Equity, and Multicultural Affairs, and Dean of The University Graduate School, and Johnson Chair for Diversity and Leadership.

"While there is much work to be done in our society to reduce the burden of COVID-19 on these students, these recommendations will help to ensure our campuses deliver essential health and wellness resources to a vulnerable segment of the IU community. They also come at a pivotal time when IU's educational community is determined to enhance the impact of its efforts related to addressing social injustice, diversity, and inclusion," Wimbush notes.

Among the IU Pandemic Health Disparities Committee's recommendations:

- Actively recruit, train, and retain a diverse and culturally competent counseling staff;
- Partner with regional agencies and service providers to offer alternative counseling options;
- Promote mental health and well-being for students of color as a university-wide priority; and
- Provide monies for the fundamental necessities of vulnerable students (access to food, housing, utilities, technology, childcare, and employment).

According to committee members, three principal goals guide the outlined recommendations including protecting the health and safety of all students served by the university, supporting current pandemic-response efforts and broadening available support mechanisms for COVID19 impacted students, and providing additional channels for students to pursue positive practices in mental and physical health.

"As the world changes, it requires us to continually reevaluate how we live up to the principles of diversity, equity, and inclusion. For decades, Indiana University has been at the forefront of this work, striving for a more equitable, diverse, and inclusive learning environment for people from all backgrounds. The work of the IU Pandemic Health Disparities Fund is an extension of this commitment," adds Lemuel Watson, associate vice president for diversity, equity, and multicultural affairs, who was recently appointed to lead new anti-racist initiatives at Indiana University.

To learn more about the Pandemic Health Disparities Fund, contact the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) at dema@indiana.edu or call 812-856-5708.

Media Contact

Elizabeth Blevins

Office of the Vice President for Diversity, Equity, and Multicultural Affairs

Phone: 812-855-9772

Email: eablevin@iu.edu

Attachment 3:
Super Committee Representation Worksheet

(See the following pages)

2020 Super-Committee Representation Worksheet

Executive Committee

Representation			
Division	Members		
COAS	7	41%	
CHHS	5	29%	
SOA	2	12%	
SOE	1	6%	
SOB	1	6%	
LIB	1	6%	
TOTALS	17		

Faculty Affairs Super-Committee

Representation			
Division	Members		Officers
COAS	20	51%	7
CHHS	10	26%	3
SOA	2	5%	2
SOE	2	5%	1
SOB	4	10%	2
LIB	1	3%	0
TOTALS	39		15

Academic Affairs Super-Committee

Representation			
Division	Members		Officers
COAS	18	45%	8
CHHS	10	25%	0
SOA	3	8%	1
SOE	3	8%	0
SOB	4	10%	0
LIB	2	5%	2
TOTALS	40		11

* Equal Representation within the Curriculum and Gen Ed Committees has been retained.

Student and Campus Affairs Super-Committee

Representation			
Division	Members		Officers
COAS	20	50%	17
CHHS	10	25%	1
SOA	4	10%	0
SOE	2	5%	0
SOB	4	10%	2
LIB	0	0%	0
TOTALS	40		20

Total Eligible Faculty

Exec Com	17
FA Super-Committee	39
AA Super-Committee	40
SCA Super-Committee	40
TOTAL	136

full-time, not deans, not med school, no leave or sabbatical

Eligible Faculty by College/School

COAS	65	48%
CHHS	35	26%
SOA	11	8%
SOE	8	6%
SOB	13	10%
LIB	4	3%
TOTAL	136	

Total Leadership Positions

Exec Com	16
FA Super-Committee	15
AA Super-Committee	11
SCA Super-Committee	20
TOTAL	62

46%

of full-time faculty are involved in some level of Fac Org Leadership