

## Program Review and Assessment Committee

Thursday, December 8, 2022

1:30 – 3:00 pm

### Meeting Minutes and [Video Recording](#)

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Attendees: Alfrey, Karen; Bozeman, Leslie; Broeker, Camy; Daday, Jerry; Davis, Julie; DesNoyers, Lisa; Giddings, Anita; Graunke, Steven; Haberski, Ray; Hassell, John; Helling, William; Houser, Linda; Hurt, Amelia; Keith, Caleb; Kondrat, David; Lin, Wei-Shao; Lupton, Suzann; Marsiglio, Clif; Morris, Pamela; Ninon, Sonia; Rao, Anusha S.; Romito, Laura; Sheeler, Kristy; Thigpen, Jeffry; Walker, Maria; Wang, Suosheng; Weeden, Scott; Williams, Jane; Zahl, David; Yan, Jingwen; Zheng, Lin;

Guests: Hayes, Joe; Mendonca, Mark S.; Newhouse, Robin; Partha, Basu; Rooney, Patrick; Teske, Eric

1. Welcome, review, and approve November 2022 meeting minutes (5 minutes) – Jerry Daday, PRAC Chair

Jerry Daday welcomed everyone to the meeting. The minutes of the November 10, 2022 meeting were approved unanimously.

2. Program Review panel (45 minutes) – Partha Basu (Chemistry), Eric Teske (Health & Wellness Promotion), Patrick Rooney (Lilly Family School of Philanthropy), and Joe Hayes (Campus Center)

Jerry Daday noted each of the panelists will have 10-12 minutes to share what they have learned during the program review process. Caleb Keith served as the moderator. Caleb added each of these folks were at different points of the program review cycle. They will share lessons learned and feedback received and how that is informing their planning.

#### **Partha Basu (Chair of Chemistry and Chemical Biology in the School of Science)**

##### ***Lessons learned:***

We did an internal review a year before the program review. We established an internal program review committee comprised of three faculty members who collected data. My financial officer and I provided the financial data. We received a lot of help from IRDS, especially Steve Graunke and his team.

We identified a list of reviewers from external and internal areas and submitted documents to Stephen Hundley's office. During the visit, different groups met with the program review team.

##### ***Recommendations:***

In general, our department is very strong. Particularly, the younger faculty. This year, two of our junior faculty received an award from the National Science Foundation. We take teaching very seriously. Student success is important. We need more faculty to be more impactful. The

review team acknowledged that. In addition, we need to work on DEI aspect. For example, we don't have many women in our tenure-track faculty rank.

We have done a good job at providing quality education.

***Conclusion:***

There weren't many surprises. The financial aspect is very tight. We have gone through a 20 percent reduction in the allocated budget. We created a strategic plan in 2017. We will work on developing another strategic plan in summer 2023.

The internal review team did very well. Our graduate coordinator provided lots of data. As our finances change and improve, we hope to hire diverse faculty.

**Eric Teske (Director of Health and Wellness Promotion in the Division of Student Affairs)**

My unit is an education, outreach, and prevention office to enhance students' well-being. We are doing all the non-clinical health and wellness stuff. We do some campus-wide surveys. We do some compliance reporting. We provide direct services—presentations by request, one-on-one coaching, we offer condoms.

***Lessons learned***

This was our unit first program review. We wrote the history of the office. We use barcode data to determine who we are serving. I was also pulling things from our annual reports. We have a list of people who could serve on the program review team. We had a dream team.

***Recommendations***

They gave us some clarity and encouraged us to be a lot more creative in funding our programs. For example, they suggested we move forward to create a wellness ambassador program to expand our student training activities. We also reached out to the Office of Business Partnerships and had our first-ever sponsor program this fall. We hired a graduate student to oversee the health and wellness coaching program. We started the strategic planning process. We are also working with academic units, and we are focusing on organizational structure and staff retention.

***Conclusion***

This is a developmental and not a punitive process. We got a lot out of it.

**Patrick Rooney (Executive Associate Dean in the Lilly Family School of Philanthropy)**

***Lessons learned***

This is the second external review I have led for the school. In the past, we have invited people who knew us well from around the country and around the world. This time, we invited people who didn't know us as well and they did not take the time to know us ahead of time. My word of caution is having people who are already familiar with your program and your field is a good idea.

Tyrone Freeman, Kathi Badertscher, and Pamela Clark were the key forces. I wrote quite a bit myself. Our dean reviewed everything. Steve Graunke and his team provided data.

It is important to start early and hold each other accountable.

***Recommendations***

The review team sent us a SWOT analysis we did not request. They raised some interesting questions for us to consider and highlighted a few faculty issues. The newer affiliate faculty members in other schools are not as close to the other faculty. Some of the affiliate faculty members thought they should be paid for what they do besides teaching.

Endowed chairs expressed the desire to have a lighter teaching load, higher salaries, more research support.

The review team highlighted there are superstars in our department, and we should do more for them. For example, Tyrone Freeman won a Nobel Prize in the Humanities and he just got tenured. The review team thought the department hasn't taken the replacement of faculty who will retire or about to retire very seriously.

We created a task force to look at the declining enrollment in the bachelor's degree program.

One of the recommendations is to move that program online.

Our financial model is most complicated than most schools. Grateful that we have a diversity of income. Fundraising pays for our Ph.D. program.

### ***Conclusion***

Have the review team stay for a longer visit and have more time slots to meet with faculty and students.

John Hassell asked Patrick Rooney a question related to moving the undergraduate program to an online format. He thought we were precluded from doing that. Patrick Rooney thought we could. Jennifer Williams noted we were not able to do that anymore. We must go through the IU Collaborative.

### **Joe Hayes (Director of the Campus Center in the Division of Student Affairs)**

#### ***Lessons learned***

I was here the last time my unit did a program review. As we were beginning the self-study process, we looked at the Council for the Advancement of Standards in Higher Education (CAS); however, we had a department reorganization in the middle of the self-study. We pivoted away from CAS and focused on assessment data collected over the year.

We spent time describing our uniqueness. If you want students to be part of the program review process, sometimes, it is like herding cats—give them as much heads-up.

#### ***Recommendations***

Things that are campus-level and institutional-level that just do not affect my department. How does that feedback flow up? For example, our review team talked about space audit.

#### ***Conclusion***

The amount of time and compensation we are providing to our review team compared to what we expect from them should be reviewed. This is a heavy burden.

We are thankful for the way the program review process is approached at IUPUI. It is not punitive. Lastly, we will use our program review to plan for IU 2030 for our unit and our division.

Joe Hayes suggested considering compensating students to be part of the program review process.

Steve Graunke thanked the panelists for their kind remarks regarding the support from the IRDS team. He continued by asking if there were any pieces of data that were missing or something folks would like to see in the future.

Partha Basu noted that when we teach a course, we get \$3 per credit. The program review team asked how much do other departments get? Camy Broecker responded by saying most of the schools do not deploy their Responsibility Center Management (RCM) below the school level. Camy said she would be happy to have more conversations with Partha Basu.

Partha Basu suggested we should give enough advance notice to alumni to meet with the program review team. Patrick Rooney also recommended we should consider expanding the program review visits to three days and mail information about RCM to the review teams ahead of time.

3. PRAC Grant information (5 minutes) – Caleb Keith

The deadline to submit a proposal for the PRAC grant is Tuesday, January 31, 2023. The PRAC grant subcommittee, led by Linda Houser, will review those proposals. Below is the link to access the guidelines:

<https://planning.iupui.edu/assessment/grant-files/prac-guidelines.html>

4. IUPUI Strategic Planning updates (20 minutes) – Jerry Daday, Marc Mendonca (Interim Vice Chancellor for Research at IUPUI and Interim Associate Vice President for Research, IU), and Robin Newhouse (Dean, IU School of Nursing)

**Jerry Daday** noted the subcommittees are wrapping up work this week. There are three areas: Student Success, Research, and Improving the State. He started by providing an **update on Student Success**. Eight subcommittees were tasked with drafting recommendations to improve student success. Below are nine themes that cut across those subcommittees:

- Effective communication—of what we are, who we serve, and what we do—as essential steps in recruitment of new students and promoting the great things our graduates are doing. Need to tell story of real students doing real things. Centralized platform/communication of happenings on campus
- Emphasize role of Greater Indianapolis in our communications and actions. Identify opportunities for greater community engagement through days of service and centralized internship opportunities
- Required professional development (rewards and accountability) for faculty and staff centered on inclusive practices (including civic discourse and antiracism)
- Alignment between undergraduate and graduate/professional programs (promotion, recruitment, etc.)
- Prioritize spaces for students and faculty/staff to engage in organic socialization and engagement
- Building upon the work we have done with applied and experiential learning—inside the classroom and in the civic and community space
- Prioritize student support services—centrally (CAPS and Health Services) and within schools (currently significant inequities across schools with things like career development resources). The need to support student mental health and physical well-being has come up in many committees.
- Prioritize inclusive practices in recruitment, admissions and enrollment, student life, and in the classroom. Inclusive classroom practices are essential for student success, especially in reducing DFW rates.
- Create greater sense of belonging, pride, school spirit, identity, tradition and community through existing and new events and campus traditions that increase sense of belonging and identity

**Marc Mendonca provided an update on Research:**

We have very strong collaborations among schools across campus. People are focusing on how we organize ourselves to allow colleagues across disciplines to collaborate better. There are good opportunities to do more Artificial Intelligence research. We need to make sure funding mechanisms do not get in the way of facilitating greater collaboration internally and externally. We need to make sure students are at the center of this research institution. Any student that has a strong interest in research has the opportunity.

**Robin Newhouse provided an update on Service to the State:**

All the groups are moving along well. We will be able to submit at least two strategic objectives for each of the groups by Friday.

- Partnerships we might be able to make to improve major health indicators throughout the State and creating some collaborative opportunities for community engagement
- Creating an institute at the campus level around health equity in Indiana
- Leveraging some of the shared values and goals around cultural humility, internationalization, commitment to DEI, and globalization efforts
  - Looking to be the State leader for refugee and immigrant education, support, outreach, and advocacy
- Opportunities to coordinate dual credit across campus, with the Office of K-12, and enhancing some of the relationships we have across campus
- Increasing diversity in the workforce around policies that advocate for workforce mental health; greater inclusion of stakeholders; increasing diversity knowledge, production, and transmission in the classrooms; and providing more opportunities for experiential learning.

Robin Newhouse thanked faculty and staff involved in those committees. Jerry Daday echoed her sentiment.

**5. Announcements and Adjournment (5 minutes) – Jerry Daday**

There were no announcements. The meeting was adjourned at 2:48 p.m.

**6. Optional: Questions about PRAC Annual Assessment Reports (15 minutes) – Caleb Keith**

Caleb Keith offered to stick around for 12 minutes to answer questions related to the annual PRAC report.