

**Indiana University**  
**BLOOMINGTON FACULTY COUNCIL**  
**October 6, 2020**  
**[broadcast.iu.edu](http://broadcast.iu.edu)**  
**2:30 P.M. - 4:30 P.M.**

**Members Present:** Jim Ansaldo, Rachel Aranyi, Karen Banks, Jozie Barton, Alan Bender, Jon Brauer, Dan Bullock, Carolyn Calloway Thomas, John Carini, Barb Chery, Paul Coates, Rachael Cohen, David Dalecke, Allen Davis, Dee Degner, Constantine Deliyannis, J Duncan, Ann Elsner, Kelly Eskew, Pnina Fichman, Jackie Fleming, Lessie Frazier, Linda Gales, Brian Gill, Tony Giordano, Lucia Guerra-Reyes, Nandini Gupta, Diane Henshel, Israel Herrera, Justin Hodgson, Cheryl Hughes, Larissa Jennings Mayo-Wilson, Colin Johnson, Kari Johnson, Blair Johnston, Peter Kloosterman, Ben Kravitz, Shanker Krishnan, Rob Kunzman, Jessica Lester, Sally Letsinger, Bradley Levinson, Margaret Lion, Scott Lisbon, Annette Loring, Heather Milam, Ted Miller, Jill Nicholson-Crotty, Mim Northcutt Bohmert, Neliya Nyirenda, Sameer Patil, Chuck Peters, Linda Pisano, Angie Raymond, Cate Reck, Lauren Robel, Elizabeth Shea, Marietta Simpson, Ruhan Syed, Lisa Thomassen, Samantha Tirey, John Walbridge, Erik Willis, Stephen Wyrzynski, Kurt Zorn

**Members Absent:** Karen Allen, Rachel Aranyi, Hussein Banai, Dakota Coates, Jason Gold, Pedro Machado, Courtney Olcott, Lauren Richerme

**Guests:** Catherine Dyar, Beth Gazley, Edward Hirt, David Johnson, Blair Johnston, Christian Royer, John Whelan

**Agenda:**

1. Approval of the [Minutes of September 15, 2020](#)
2. [Memorial Resolution for James Herbert Vaughan](#)
3. Executive Committee Business (10 minutes)  
John Walbridge, Faculty President
4. Presiding Officer's Report (10 minutes)  
Lauren Robel, Provost
5. Question/Comment Period  
Faculty who are not members of the Council may address questions to Provost Robel or President Walbridge by emailing [bfcoff@indiana.edu](mailto:bfcoff@indiana.edu)
6. Update from the Benefits Committee (10 minutes)  
Maria Bucur, Co-chair of the Benefits Committees  
Cheryl Hughes, Co-chair of the Benefits Committees  
John Whelan, Vice President for Human Resources

[Discussion Item]

7. Questions/Comments on the update from the Benefits Committee (20 minutes)
8. Resolution on Use of OCQ Data from Fall 2020 (10 minutes)  
J Duncan, Chair of the Educational Policies Committee  
[Action item]  
  
[B11-2021: Resolution on Use of OCQ Data from Fall 2020](#)
9. Questions/Comments on the Resolution on Use of OCQ Data from Fall 2020 (20 minutes)
10. Fall 2020 Enrollment Report (10 minutes) [Tentative]  
[Discussion Item]
11. Questions/Comments on the Fall 2020 Enrollment Report (20 minutes) [Tentative]

### **Transcript:**

**Lauren Robel:** Well, welcome everybody. It's wonderful to see those of you, I can see right now. It's a beautiful fall day out there. It is the first day of early voting, and I'll have a report on that when we get to the presiding officer report.

I'd like to start by perhaps asking just Elizabeth pair to do a quick or review of the, of how people can be heard and how people will be cold on

**Elizabeth Pear:** Sure. Um, so, the plan is as it's been for the last couple of times we've done this, you can talk in the chat and Diane will see your message there.

And related to her related question or call on you or you can raise your hand with the raise hand feature. So we have both enabled right now for you guys.

And then when you are called on, feel free to turn your video on and unmute so that we can see you and hear you.

As for voting, we have a couple of methods we have been doing vote by acclamation. It's kind of funny, but it works. I just unmute and say yay or nay, and it becomes a little bit more contentious. We can do a vote in the chat that is recorded, and I can more easily counted so

### **AGENDA ITEM ONE: APPROVAL OF THE MINUTES OF SEPTEMBER 15, 2020**

**Lauren Robel:** Thank you so very much. We began with a request for a motion for approval of the minutes of September 15th.

Great. Is there any discussion?

Hearing none, all in favor?

Opposed?

## **AGENDA ITEM TWO: MEMORIAL RESOLUTION FOR JAMES VAUGHN**

**Lauren Robel:** Good. Okay, thank you. I believe that Eliza Pavalko was not able to be with us today and that Beth Gately is presenting the memorial resolution for James Herbert Vaughn, Beth.

**Beth Gazley:** Hi, good afternoon, everybody. Can you hear me. Yes. Great.

James H. (“Jim”) Vaughan, professor emeritus of anthropology at Indiana University Bloomington, died in Bloomington on November 2, 2018. He was a member of the anthropology faculty from 1967 to 1991 and served two terms as chair of the department (1969-1975 and 1978-1981), as well as one year as acting chair (1990-1991). He also held a faculty appointment in the African Studies Program, whose presence helped to recruit him to the Bloomington campus, and he served as secretary of the Bloomington Faculty Council from 1977 to 1979.

Jim was an excellent teacher as well as scholar who directed 17 graduate students to their Ph.D., of whom at least five were international students. Beyond Bloomington, Jim had a significant involvement with the Central States Anthropological Society, in which he held a series of offices, including president from 1968 to 1969.

Jim was born on July 28, 1927, the son of James Herbert and Beatrice (Spence) Vaughan. He grew up in Norfolk, Virginia, and his childhood in the segregated South stimulated an interest in race relations that eventually led him to the study of African cultures. In an Emeriti Oral History Project interview conducted in 2008, he described one of the formative experiences of his childhood: being reprimanded for addressing an African American woman as “ma’am” and failing to understand why his elders told him that was wrong. The complete interview is on DVD and available for viewing at the Emeriti House.

Jim served in the U.S. Coast Guard and the U.S. Navy during two wars, World War II and the Korean War. As an air intelligence officer, his duty was to brief pilots, not only on their missions, but also on current events. Like most faculty members of his generation, he had no formal instruction in teaching, but he said learning to hold pilots’ attention was excellent training for the university classroom.

Jim received his B.A. in mathematics from the University of the South (Sewanee, 1950), his M.A. in sociology from the University of North Carolina (1952), and his Ph.D. in anthropology from Northwestern University (1960).

At Northwestern, he was a member of the first African Studies Program in the U.S. and studied under the direction of the distinguished Africanist anthropologist Melville Herskovits. In the reverse of anthropological tradition, he got his Ph.D. before he did his first fieldwork. His background research became his dissertation. After it was accepted, he went to study the lives of the Margi people of northeastern Nigeria on a Ford Foundation Fellowship in 1959.

Jim returned to Nigeria multiple times over the next 30 years and published extensively on Margi culture. In 1997, his book, *The Diary of Hamman Yaji: Chronicle of a West African Muslim Ruler*, cowritten with Anthony Kirk-Green, won the African Studies Association's Text Prize. Just before Jim died, his ethnographic study, "The Margi of the Mandaras: A Society Living on the Verge," was uploaded to IU Scholar Works and made available at <https://scholarworks.iu.edu/dspace/2022/21947>.

In addition to his skills as a writer, Jim was an outstanding ethnographic photographer. An exhibit of his photographs, taken between 1960 and 1987, was shown at the Mathers Museum in 2005-2006, and the companion website he created can be viewed at <http://www.indiana.edu/~margi>.

In his 2008 oral history interview, Jim referred to himself several times as a "reactionary." He most certainly did not mean this word in its common political sense. Instead, he wanted to identify himself as someone who reacted strongly to contemporary theoretical trends in cultural anthropology. He was perhaps better described as a contrarian—someone who reacted skeptically to the prevailing wisdom, especially when it lacked solid empirical grounding. He was first and foremost a proponent of data collection and analysis to support assertions about human behavior. Related to this interest, he led the Department of Anthropology's efforts in promoting computer skills and the formation of its first computer lab for student and faculty research.

Jim was married to Ann Richard for 68 years, and they had a daughter, Susan, and a son, Richard. Ann, Susan, and Richard all survive Jim, along with his daughter-in-law Margaret, a granddaughter, a great grandson, and the last of a series of beloved Scottish Terriers.

In his leisure time, Jim enjoyed sports cars (especially his MG TD and his Lotus Europa) and sailing his sloop Yamadu on Lake Monroe and along the Virginia coast. He was a fine wine enthusiast who delighted in discovering both French and California varietals at good prices and cultivated dealers in Virginia and Bloomington who would recommend good buys. He loved good food and specialized in his retirement years as a bread and pasta maker and enjoyed dinners based upon locally collected mushrooms.

To his colleagues in both anthropology and African studies, Jim was a good friend with a generous spirit. He and Ann were legendary for their hospitality, always willing to host a party for a holiday, a reception for a visiting scholar, or a get-together for no particular reason at all, other than conviviality.

And let's remember Professor bomb with just a moment of silence.

Thank you.

### **AGENDA ITEM THREE: EXECUTIVE COMMITTEE BUSINESS**

**Lauren Robel:** We turn now to executive committee business. And for that, I turn to John Walbridge our president.

Oh, you're muted.

**John Walbridge:** All right. Sorry. That's part of the tradition of zoom meetings.

I'm going to take my 10 minutes slot to talk about the discussion list and some issues having to do with

How that's been going what it's for, where it came from. Okay.

The discussion list was established. Last summer, the occasion of it was that there were a lot of overlapping private lists and which be FC business and related things were being discussed and consequent confusion about who knew what and who had read what somebody else had said, and so on. So it seemed like a logical way to sort out some of that confusion and gives the BFC members a chance to discuss things privately.

This was for better or worse, my idea. Not as Elizabeth what habit habits believe hers.

I think it's important to for me better understand what the list is for and what it is and it's not it's gotten a little bit wild west.

We're getting some pushback on it.

It's for open discussion. So, to talk about issues of concern to the BSC it's not part of the official Proceedings of the BSC. It's the equivalent of the kind of discussion that goes on before after the meeting or when you're walking back to the parking garage.

Obviously in the kind of deliberative body, that sort of thing plays an important role, but it's not part of the Official proceedings. What we're doing now has minutes the discussion list does not

It does seem to be helpful for understanding what people think about issues as the OCQ debate sort of been going on for the last few days will tell everybody. But that said, it is not where policy proposals officially come from.

Anything that is going to become policy and some way around there gets submitted to the executive committee. Whether from individuals or administrators or committee so the usual way. So just simply because something has become a spaceship concerning that it obviously needs to be addressed by the by the faculty council.

The Executive Committee, as you all should know sets the agenda, the members are all either directly elected directly, which is the President. The President elect of the past president or they're selected by the nominations Committee, which is an elective committee itself.

Once something has come to the executive committee, through whatever channel, it most commonly gets referred to a committee. It's not very common for something to go directly into the executive committee and then straight out onto the floor of the BSC typically things need to be cooked somewhere, usually in committees, so to the extent that the discussion list is sort of generating ideas and so forth. Those ideas need to be submitted through channels or they will they will get lost.

Now, back to the discussion list. Back in the late Stone Age in the middle 90's, I ran what was probably one of the earlier academic list serves. I was hired to find myself as a benevolent autocrat with the power of exile in my, in my sole hands, clearly, that doesn't work for the BFC list so tempting though it may be please remember the etiquette of this kind of thing. Anything you write to the list goes to 70 people, so you have at a minimum required 70 odd people to skip over one more thing in their inbox and all of our inboxes are very full. Think mine just passed 8000 on file messages, so, you know, if you are going to say something, make sure it's worth everybody listening.

If something's been discussed, go to the end of the thread before replying, all of us do this, and send out a message and then realize that there was something that came to us afterwards that we should have read first.

If you want to congratulate someone's posting, think about doing it to the individual, not to the list. I mean, it will, frankly, a lot of people are not going to care that, you know, Smith thinks Jones comment is particularly good, but Jones obviously would care.

And this is a BFC thing, it's BFC people talking to BFC people. So, I don't think you should forward things outside the list without the writer's permission. I think this is particularly true for the student representatives. You have a much bigger audience than we do, and your constituents are less likely to understand the context. And, of course, no personal attacks.

You know, given that this was my idea, whether it's a good idea or bad idea has to be determined. I would like to see it work. I think it's serving useful purpose, but these kinds of things do break down. I'm sure we're all familiar with these kinds of lists crashing and burning.

On a related issue, the Executive Committee, after the last meeting, debated what we were supposed to do with the chat and our tentative decision was that the chat addressed the meeting and would be published. The thought was that maybe we could disable chat, I suppose, or ignore it, but it seemed to be fulfilling a purpose in the meeting, but if it goes to everybody then it really does need to be In the public records so, you know, if you write something in chat bear that in mind, private chat, the equivalent of the snarky comment that you might make to the person sitting next to you is private, that doesn't get recorded as far as I can see, and certainly isn't on the list of chat messages that are going to get posted on the BSC website.

Now, all of us are sort of feeling our way with these new media, you know, apart from some last-minute improvised meetings last spring, the BFC is just learning to function on zoom and probably will stay on zoom for a while.

The listserv likewise is a new experiment. So, let us be patient with each other. As this all goes on and hopefully these will turn out to be useful tools, rather than, you know, messes we have to clean up so now that concludes my sermon. So, I'll turn the floor back over to the provost

#### **AGENDA ITEM FOUR: PRESIDING OFFICER'S REPORT**

**Lauren Robel:** Thank you so much, John. I am delighted to be back with you. Um, I wanted to spend my 10 minutes just giving you some updates on some developments on the campus.

Since it's the first day of early voting. I thought that the first place to start would be to recognize the extraordinary efforts on the campus to register our voters in and to really focus on student folders. And here I want to do a shout out to Lisa Marie Napoli and Mark freely at the political and civic and great engagement program they that who have just done a phenomenal job working with the Big 10 Voting challenge. They have focused their efforts on voter registration since the end of the summer, and a lot of their work has been featured already in the in the Herald Times.

Today at 12:30 pm there was an organized EARLY VOTE press conference outside of ELECTION CENTRAL. Students were speaking on the importance of civic engagement before casting their very first vote in a presidential election.

And when I think about this. I think about the extraordinary privilege. We have a facilitating something as momentous as a first vote and how many of our students are involved in that first vote. The speakers represented on the Black Student Union la casa campus action for democracy, the IU N double A CP and the IU student government so A lot of activity in that area pace also produced a comprehensive voter packet for students on the voting process and their options for the 2020 election.

They worked with student leaders to educate peer networks on voter registration. Distributed materials to facilitate that reached out to student organizations reached out to the department heads and faculty members and advisors.

I could go on and on but on their work was really, really terrific and it continues to be including the work on YouTube to help people register and then vote I will just say that now everything turns to voter turnout and there is a long list of work that the that pace and others are involved in around voter turnout efforts. But I just wanted to recognize this terrific work that's happening on the campus at this point when our students are many of them thinking for the first time about casting a vote in a national election. I'm very proud of our campus for the work that it has done to facilitate that.

I wanted to turn to coven the goal as Aaron Carol has said so many times of the campuses testing program has been to make it safer to be a member of this community. Then not to be a member of this community. And I want to start with the fact that we are a sea of good news in Indiana.

And then put the caution on the end that we are a sea of good news in a worsening situation around the state.

So, to what, let me talk a little bit about the good news in Bloomington, and it's been good news for three weeks running the numbers tomorrow will be even better than the numbers last week and just start out by saying I really attribute our success here to the fantastic partnership with the city and the county. On covered and to our testing regime, you know, we, the county and the city and I and several other people, including environmental health and safety work together every week we meet every week we are we are we have been completely aligned on the safety of our community. And I think that that it's been that that has made the difference and our ability to continue to do to meet our mission of researching and teaching

All of the numbers continue to improve the Greek houses have gone way down the dorms are very low. I mean, we're at 1.18% positivity and that is through universal testing. We are universally testing dorms and Greek houses off campus of the non-Greek is that about a half a percent positivity.

No. Detectable level of positivity in graduate or professional students none in faculty. So, the compliance with testing continues to be very, very good. We are still seeing higher numbers in the off campus Greek population that we would like. But even there, the numbers are way down. The overall prevalence in our community right now is it as we do a sort of back end cap calculation, something like point 7%. So all of that is excellent news.

We will continue to sample all of the Greeks and all of the houses and all of the residence halls and we will continue to overweight. Undergraduate students in our mitigation testing because we really while we will of course continue to test graduate students, professional students, faculty, staff, at this point, we just don't have Any evidence and our mitigation testing of disease just despite the fact that I'm confident there is disease. I want to, however, note that the state went to stage five. And as the State has opened up.

There are many parts of the state that have seen a turnaround in what we're good numbers and are starting to go in the opposite direction, the city and the county kept

On their regulations in pretty much in place and I really want to thank them publicly for the work that they've done with the University on all of this, um, I have, I would like to have more time and talk to you about efforts around diversity, equity, and inclusion right now, but I'll save that for our next meeting.

Because that's worth more than the 10 minutes, but I do want to address a story that was in the IDs yesterday that claimed that there had been a 25% reduction in the budget for Dema the IDs did retract that story today because it is untrue.

The short answer to why it was there in the first place is, is that a couple of reporters looked at submitted budgets. And did not recognize that we had taken, and we've been doing this for three years, transferring The Dema funds from the Bloomington campus accounts to the university accounts because Dema is a university wide office. So I just wanted to make sure that nobody

was who had seen that story. And not seeing the retraction. Believed that there was there had in fact been a Major budget reduction in Dema.

I want to end on just a two high notes. The first is our colleague Mary gray, who is a faculty member in the Luddy school and has been a faculty member in in Communication and Culture in the Media School was just named a MacArthur Fellow.

You may remember that Mary was also a member of this august body. And so I wanted to celebrate that publicly. I'm just so delighted for her. And I also want to note that our capital campaign has a wound up. And while I will leave the big numbers to the president of the IU foundation President Dan Smith, I do want to note that nearly 14,000 faculty and staff members on this campus contributed to this campaign. those contributions came to over 160 \$3 million dollars and that money goes of course directly to faculty Research and to student scholarships. So we should be very proud of our faculty's involvement in this campaign as we as we end it in this in this constrained way but with great success.

#### **AGENDA ITEM FIVE: QUESTION/COMMENT PERIOD**

**Lauren Robel:** And that ends my report, and I'll open it up for questions at this point.

**Diane Henshel:** Currently, there are no questions in the chat. Great.

#### **AGENDA ITEM SIX: UPDATE FROM THE BENEFITS COMMITTEE**

**Lauren Robel:** Well, I'll move them to an update from the benefits committee, which I believe very great co-chaired when she was when I first met her through this group.

And I believe we have a presentation today from John Whelan but I will turn it over to the CO chairs of the benefits committee Maria Bucur and Cheryl Hughes.

**Cheryl Hughes:** Hello and thank you everyone for allowing us this opportunity to present to you this update at this point in time, it is my honor and privilege to be able to introduce to you John Whelan The human resources for Indiana University who will provide an update on benefits and things that we can expect to be coming up in a bird asked questions at that time. So this time I'll turn it over to John.

**John Whelan:** Great. Thank you, Cheryl. Good afternoon, everybody. It's a pleasure to be with you. I'm going to pull some slides up and walk through them. But I'll go through them fairly quickly, because I think we have about 10 minutes in the front end and then time reserved for questions. And I think there may be some so I'll try to go through quickly but not so quickly that It's confusing. And then if please let me know if you have trouble seeing my presentation, but I will Bring this up.

So, and let me also just say, Christian Royer our director of benefits is on the call to and Kristin Royer is really the Kind of the expertise behind all of our benefits plans for years, decades. And

so we're fortunate to have such a great leader in Kristen. And so while I'll be walking through this. Most of this is really her great work. So, Kristen, please chime in at any point

This first slide is really just to give you some background on how many people we cover the university covers over 42,000 people that includes our faculty, staff, And their dependence and combine the budget is approximately \$300 million a year that the university puts towards employee health care.

We have continually grown in our three plans to have which are high deductible health plans. We've grown so that we're now at 94% of our employees in the high deductible health plans and the HSA contributions which come with that.

And we're unique to most universities, I would say almost every university. And quite frankly, almost every major organization even companies. In that we continue to have seven salary bands for our employee premiums.

Most consultants and others would say you should have two or three, at most, and many have no bands, but we have felt, it's been the philosophy of this university that The people who make less money should pay less in their premiums and so we have a sliding scale in that regard.

Also reminder that individual employees can save \$25 a month. And if a spouse is included in the health plan. It's up to \$50 a month on premiums and That that actually really pays off quite a bit, you'll see in a minute for, especially our lower paid employees.

When talk about medical trends, because this is really what dictates year to year how we set our premiums, as you all probably know we are self-insured. So every claim is paid for by the university as opposed to relying on an insurance company to bear the risk of that.

So every year we have to anticipate what the growth is going to be in our healthcare trends and that's how we set our premiums and We have been an almost every year that I can think, certainly since my six years here. We've always been ahead of the national trends on managing health care costs and a lot of that has to do with the fact that we have so many people on a high deductible health plan.

As we look at, there's two ways that we kind of look at trend now this is important. This year, more than ever, one is that we look back over a 12-month period and Look at our own experience and understand what kind of claims, we've had and what we should anticipate in here be ahead. And then we also look at the Health care costs and the larger healthcare ecosystem and see where they're going and then between those two. We work with some consultants who kind of crunch the numbers for us when we come up with premiums that will help balance out the cost so that we stay within our budget.

This year it's interesting as we look at the market trends that a wide range from five to 10% and this is kind of what other employers are anticipating and the reason for that widespread is that For the period of time starting in March through the summer and even to a little bit still now, but not as much People were not going to the doctor, unless they really had no choice. If there was

anything that could be deferred people were deferring it for obvious reasons, with Covid and so that created a bit of a reduction in health care expenses and usage for, you know, three or four almost five months, period. So if we use our traditional methods of looking back at usage and other employers do the same thing they're going to see that actually the claims were probably Lower and that's where you would get that 5% trend where organizations have done that very literally.

The 10% is for organizations that look back and say, you know, we have to kind of strict those six months and we shouldn't assume that's a reflection on what the future trends are going to be. And so, and I you we've done the same thing because that I don't think that the reduction expenses. This past year's is going to be indicative of what future trends will be. And so I think the 10% number in the market trends is probably a more accurate number of what the future growth in healthcare costs are going to be

The reason we expect health care to go up is that Many of the more expensive medical procedures that healthcare systems make money off of were deferred. And so a lot of healthcare systems have found themselves in a tighter financial spot treating coven is not particularly profitable. And so we are anticipating that healthcare Organizations are going to be increasing rates to make up for lost revenue over the last six months and quite frankly for much of this year So those are some of the trends. But if we do our own calculation eight and a half percent is what we see our growth being which I'll explain how that turns into our premiums in a minute.

This is just a reminder of the deductibles in the different plans the anthem high deductible health plan is our largest almost 80% of our employees are in this. About 15% of our employees are in the IU health high deductible health plan, which is a higher deductible. So people who want to take a little bit more of a of a risk and they feel like they might not hit the deductible.

And then I do spend too much money the premiums are a little bit lower, but they also get a higher contribution in their HSA. So it's really a personal choice. The other thing about the IU health plan is that it's a narrow network. So you're limited to where you can go, whereas the anthem plan is a broader plan and you can network as much broader and you can go out of network as well.

One thing just to point here, that again is compared to the norms that we compare with our employee or fellow universities. The contributions that the university makes to the HSA are really almost unprecedented in how much we put in everybody's account.

So as you can see anywhere from 1300 dollars to 3200 a year of cash basically put right into people's HSA accounts.

So even though the trend is 8.5% we were able to make a few adjustments and also Just make a university decision to slightly reduced the premium because we just felt like with this year being as challenging as it is in the financial limitations on salary increases. We wanted to reduce the premiums as much as possible.

Obviously, we couldn't go to zero because healthcare claims are going to keep going up every year and health care expenses are going to go up and so going any lower than this would put us at risk of perhaps having a big swing next year of premium increases that could be in the double digits. And so we didn't feel like that was prudent to do

So let me just talk a little bit about what 6% means the example on this page applies to an individual employee only in the Anthem high deductible health plan, which as I said is our highest most popular plan. And you can see on the left, the seven salary bands. And so if we look at the lowest salary band employees who make below \$35,000

The University in the third column. You can see the percentage of the premium covered by the employee and then the balance is covered by the university so more than 95% of the premium is covered by the university for somebody who's below 35,000 and assuming they signed the tobacco have a David which most people do the annual premium for this individual.

Would be \$225. Now, it's important to note too that anybody who is on our health plans if they get a physical which is not any charge to them it's considered preventive at any time during the year, they can get another hundred dollars back for that. So in this case, this individual would pay \$225 potentially \$125 if they got a free physical and then on top of that they would have 1300 dollars contributed to the HSA and then you can see as you go down in this situation, how the, the rates go up higher based on the salary band.

This is you'll have this information, so I won't go through it in detail, but this just shows you all of the increases across all of the plans.

Based on every category. So if you look at the Anthem plan for instance, which again is the Anthem PPO high deductible health plan, the top one. And you go down to the family coverage and go to the far right of someone making \$250,000 or more. So that's going to be one of the most expensive plans that we have in the high deductible. It's still under \$30 more per month.

So it's you know, considering somebody at that salary level it's not, hopefully not going to break the bank. In that situation.

Now some people wonder why does the lowest line here, the Anthem PPO \$500 deductible have higher costs. It's two reasons. One, this is a different plan design. This is a traditional PPO so there's not as much of a deductible and so much more of it is paid for by the university, but as a result the premiums are higher, and we also have a smaller number of people in this, we only have a little more than 5% of our employees. And so the fluctuations in the claims impact this plan more because so few people are in it.

So just wanted to kind of know that few other quick things. We at the beginning of 2020 we put some new plans in place that have been very well received and they're designed to help people be healthy to live better lives and also to reduce their expenses.

So Livongo is a very well-known organization that focuses on preventive measures diabetes and pre diabetes is an area that they are especially known for and by signing up for this tool at IU

we have found very high usage and this we believe will obviously make people healthier and it will reduce a lot of the Health care expenses for our faculty and staff and also for the for the university as well.

We also put into place Weight Watchers, and we opened it up to every employee we previously had limits on who could enroll and how many and it was kind of a first come first serve. And we opened it up invested in this little bit more and Have had incredibly positive feedback from people and you can see tremendous success.

I mentioned this at the board meeting last week and I had somebody who emailed me afterwards was watching and said, he told me he was a staff member and he said, I just need to let you know that This has been incredible. For me, he said, I've lost 65 pounds in the last year on this plan and he said, it's just the same for my wife. And for me, it's just made our lives. He said I'm a different person. So that's just one example. But there are many more. I'm sure people who have had that reaction.

Quickly uncovered at the very beginning when it was unclear how testing was going to be covered the university made a decision to cover All coven tests for free, through our health plans, no cost to the individuals obviously as tested become more available as the university has

Opened up symptomatic and asymptomatic testing. This is a little bit less of an issue but I'm proud of the fact that the university stepped up early on and said we're really going to--we're going to cover these costs if someone goes to the doctor to the hospital.

And then treatment as well. People. Fortunately, we haven't had many serious cases of the university. But in the event that anyone needs to be treated for Co bid our health plans would cover that as well.

We have a brand-new gap, the timing of this couldn't have been better was rolled out in February, right before coven and it's an incredible increase in the functionality of our ap,

And immediately, people have felt like this has been a great resource. And as we know, with Covid and also with the issues of racial and justice and violence by the police against blacks in our country, the stress and anxiety from that and so many other things, combining all this

Mental Health has been a real key area we know it is for our students. But it's, it's also for faculty and staff and so This has been a great resource and the timing of this rolling out couldn't have been better. Looking forward, we want to continue to focus on our employees and find out ways that we can deal with them, particularly in the in the pandemic. And digital health resources. Not many people you know, visited the doctor online early on, but many have now and we think that's actually a good thing because it's more convenient. It gets people to the doctors more quickly.

And I think people have gotten over the stigma of having a doctor's appointment virtually. And so as we look to the future, the costs are really going to be Uncertain because we just don't know what the you know the health care industry is going to look like with coven What the utilization

will be so we'll, we'll stay close to it. And again, this is where I give kudos to Christian Royer she's constantly paying attention to these things and doing everything to manage our health plan to make it as valuable as it is. And as affordable as it is as well.

With Livongo we tend to expand that we're hoping to expand that to pre-diabetes and high cholesterol. And high blood pressure. Many of the contributing factors to the majority of our healthcare claims. So look for that in the future as we explore them more and will continue to communicate to you all, as we have more information.

And so that that's the presentation, I'm sorry to race through it so quickly, but I wanted to reserve a little bit of time for questions. And so I will stop sharing and oh and open up for questions and Christian as well to

**Lauren Robel:** THANK YOU, JOHN one thing that you, you didn't have in this that was in, I believe, the presentation to the trustees was the results of the switch of administrators for retirement plans. Did you want to say a word about that as well.

**John Whelan:** Oh. Sure, I'd be I'd be happy to. I'm sorry. I only took that out just for time sake, but absolutely love to the transition that everybody is well aware of happened on January 1 and And everything has gone smoothly. It was a big change. Obviously, we've talked about this a lot over the last year and a half, as with this body, and I appreciate everybody's cooperation in this process. It was a big change, but the savings on this, as we've talked about before. We're dramatic in in the fees that people May have been paying and are now paying and also the streamlining of our lineup and then some of the additional benefits we added to it by having rollovers that we didn't have before and Roth's so we think it's been positive. But again, it was a big change. And so I hope that everyone is feeling it's been positive for them.

So I'm glad on the timing standpoint it happened in January and didn't happen in April. There are other organizations that I think we're planning to transition her word and they had to put it on hold because the market had just tanked. So it was pretty stable, the time we did it, which was good.

#### **AGENDA ITEM SEVEN: QUESTIONS/COMMENTS ON THE UPDATE FROM THE BENEFITS COMMITTEE**

**Lauren Robel:** Thank you so much. And now I'll open that up for questions and rely on the people who are watching the various ways you can submit questions.

**Diane Henshel:** And there's no questions right now in chat, but I'd like to point out that the health screening form and the health screening website where you submit the form are available on chat. Thank you to Jim Ansaldo and Lisa Thomason.

**Lauren Robel:** But if there are no questions. JOHN. Thank you so very much for that presentation and Cheryl, thank you for all the work that the benefits committee is to win our pleasure. Great.

**Barb Cherry:** I'm saying her up. But I said, I have a question.

**Lauren Robel:** You don't find--Barb Cherry. I'm sorry. I'm sorry.

**Barb Cherry:** I was late. Was a late playing with my buttons to get it. And I do have one question. That I run into because I'm on phased retirement. And what I noticed is that under my phase retirement. For example, I have reduced compensation okay because I've cut back but for my health care premiums, I'm being charged according to the salary chart as if I'm getting the full pay that I don't get anymore.

Mm hmm. So, I for example I've cut back 50% but according to when I checked with the payroll and the benefits, I'm being charged for my portion of insurance premiums. I'm being charged premiums, as if mine being paid my full salary, even though I'm not anymore, and they're saying that has not been taken to account for those individuals that are unfazed retirement. Is that something that can be addressed.

Because I'm not being paid that amount anymore. So why am I being charged premiums, as if I was and

**Christian Royer:** In john I can jump in. Currently, for anyone on phase retirement, the premiums are based on your base salary for any employee. And so if you go on phase retirement, you still do pay the premiums based on your annual base salary.

**Barb Cherry:** Yes, but the base salary is reduced. Now I'm not paid that anymore.

**Christan Royer:** Right, so I understand what you're saying. But I just wanted to clarify that. That's how the system is set up. It doesn't pro rate based on, you know, if you've reduced your workload. So we're happy to take that back and discuss. I don't know if you have anything else to add john but I just didn't want to clarify that it is based on your annual base salary, even if you have a reducing your workload.

**Barb Cherry:** Well, I will just be just be because, particularly now also that phase return has been made available to more people. Because the age reduction and stuff like that, you're going to have more people that can be affected by this. And I would just Suggest in that as an aspect of fairness. This is something that should be taken to account because we're being charged premiums at a rate that we don't get paid anymore.

**Lauren Robel:** That sounds like a great subject to send to Cheryl and Maria and the benefits completed discuss with HR. Thank you for raising a bar.

**Barb Cherry:** Okay, thank you. Yeah.

**Lauren Robel:** All right, let's turn at this point—

**Diane Henshel:** There's another question.

I'm sorry, Israel's asking if there is any change in the international coverage and international health care services. I presume associated with international travel

**Christan Royer:** So there's no coverage for or no changing coverage for international care received overseas. So, for example, for our health care plans we cover all healthcare prescriptions etc. while you're traveling overseas as a network.

If you're on the Anthem plan. They do have an international network, although not obviously every place you're traveling to maybe part of that network, but some of the larger areas such as a London or Paris.

Might have a network, but regardless of where you are. You can be reimbursed at the network rate for that coverage. I'm not sure if that fully answers the question, and that includes if you need

For example, emergency evacuation we've had it happen before where a faculty member was out doing field work. Had to be evacuated by an air ambulance to the closest hospital that they could receive care and that all still remains in place under the plan. Hopefully that answers the question. If not, please let us know.

**Diane Henshel:** That's it, no more in the chat.

**Lauren Robel:** Well, thank you so much everyone. We'll look forward to another presentation. Probably about this time next year, but it's really helpful day to hear it directly from you.

#### **AGENDA ITEM EIGHT: RESOLUTION ON USE OF OCQ DATA FROM FALL 2020**

**Lauren Robel:** All right, we have a resolution on the use of OC Q data from fall 2020 Jay Duncan Chair of the educational policies committee will present this and it is an action item.

**J Duncan (he/him):** All right before I read the text of the resolution, I'd like to provide some context for the discussion on the BSC list. Please excuse me from reading this from a priorly prepared document, but I want to make sure that I have an inaccurate statement for you.

The resolution comes from a request that the BSC received and began discussion big began discussing since our last meeting. its purpose is to ensure that any change the use of the OC cues as minimal as possible, since discussion about this topic has significantly broadened from the original request.

Additionally, if we choose to adopt this resolution, it will allow the units to get expedited guidance on the use of the OC queue for fall 2020. This matter is inherently time sensitive when many of us are at the halfway point of a 13-week semester.

Given the amount of discussion that this is generated over the last several weeks on the listserv.

It is reasonable to believe that members have had an opportunity to discuss the concepts here presented with their constituents, I recognize that they're still Many numerous issues to be related to be discussed it in relation to CQ including the suggested changes by the UFC Task Force, which are currently being considered at the UFC level.

The format of the resolution was chosen because if adopted, it does present guidance from the BSC rather than policy change. Well, I am not aware of a campus level policy that requires the inclusion of OC key results in P AMP t The Vice Provost for Academic Affairs P AMP T guidelines have advised the OC Q summaries should be included in dossiers.

This resolution was referred to EPC rom Zach who discussed it and recognize the need to more clearly frame the issue at hand. EPC had a very, very narrow timeline. And so we focused on deciding whether this was an appropriate matter to bring to the BSC floor. In the interest of deliberations that were open to the public and accessible to all be FC members.

As Chair EPC, I would ask the members of the BFC to please understand that we are forcing this to the BFC to follow proper procedure and that it is not necessarily that we are endorsing as a group, the resolution itself.

There have been arguments by certain numbers, including those in student government that the resolution is unfair to students. As someone who works very closely with students every day. I'm sensitive to the needs of students to have feedback mechanisms. EPC is also working with other appropriate campus bodies on policies that are designed to bring student consideration, similar to or exceeding what this resolution proposals for faculty I asked, though, that this resolution be considered on its own merits, rather than in terms of what it is not designed to address.

People clearly have very strong opinions on the matter. And I asked it to give everyone an opportunity to engage an open discussion. If after this time a majority of people wish there to be further work on the resolution, I encourage them to either call the motion to table or refer it back to committee.

Similarly, if the EPF as a whole does not agree with the resolution, I likewise encourage members to vote against it once any amendments have been considered. I will now proceed to read the resolutions text itself. And please allow me to share that with you on a screen.

Alright hopefully everybody can see this:

Whereas the coven 19 pandemic continues to complicate teaching and learning in historically unprecedented ways

Whereas these considering complications may understandably influence students' evaluations of their own learning experience and, by extension, their instructors teaching effectiveness.

Whereas Indiana University Bloomington takes very seriously instructors record of teaching effectiveness as established in part.

By student feedback provided through the online course questionnaire, also called the CQ when making consequential decisions about a range of matters, including tenure and promotion.

Whereas candidates for tenure and promotion have the presumptive right to put forward what they believe is the strongest, most accurate case on their own behalf.

Bearing in mind that the strongest possible case may be an often is the most complete one

Be it resolved then instructors have the right to decide whether or not to include data collected through OC cues during the fall 2020 term.

In tenure and promotion dossier, including dossiers assembled for the purpose of evaluating non tenure track members eligibility for attention and promotion.

The Council also encourages individual units to consider carefully how data collected through OC cues should be used in other contexts, including the annual merit review process give you the regularity of our current circumstances.

#### **AGENDA ITEM NINE: QUESTIONS/COMMENT ON THE RESOLUTION ON THE USE OF OCQ DATA FROM FALL 2020**

**Lauren Robel:** Thank you very much. Jay, and I'll open the floor up now, for if you're done, I'll open the floor for discussion.

The action item is the Resolution, it comes on behalf of the educational policies committee and the executive committee, so I don't believe it needs a separate motion and second or so we can open up the discussion.

I'm going to need a lot of help in recognizing people because all I can see right now is Jay and the resolution.

**J Duncan (he/him):** If you'd like I can put it down. I just thought people might have a reason to see it, but I can put it down.

**Diane Henshel:** All right, so the two places that are being monitored, just to remind you, our chat and raising your hand in the participants list.

**Rachael Cohen:** Brian Shanker has his hand up currently

**Lauren Robel:** I didn't catch the name, who has a hand up. And up. Let's go.

**Shanker Krishnan:** Okay. All right.

**Shanker Krishnan:** J just referring to the resolution, the was some discussion on the BFC listserv on the difference between a resolution and a policy, this one it was articulated, I believe by Steve that this is a resolution which is different from policy. So, my question is with respect

to the use of the word shall, in the very last paragraph. Is the use of the word intentional to say that it actually is intended to be a policy statement to say that unit departments schools, whatever they have in their policies, this resolution will be binding on them in order to move forward with instructors and their fall was accused

**J Duncan (he/him):** Okay, so let me let me address that because definitely when I was new to the council, I also had a lot of similar questions. And so it's illuminating for everyone for us to clarify this.

This is a resolution. It is a statement of the BF sees collective intent in the matter, but it is not a change to policy and it cannot be made a change the policy by the virtue of any language in it as it is inherently a resolution.

This is one of those situations where you can paint. One thing is another, but it's not. And it's. It can't be. So the fact that it's a resolution makes it inherent in here that it's non-binding.

**Lauren Robel:** I think if I could just chime in a bit on that, the Bloomington Faculty Council's Statements of Principles is a resolution are taken quite seriously by of course me and the Vice Provosts as well as the deans. There may be situations across the campus where there's a discussion within a particular school to sat this doesn't really fit with the BFC's views on the matter are always taken into account and taking taken quite seriously. So, I think it's an important step when the, when the Council speaks and delivers a sense of the Council to the to the campus.

**J Duncan (he/him):** So Lauren, would you, would you agree if I characterize resolutions is often strong suggestions that should take precedence. If there is no other guidance within the unit.

**Lauren Robel:** If there's not, if there's not a compelling reason to go in a different direction, it would at least at the very least, I would think trigger a discussion. Within the unit about why the unit might take a different path.

I'm going to have to just continue to rely on others to shout out.

**Kenneth Dau-Schmidt:** I have a comment.

**Lauren Robel:** Okay, Kim. Thank you.

**Kenneth Dau-Schmidt:** Hi yes I'm visiting, on behalf of the alternate for Steve Sanders.

Geez, I miss our meetings here I am in my Covid bunker down here, but so I'm finally back in talking to the BFC but Steve. Steve was very concerned about This resolution. He's one of my strongest candidates or one of my strongest colleagues on faculty governance and I can give you The, the post of his Jeepers, I guess it whether did it or not. The it didn't, it didn't post the entire thing. But I will post the entire comments in the chat and I will read them to you.

And what he wanted to have said was:

I have, I have asked my colleague, Professor Dr. Schmidt to service my alternate and devote know on the resolution.

I hope my council colleagues will do the same for three reasons. First, we have less than 24-hours' notice that this resolution will be presented today. That is bad shared governance practice a matter like this requires us to have discussions with our constituents' policy committees and schools, there is no reason to do this in a rush.

Second, this resolution and appropriately interferes with school level evaluation processes over which the BSC does not have authority.

Third, there is no good reason why faculty should have the power to cherry pick good evaluations and hide negative ones. After all, we are currently grading and evaluating students are required to learn and new and perhaps unfamiliar ways they did not expect All of us faculty, students, administrators are doing the best we can and a difficult time but faculty are not unique. In having to apply their professional expertise to a new situation faculty should be evaluated in the usual way.

Especially when faculty are likely to get a generous benefit of the doubt when their own CPUs are reviewed by school and campus committees, all of whom are aware of this semester's challenges and that, so says, Steve.

**Lauren Robel:** Are there other comments or—

**Diane Henshel:** Yeah. So Dan Bullock wants to Suggest a change, Dan, do you want to talk

**Dan Bullock:** Um, I'm not sure I'm necessarily wanting to suggest it, but I would want to hear a reason as to why we're using such forceful language with shall have As opposed to Aryan we're using shall have when ought to have might be a bit more fitting for a recommendation and I'm not sure how these in the past have been phrase, but just looking for some guidance there.

**J Duncan (he/him):** So certainly, the, the Parliamentarian could chime in on this, but it's my understanding that this is fairly standard language for any kind of resolution that expresses a sentiment like this. And this is a place to remind people that it remains a resolution and therefore that units continue to have their own ability to determine their policies here.

**Rachael Cohen:** I think Ruhan and then Josie.

**Ruhan Syed:** everybody. Good afternoon. For those of you who haven't met my name is Ruhan Syed and I'm the student body vice president for this year I'm in the one thing that I student government is still concerned about relates to the third point from Steve Sanders, um, where it looks like faculty and staff get the chance to cherry pick their information that they're presenting while students aren't also afforded that sort of same precaution. I know that it was mentioned a little bit earlier that there are some solutions being worked on by the FCC and, you know, if we could get an update on that. I think that could be some anxiety.

On, but we also feel that, in a way, this is taking away the voices of the students because we're also learning in a completely different way.

Um, and we already feel disconnected in the way that we're learning for a lot of students were all online. I meant to possibly hear that faculty and staff on essentially have to face.

The consequences of not, I don't want to say consequences actually on the faculty and staff may not necessarily have to include this in their—in their own reviews.

I'm can just really feel like students are getting disenfranchised and not included in the process of their own education in the in the progress that professors and students can make together. Thank you.

**Lauren Robel:** Thank you, Ruhan.

**Joie M. Barton:** Okay, so. Hi, everyone. My name is Josie, and I am the proxy for Dakota coats the president GPS. Gee, I am currently has helped them on this officer and I'm a second-year law student

So we also have some of the same concerns that Professor Dr. Schmidt brought to us on behalf of professor, Professor Sanders and also that are us she just presented and one of the ways that we've heard it framed by students is

I would love nothing more Than to cherry pick the grades. I got to send to employers, I would personally love nothing more than to cherry pick the grades that I showed to potential law firms like that would be great. I love for them just to see my A's and not my BS might be pluses or anything else, and

Why would we allow professors or faculty to do that when we're never going to let students do that? I know that last semester was a little different. I know the law school, went to pass fail, only because they said this, we can't do this.

But I have to do all my law classes online all my teachers, including Professor notion is trying to adjust to all online and it's rocky for everyone at sometimes but that's the job of a professor. That's the job of faculty and staff. You're here to teach. And yeah, it's a little different this year, but there's always going to be new challenges.

So why is it suddenly oh we've had a really big challenge. We're not going to hold it against you. How you adapt to the challenge. That's, that's part of it. And that can really actually help you and a tenure track review. So we're just worried that it's not going to go across the board and like our USG just said it's not the same, even though we think it should be.

**J Duncan (he/him):** So I would, I'd like to reassure the representatives from GPS fee and I used to government that I, I hope very soon. We can have a similar conversation about some accommodations for students that are reasonable under the circumstance, please understand that I

am a big advocate for you in this area and I really believe that things should be as equitable as possible for everyone.

I'll also give you a small personal piece of advice, which is that having applied to be on to further programs with a W on my transcript. When I was a master student, the most complete per Presentation of your case is often the best one rather than the one which removes certain elements that is then obvious to the people, evaluating your presentation.

So while we all might like to present to Justin a case that's often very obvious to people and does not necessarily make a strong case in your favor.

**Diane Henshel:** Larissa has a comment.

**Lauren Robel:** Larissa.

**Larissa Jennings Mayo-Wilson:** Hi, yes. And my comment was just down in the in the chat, because I had two comments. One was just to better understand and the extent to which this draft resolution is perceived to represent the BSC I'm just curious on sort of what was the process that that led us to that conclusion. And just to notice. Well, that I'm because you received this resolution yesterday. Not all unit representatives have been able to discuss this with their constituents.

**J Duncan (he/him):** Thank you for your comments. My understanding is that anything which the BSC passes on the floor by acclamation or some other voting method is perceived as are presenting the will of the BSC so that is the tone in which this is presented as it will be an action item for voting.

In terms of unit representatives, not having a chance to discuss this. I would hope that as soon as major concerns come up on the BSC about things that people reach out to their representative to the people that they represent about those issues. This particular language or the resolution is novel in the sense that people may not have seen it until yesterday, BUT THERE'S NOTHING NOVEL ABOUT WHAT is being discussed here. It's been discussed on the list and in other in other areas for several weeks at this point. So I hope that people would not wait Until there is a specific resolution to start that discussion again, I'd like to be very clear here that etc. is forwarding this to the whole BSC to discuss this is not an endorsement, we do feel the discussion needs to happen here with everyone.

**Rachael Cohen:** Oh, and Nandini, and then Jim are next.

**Lauren Robel:** Great, thank you. Nandini.

**Nandini Gupta:** Um I for, for those of you don't know my name is Samantha Nico de I'm at the Kelley School so I just wanted to say a couple of things. One is that, I mean, in light of all the student comments and the fact that I think You and Lauren and generally the leadership have been You know, just so explicit about saying that we're all in this together.

And I feel that in that the sort of seems to go against that, in spirit, that if we are all in this together, then

There's no need to, you know, we understand that and, you know, individual units and schools, etc., will be able to appreciate the fact that unique difficulties that people are going through right now so I feel like the students concerns in this case are somewhat valid by recognizing that people are going through some really difficult times, right now, but we all are in this together.

And I guess the second thing is that really actually units have not been at least our particular unit has not had much time to discuss this issue and I'm sorry for not being completely up on the email list but You know we just haven't had time to just haven't had the time to discuss this, even as a group of the county representatives or even discuss it with our particular constituency.

Except for him briefly yesterday evening, and the last, I mean, the last thing I would say is that I wonder whether this could be instead an opportunity to better to use the OCQ in a different way, just sort of understand what is working in our new modes of delivery. I mean, instead of thinking about how

This has been used to reward or punish faculty or whatever, which I strongly don't think will happen. But you know, I would be very interested in knowing how have, you know, students view, whether you know how online teaching is going and, you know, to work in particular questions into the OC Q that would help all of us, you know, understand better or understand how we can deliver our teaching in a way that benefit students. Thank you.

**J Duncan:** Thank you for your comments. If I could respond. First of all, I would strongly recommend that all the units have a detailed discussion about the use of the oak CQ going forward for a variety of reasons.

I can say that this semester. My understanding is that it's too late to modify the CQ questions. The understanding is based on the fact that for my department. I'm the person who pushes the button that says the questions in their current form may go forward and that was done a couple of weeks ago.

However, we might consider different questions for spring. That's a very separate issue than what's on the table. But I do think there's a lot of value in serving your students in a variety of ways about the current modality.

And personally, I recommend all instructors be doing that separately from the OC Q Right now the value of reaching out to students at the moment for immediate feedback cannot be overstated. Please, please do that as a recommendation.

I do agree with the comments that we are all collectively in this together and whether or not this resolution is goes against those comments. I'm not sure. But I will remind people that if you want more discussion time on this but want to keep it an action item you can move that it be returned to committee, as I mentioned earlier, that is an option.

**Lauren Robel:** Further discussion among the along—yeah?

**Rachael Cohen:** So we have Margaret, who had a comment in the chat in case she wants to say anything then Jim next, and then Colin.

**Margaret Lion:** Hi, it's Margaret and I'll just be quick, as a teaching faculty, I really need OCQs. They really helped me and I'll also just share my experience I put my course fully online this summer.

And the comments were so good for formative evaluation and helping to make the class better. And I've even had students say, well, this is a tough time for all of us. So just for me for my experiences. It was positive and helped me make the class better and I know that as teaching faculty, I really need those. So that's just my perspective, I want everyone to feel comfortable with these things. So that's my two cents worth

**J. Duncan:** Thank you, Margaret. I do want to remind people that part of the reason we're seeing this resolution right now is that the executive committee wanted there to be a narrow and specific target for the requests that was being considered. Some people on the discussion list for arranging pretty far about whether the OCQ should be administered at all.

Nothing about this resolution has anything to do with the concept that extreme and I personally would strongly oppose any efforts, not to administer the OCQ.

**Lauren Robel:** Is there—? We have about three more minutes for discussion. I think there are a couple more people in the queue.

**Rachael Cohen:** Yes, I would say, Jim, then Colin.

**Lauren Robel:** Okay, great.

**Jim Ansaldo:** This is Jim. That's how the hell go quickly as well. My question was answered about whether the list is official discussion or not. The only thing I would add is just to let you know that for some of us who are new to the faculty council. We don't even have our constituent email lists at this point.

So it is, it's been difficult to digest information about this topic and discuss it. Basically, I have a paragraph from the Secretary's report to refer to and I don't have a list of people to communicate with

**J Duncan:** Thank you for your comments. I would encourage everyone right now to remember that. While difficulties like that can be very frustrating and I very much understand. I've been in a situation where I wanted to communicate in the lists weren't up right now.

Everybody in the administration of the BSC back end is also working very hard on this and is also stressed out by all of the issues that have stressed, all of us as faculty out so please I do encourage people to be sympathetic to what our support networks are doing right now for us.

**Lauren Robel:** I think—

**Elizabeth Pear:** If I may, pipe in real quick. Thank you, Jay. For that, I really appreciate it all of the members of the BFC should have already received an email with the address for their constituent list. If you have not Jim, please send me an email and we can sort it up tomorrow.

**Lauren Robel:** Thank you Elizabeth.

It's Colin next.

**Colin Johnson:** Yeah, I just wanted to sort of point out because I that I just wanted to remind people that This narrowly constructed version of this proposition actually did come from someplace very specific in the sense that I think the students concerns about, you know, Wanting and needing really the opportunity to provide feedback on their, their own learning experiences are really, really important. And I also agree with my colleagues about the importance of security feedback.

On you know on teaching as a general practice that I think the thing that it's important to bear in mind for everybody, or one thing that I would ask people to bear in mind is that this was motivated in part by Input that you know through various channels. I think people have received about very real concern amongst people who In many cases, non-tenure track people and people who are non-tenure track appointments and people who don't have the protections of 10 year: Who may very well be in close proximity to decisions about reappointment for whom these circumstances, I think, fall, fall very, very heavily, heavily on them and they feel very nervous about the kind of potential implications for how their cases will be read. And that's why the issue, as the resolution makes clear has nothing to do with the administration of a seat, use it only has to do with whether or not individuals not departments, but individuals have a right to craft their cases.

And, you know, using Just this semester is at craft their cases in ways that they think Allow them to kind of present their best case. So, so I think that's a consideration here and that's fine. I mean, I think there are reasons to be concerned about these kinds of things, but I would just put that in there because I feel like that's part of the discussion has kind of fallen off the table. A little bit. Such that there are a lot of kind of concerns about stepping away from it. But there were underlying concerns from the beginning, from people who were really worried about what implications, you know, things could have for them. In ways that I actually wonder in some, in some cases, whether students understand like, I'm not actually sure that students understand that tenure decisions, for example, do not just result in failure to be promoted, but actually termination of employment.

And that is often the case to for non-tenure track faculty and, you know, and so I understand the need to kind of provide that input. But I also think it's important for people to understand the consequences of What standard operating procedure could be for people

**Lauren Robel:** All right, I think I seen perhaps one more question in the chat do research staff have the option to exclude this year's evaluation should there be any from their portfolios.

Is that covered by this resolution, J, or not?

**J Duncan:** My reading of this is that it is instructors and I would read that as classroom facing faculty.

**Dan Bullock:** Would you expect there to be a similar option for researchers?

**J Duncan (he/him):** People are welcome to introduce a subsequent resolution for other members who are not covered by these items.

**Lauren Robel:** Okay, so we're at the end of the time for discussion allotted for this. Um, I have heard no resolutions of any kind but simply questions to J. Duncan. So if we're at that point, it sounds like we're ready to vote.

All in favor of the resolution as presented?

All opposed?

**Diane Henshel:** We need a roll call.

**Lauren Robel:** I'm not sure Roll Call is the way to go. But there's got to be a mechanism that we can use to do this better than then voice vote at this point.

Yes, Elizabeth. What is that mechanism, please.

**Elizabeth Pear:** There is a polling option. I haven't played with it yet, but now might be the time so I can look at that. So it's also recorded in the chat if everybody—

**J Duncan:** I would suggest we have yes or no in the chat, which is tedious but recorded well and Then we have the participant voting options like yes and no. And perhaps another icon for abstain, which is recorded poorly, but it's very fast.

**Lauren Robel:** So let's do it this way. Let's use the chat, because we're all familiar with it. So at this point, I'll ask and Elizabeth, you're just going to add as quickly as possible. All in favor of the resolution is presented, please vote I or yes in the chat.

Voting is open.

I think the voting is complete. At this point, and—

**J Duncan (he/him):** Would you also call for abstentions, please?

**Lauren Robel:** Yeah, I can. But it's not technically something that I think Robert's Rules of Order. Oh, call for extensions. Are there any extensions

### **AGENDA ITEM TEN: FALL 2020 ENROLLMENT REPORT**

**Lauren Robel:** Okay, so I what I can do now is leave Elizabeth to tally up the votes and we will come back to the tally after we hear the presentation from David Johnson on the admissions report for this year. So, David, are you with us?

**David Johnson:** Yes, Lauren. Good afternoon.

**Lauren Robel:** Thank you so much for making time to do this today.

**David Johnson:** Happy to be here and good afternoon to everyone. We have the slides. My colleague, I think, Jessica Perry's going to project the slides. I can do it if I need to. But that might make it easier to walk through. And so, Jessica? Are you available, ready to do go?

Perfect.

Alright, so thanks Lauren and thanks to the Bloomington faculty council. I appreciate the executive committee being interested to hear certainly about enrollment. And so I have a brief set of slides I'll stick to 10 minutes and then we'll have 10 minutes to answer questions and give you an opportunity to get back to your other business.

So I want to quickly just point out that it's been challenging here as you all well know, and we all have been living that since March or sometime earlier than that. I do have our first slide is a summary slide of our enrollment this fall for beginners. And so that's what we've been working hard since last spring with your colleagues across the university to enroll our students.

And you can see we have nearly 1000 freshmen. It's a fourth largest class and over the last few years, we've had around 1000 students. We did manage to have a record medium GPA and strong representation in this class. 59% from Indiana and so we're really pleased with that. We have more residents CHOOSING TO COME TO INDIANA UNIVERSITY IN A beginner cohort than any other university in the state and therefore in the world.

We also are really pleased for the third year in a row to have students from all 92 counties and also record number of underrepresented students enrolling, it is a record in number 1507 and in percentage of the class 20%

And while we also are appreciative to be able to celebrate the number we are mindful of the experience that all these students are having and the experience of particularly of our underrepresented students and we're working hard to make sure we have opportunities for them to engage in a variety of meaningful ways through our cultural centers through meaningful conversations around diversity, equity, and inclusion. If you want to see more on that you can go to the app and see some of the programs that are happening for our first-year students and we are

making this all possible for students by providing them with additional financial aid and scholarships.

So 66% of the students are receiving Gift Aid that's helping them to meet their cost of attendance at IU. This shows you the work over the last 13 years in our underrepresented students population. Yes, underrepresented students are growing in the country but we also have been working very hard to make sure we are attractive institution to students.

And we want to make sure that they have a great experience. Once they enroll so wanted to share that with you, particularly in this moment when we have so much so many challenging issues around social injustice, as has been discussed a bit earlier in the meeting.

I also wanted to point out that while we had a slightly smaller class. This year we're pleased that we have a broad attendance from 33 countries, 6 continents, and so we're really pleased that we have the depth of the breadth of this across the globe in terms of enrollment at IU even in challenging year.

We do have academically smart students and many of them bring college credit with them. And this is a slide that we often share with you so 72% of our beginners arrived with credit this year. And the average credit is 13.1 hours and you can say that, you know, just above full time in a semester and this is gained on the part of students by AP courses largely a CP through IU and dual enrollment.

And so this gives you a measure of academic experience at students are already bringing when they come to the University and it gives students some flexibility in their schedule to take a minor a certificate and to tip to take some additional classes.

The record proportion of our class that is direct admit into their school, you can see that has certainly grown and this has been a strategic priority so that students can have this deep connection and a defined path to their school for those who are really looking for this experience. And the direct admitted students are also receiving significant support and programming in their schools. And so you can see this is a great opportunity and the quality of the students is strong as well.

Additionally, you can see on this slide. The enrolled beginners by the intended school or college at the time of their application. So when students apply. You can see the largest number are interested in the Kelley School of Business, the second largest is the College of Arts and Sciences. The other schools that they have larger enrollment through the sophomore, junior and senior years.

Many of those schools are discovery schools students here about what's going on in the Hamilton Luger school or they hear about O'Neill or Luddy and they want. They have a friend who tells them about a class or they took a class and then they take more and they change their major they changed their minor. And so we are excited that at IU, we have a number of students who continue to discover what their passions and interests are.

We're also pleased in this pandemic year that we had strong retention to Bloomington 90% of last year's freshman class returned. And so we were pleased with that. And if you look at returning to any IU campus, which is the any campus in the system. That's a 91.3% retention of Bloomington first year students last year, returning to an IU campus. We always have some who choose to stay in their home communities and their second year, and that is certainly not unusual.

So overall I think the story here is a really powerful when that the total degree seeking students at IU was just slightly down when it could have been so much more challenging and such a very, very challenging year. And we are just so proud of everyone's work this this really speaks to enrollment and recruitment by everyone in all the schools and the programs and departments, but it also speaks to the faculty and students returning. I mean, if you look at the continuing students. They are what really helped us have a strong, strong class of students enrolled across the university this year. And so not just our freshmen returning, but our upperclassmen returning to those numbers are really very strong

And this is a student who is in our freshman class and she is to sharing her thoughts about how I you has supported her and demonstrated a willingness to adapt to students needs and I think you've been talking a lot about that as our faculty have had to navigate the online experience and you've had to adapt to support students. And so we thank you for all of your support to students.

And just have two more slides and then we can answer questions. This just shows you a bit of what we're looking at in out into the future, when we look five years out. What is the projected high school graduation trends and you can see a reduction in the majority students? The white students and an increase, for the most part, among black and certainly Latino students. And so who is enrolling at IU is in the gray over the, over the last year, you can see that majority of our students have been majority students.

And so we will be working very hard to expand our efforts in out of state markets to attract the changing demographics, the changing student population and we're pleased that we're well poised with that with the earlier slides that I showed you about the 20% of our class that is under represented.

And then the last slide just gives you a hint towards 2021 in some of our strategic recruitment. Themes and priorities. We're working very hard to strengthen the prospective student pipeline. We've been working on that. And I can tell you we have 440 1700 senior prospects. You know, through our search strategies and that's 41,000 more than last year. So we're really pleased that we have a very strong pipeline.

And we've worked hard and intentionally to open up that pipeline through search strategies buying more names to get students into our pipeline and potentially interested in IU. And they have worked through research and analysis to come up with these diversified value points which are for Bloomington. Specifically, they are, what is the opportunity for students, what's the experience. Students can have. And then what's the vibe for students on campus to and so two very solid pieces the opportunity and experiences and invite as a place where a little bit of the fun and opportunities can come into play the launching and supporting of test optional self-reporting of test scores.

I have to pause here and say thank you to everyone assembled here and those who came before you and the BFC and the UFC. You set us up for success by voting on this when we brought it to you. I can't thank the provost so much for her support on this.

Because we didn't have to scramble once code came, we were already poised to be the first in the big 10 to go test optional and now they're all test optional or test flexible. And so we are very well poised in this space. And we just appreciate your support back in February, id we can remember back then when the world was a bit different.

Additionally, we're working to enhance our diversity recruitment efforts building upon the successes that we've had. We, we had some wonderful programs that were online in the virtual space this year in the spring for yield and we're going to build on those the level up program working with parents of minority students.

We're also expanding our navigate IU program, which is a series of programs for student engagement and finally the revamping of our scholarship strategy to include test optional students in that strategy. We've been having very in-depth conversations

We will be coming to the schools and the deans and your school recruitment leadership around all of this, we've already been talking with you about admissions and test optional and scholarships and will be coming back.

Actually, at the end of October into the schools for our third round of that discussion.

## **AGENDA ITEM ELEVEN: QUESTIONS/COMMENTS ON FALL 2020 ENROLLMENT REPORT**

**David Johnson:** And I think that's it. So now I will entertain any questions that you have.

**Carolyn Calloway-Thomas:** David, I have a question. First of all, thank you for your lovely report, but increasingly I'm not getting a sense of how many African American students on the campus. You gave the number 1507 underrepresented students—yes, that number. How many African American—

**David Johnson:** Yeah, well, you can absolutely give you that figure Carolyn, and I'll be happy to do that. I don't have that off the top of my head I will email you that this afternoon, and we have it in our reports we have a number of students who also, as you recall in

**David Johnson:** The federal government changed the definitions where there's two or more races and so some students are white and Asian some students are Black and White or Black and Asian and so some students identify strictly within the two or more category, too, but I can get you an explicit answer on your question. It's a very strong, strong and important point.

**Carolyn Calloway-Thomas:** Thank you.

**Lauren Robel:** Let me just before we take some more questions. I have got to say this, this year with everything else that was going on. To recruit an entering class that was 20% underrepresented minority students, which is the highest percentage in our history, is a real testament to David Johnson and his staff and all of the people who are working with him and I know David that the numbers of African American students on this campus—the latest number I saw is that we actually have made some progress here and that's the numbers in either the entering class or overall. But I think it's the entering class where something like 77% overall

So, I'll get back to the whole counsel with that but I'm just going to take a moment to say we rely on David's work and the work of his staff more than we rely on anything else to keep us going. And we are we are just, I am, so personally grateful for everything that you've done and I want you all to go back and advocate for David's office and working closely with it with your schools because with this, this year, he is facing fires, he is facing floods, he has been facing a pandemic. He is facing all of these things that have really interfered with the ability of students to get there to get test scores that also you this body was pressure and going to a test optional situation as David mentioned and we're going to have to all pull together really hard to recruit a class this year. So with that, I'll turn it back over to the—

**Carolyn Calloway-Thomas:** I may I say something here, please. Yes, that I agree with, with your comments with a guy to the diligence persistence and goodwill will of David Johnson's office and I also applaud the work that he is doing, but I would also like to know whether most of the African American students are coming from within the state or whether some or representative number might be coming from outside. If you don't mind sending those data points to me also, David, I'd be so grateful.

**David Johnson:** Sure, I'd be happy to give you that. And the breakdown on the beginner cohort, but I can tell you that we know that it's largely from within the state. But there is, there are certainly underrepresented students, particularly African Americans black students who are coming from out of state, but it is largely from within the state for Hispanic and black students, particularly

Right.

**Lauren Robel:** Bradley? I think you're next in the queue.

**Bradley Levinson:** Oh yeah, thanks as always, David, thank you so much for a great presentation and for your excellent work. But I was wondering, I know you probably won't have this figure right off your head. I'm interested in the overall acceptance rate and how that has very much, if at all, because I know the acceptance rate is pretty high in the 70% range and that and that kind of runs both ways in terms of us looking like—you know it's good for equity, but it's not so good in terms of selectivity and the sort of perceived quality of the institution.

So I'm wondering how that how the acceptance rate if it's very much say over the last 10 years and then also the matriculation rate that is the percentage of those who get accepted who actually do matriculating com just off the top of your head if you happen to know whether there's been a trend in either one of those numbers over the last five or 10 years. Yeah.

**David Johnson:** I can tell you that our admit rate, given we had our second highest number of applications this year ever so we had a strong pool, we were just 40 students off of the record from two years ago.

And again, I mentioned the number of students in our prospect pool this year. So we're working very hard to hopefully get more applicants and so that admit rate relies on a large applicant pool to deliver a large class and given all the yield rates that go into all that so I can tell you our mid-range has been in the high 70s and to deliver the class. This year we inserted into 80% admit right so we are selective but not and no matter what percentage. We've been at we have not been the highly selective because we're also a large public institution that works very hard to deliver quality education to residents and non-residents. And so that's where we fall, kind of in the high 75th percentile in the admit rate and then you rate that you spoke to have gone down a little bit. Overall, the yield rate this year went down 2.4% from 20 to 24.8 last year to 22.4% this year.

**Bradley Levinson:** Okay, thank you so much.

**Lauren Robel:** Thanks. Shankar's next.

**Shanker Krishnan:** That. Thank you, David. You know, really appreciate all the work you've been doing. I just want to follow up on just how the numbers you may not have this off the top of your head. I know in summer. There's a lot of concern about students coming back to campus at all. And many of them may have opted to take a gap year and defer admission, especially freshmen.

And I'm just curious whether we saw a, an increase in first fallen students who deferred. Then the second statistic is I know we presented students have the option of not coming to campus at all. And they could just stay at home and take online classes at are, you and I'm just curious whether, you know, is that a significant chunk of students, you know, either due to visa issues or health issues that they decided that they would stay at home so pretty specific things

**David Johnson:** Yes, and I can tell you that the despite the number of students who have deferred did go up. This year we normally have about 170 and ended up being

That kind of stuff over the last few years as students look to do other interesting options before the coven happened. Now, it was more coven not interesting options and so 300 and something students deferred this year to about 200 for next fall and about 100 for the spring.

And so, you know, 100 said, I'm just going to put it off for this semester. And then the rest said, they'll come next fall. I can also tell you because we've done the analysis that a large number of those students don't end up coming to us after they defer that we yield about 40% of them. Which is good. I mean, you know, but because I find other things to do, you know, their mind changes and that year and they do whatever they're going to do. But we worked really hard with them. I can tell you; we do see some traction among the students. So we might actually get a higher rate this year because they were only deferring because of Kobe, not because they were going to do something interesting.

And sorry, Shanker your second part of that—Oh, was online. Yes. And so I can tell you...but I can tell you that about 1200 of the beginner students are taking 100% online classes. Now, do they live in Bloomington in the residence hall, do they live in an apartment or do they live at home? Those are pieces that we can know to with RPS. And we've looked at that, but just in general about 1200 students are exclusively online.

**Carolyn Calloway-Thomas:** Thank you.

**David Johnson:** Carolyn, I am working to pull up my data digest, which would tell me the numbers you're looking for, so sorry I'm listening to the next question.

**Carolyn Calloway-Thomas:** Thank you.

**Lauren Robel:** I think the next in the queue—

**John Walbridge:** Yeah, thank you. It sounds very interesting and A relief. I'm sure to all of us, Mike. My question is how our enrollments compare with the other IU campuses and with our peer institutions in the Midwest.

**David Johnson:** Yes. And you know I think John Applegate did a very fine presentation with the board of trustees. I think we all saw some suppression in our

Beginner cohorts around IU on all of our all of our campuses and but we all saw some pretty strong retention of students returning students Choosing to come because, well, you know, if you're healthy, you're a college student. And what else are you going to do the job markets, not very good to take a year off or do something else. And so you're going to continue. And we saw that in our data.

And so I you did pretty well across the board. And I would defer to John Apple gates presentation. That's what from the Board of Trustees for more detail. I can also tell you that we did some analysis with a big 10 and out of the 14 schools in the big 10 there are nine that were down and they were they ranged from being flat at zero.

To 12 to 10% down and we were 4% down and our beginner cohort number. And so we're kind of in the middle of the big 10 who was down and then there were two that were up to, and 3% and then two schools that kind of were bucking the trend and up 11%. And so we've been watching all of this data, we know who those you know institutions are and we're working hard.

It's a competitive marketplace. People say, who do you compete with the most. I say we compete with the big 10 and sports but we compete with the big 10 and academics. That is where all of our students go. And if you look at the student National Student clearinghouse data if they don't enroll here. Where are they going, they're all going to the big 10 and that's the same for you know all the other big 10 institutions. It's a big competition.

**Lauren Robel:** So, I will say this about this. The two schools who were up. I think we're up were actually online students in a reduced cost program. I think if I if I'm correct about who they were. I think that's true for both of them. We are looking at that.

It would be a pretty significant change to the way we think of ourselves as a residential campus so... but that's, that's where the enrollment increases were. I think both Purdue and Ohio State have reduced cost options for students who are entirely online and on campus.

**David Johnson:** I did find the data. I'm sorry, I just needed to pull up the report Carolyn, so I can tell you that our African American students are black students in the beginner cohort.

Last year, and 2019 we had 333 and this year we have 350 so 17 more and that's 5.1% of students with a known race or ethnicity and so 5.1%

Asian students made up 10.7% and Hispanics made

Made up the Hispanic students for 696 in the last year, and there were 713

This year, and so up as well in that population. The two or more that I spoke about earlier. I wanted to say was 416 last year and 441 this year. So it's a, a good size population and also it is a continues to grow in in

You know, in the last five years, it was in the three hundreds and now it's for hundreds, as we have more and more broadly diverse

Nation.

**Carolyn Calloway-Thomas:** Thank you. I cannot see who's next in the queue. But I do have another question, please.

**Lauren Robel:** I think Israel and then Linda Pizarro so if

**Israel Herrera:** Yeah it. Thank you, baby. Yes. Josie, if you have handy. The information about how many on you when students are enrolled teeth.

**David Johnson:** Students who are studying abroad.

**Lauren Robel:** No. Students who were overseas, who are enrolled at IU

**David Johnson:** Oh, yes. International students or—?

**Lauren Robel:** I think it's a complicated question. And so they may not have the answer. The the students who are classified as international students are students who are overseas and taking classes online and weren't able to get here because of visas and also students who came, who were already in the country.

**David Johnson:** We can know. I just don't have that data off the top of my head. But, you know, we can know their address and who's studying online.

And in pulling up data on the fly too, I just made sure, Carolyn, when I mentioned the African American population. It is 4.6%. The 5% of the class that I mentioned earlier was the change. Sorry, I didn't...I was looking at the wrong percentage and I wanted to correct myself.

**Israel Herrera:** If I can ask you about this 713 Hispanic students, you were mentioning...

**David Johnson:** Oh, all of these students are in the beginner cohort. They could be 100% online, they could be living at home, they could be living here so we can know those differences to where they are you now, where they are in Bloomington. We're happy to provide that analysis.

**Lauren Robel:** So I think Linda Pisano is up next.

**Linda Pisano:** Thanks. Actually, it sounds like everything I was going to ask has been answered. And I specifically was interested in Carolyn's statistic. She'd asked about students from inside the state of Indiana and that is the African American students from inside the state of Indiana.

But, Lauren, did you say the link where we can get this...is there a repository of this data that we can access, then—k

**Lauren Robel:** It's in the chat and it's the university institutional research link. And I'm not sure if it's, you know, where we are in the analysis of the fall semester, but that's where typically you can find it. If you're a data geek that link is for you.

**Linda Pisano:** Awesome. Thank you. I'll check that out.

**Carolyn Calloway-Thomas:** I was fascinated by a comment you made regarding the trend line for who's coming to the university in the future. And I believe you said that there's a possibility that there will be a loss of white students coming to Indiana University. Did I understand that correctly?

**David Johnson:** In the country there's going to be a smaller number of white students to choose from and flat for African American in some places. Decline for African American in some places and growth for African American in some places and pretty much growth across the board for Hispanic students over the next five years.

And so that's where Hispanic students stand. The number of Hispanic students has now outpaced those numbers I gave you of the number of African American students. They used to be about even but now that they have outpaced in terms of that.

We also look very closely at the percent of students graduating in the state of Indiana. Because these numbers large and come from within the state. So that's our available pool and so we have a nice chart on that that we'd be happy to share with you as well. That that would be, I think, helpful and informative to any future conversations

**Carolyn Calloway-Thomas:** And I'm so interested in how many students from rural areas like students are enrolled at Indiana University. Do we have breakouts in that regard?

**David Johnson:** Well, we can define rule by certain size populations and we can break that out. So all of these kind of nuanced questions on layers upon layers are knowable, and we can do that analysis and we do in our enrollment projections have that kind of in the background.

I would say some of those details. You're not going to just readily find available online because that's not the way it's, you know, presented particularly to iPads for public consumption, but we can absolutely work with you or various committees or faculty to identify any of this data because it only strengthens our research and helps us become more informed by the great questions that you ask.

**Carolyn Calloway-Thomas:** And finally, I believe they do have data points on the economic status of students that is their income.

**David Johnson:** For students who provide their income to us by filing a FAFSA, we do know their income and we can—we've studied that pretty extensively and that's why we've been working very hard to make sure that we're meeting need for students who have financial need.

And so we are really pleased with the work that we've been able to do because of the support the campus has given us and some funds through the campaign at the Foundation. But I have to say the Provost has been very supportive of us of our students and our need-based programs.

**Carolyn Calloway-Thomas:** Thank you so much for being gracious

**Lauren Robel:** Thanks so much Carolyn for your great questions. I want to thank David for being here today and for all his great work. I know this year will be a heavy, heavy lift for any number of reasons.

I also want to just say that retention of the students we have is critical to us. And that is something that we are all keeping a very close eye on for lots of reasons. You could imagine that retention this year is going to be a challenge. And so I bring that to your attention and we'll talk in a minute.

There's a robust discussion in the chat about whether the resolution was 32-28 all in favor, or, you know, 20-20, or 32-27. What I will say about that is I don't think for a resolution to have effect an almost evenly divided Council gives much guidance.

Right, so, with the resolution being just about evenly divided, this is how I plan to talk about it with the deans and the Vice Provost. I will report the discussion, that the vote was so close that it's hard to settle on it. But if it did, if it passed by a very tiny margin, it does not represent a strong consensus of the faculty council.

I also think I will, if it's alright, report to the deans and the Vice Provost that the Council expressed concern that as we evaluate promotion and tenure dossiers we keep in mind the sensitivity that we should always have in mind about the context in which people are working and give the evaluations this year the extra context of sensitivity that they may well deserve.

So, with that, I think we're at the end of our agenda. I've really appreciated today that discussion, but also the presentations.

I think that in the early part of the year, as the committees are all working for the BSC, it's often helpful for the Council to have presentations from members of the administration, both so that you have a sense of what everyone's doing and know the challenges that the university is facing and have an opportunity to ask questions. But also so that we, you can keep your constituents informed and we can give the committee's a little bit of time to time to keep going.

So, with that, I think we are at time. I will note that the voting mechanisms will need to really work for the next meeting. And with that, unless there is new business of any other sort, I would entertain a motion to adjourn.

**Carolyn Calloway-Thomas:** So moved

**Lauren Robel:** Thank you, Carolyn. And the second?

**Rachael Cohen:** A second

**Lauren Robel:** All right, I would say, we will do it in our new tradition, which is simply to leave the meeting.

Thank you, everyone. Thanks for your patience.