

Indiana University
BLOOMINGTON FACULTY COUNCIL

January 19, 2021

broadcast.iu.edu

2:30 P.M. - 4:30 P.M.

Members Present: Jim Ansaldo, Karen Banks, Jozie Barton, Dan Bullock, Carolyn Calloway-Thomas, John Carini, Barbara Cherry, Dakota Coates, Paul Coats, Rachael Cohen, David Daleke, Allen Davis, Constantine Deliyannis, J Duncan, Ann Elsner, Kelly Eskew, Pnina Fichman, Lessie Frazier, Brian Gill, Anthony Giordano, Jason Gold, Lucia Guerra-Reyes, Nandini Gupta, Diane Henshel, Israel Herrera, Justin Hodgson, Larissa Jennings Mayo-Wilson, Colin Johnson, Kari Johnson, Ben Kravitz, Shanker Krishnan, Rob Kunzman, Sally Letsinger, Bradley Levinson, Scott Libson, Margaret Lion, Heather Milam, Ted Miller, Jill Nicholson-Crotty, Courtney Olcott, Sameer Patil, Eliza Pavalko, Linda Pisano, Angie Raymond, Catherine Reck, Lauren Richerme, Lauren Robel, Steve Sanders, Elizabeth Shea, Marietta Simpson, Paul Sokol, Lisa Thomassen, Samantha Tirey, John Walbridge, Stephen Wryczynski, Jeffrey Zaleski, Kurt Zorn

Members Absent: Karen Allen, Rachel Aranyi, Hussein Banai, Jonathan Brauer, Dee Degner, Jackie Fleming, Linda Gales, Peter Kloosterman, Rob Kunzman, Jessica Lester, Annette Loring, Pedro Machado, Miriam Northcutt Bohmert, Chuck Peters, Ruhan Syed, Erik Willis

Guests: Aaron Carroll, Lana Dbeibo, Doug Booher, Carrie Docherty, Scott Dolson

AGENDA:

1. **Approval of the [minutes of December 1, 2020](#)**
2. **[Memorial Resolution for James Huff Justus](#)**
3. **Report on the COVID-19 vaccine distribution plans for the Bloomington campus (10 minutes)**
Aaron Carroll, Director of Surveillance and Mitigation Testing, Medical Response Team
Lana Dbeibo, Director of Vaccine Initiatives, Medical Response Team
Doug Booher, Executive Director, University Events
[Discussion Item]
4. **Questions/comments on the report on the COVID-19 vaccine distribution plans for the Bloomington campus (20 minutes)**

5. **Executive Committee Business** (10 minutes)
John Walbridge, Faculty President
6. **Presiding Officer's Report** (10 minutes)
Lauren Robel, Provost
7. **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
8. **Report from the Athletics Committee** (10 minutes)
Carrie Docherty, Chair of the Athletics Committee
Scott Dolson, Vice President and Director of Intercollegiate Athletics
Kurt Zorn, Faculty Athletics Representative
[Discussion Item]
9. **Questions/comments on the report from the Athletics Committee** (20 minutes)
10. **Proposed amendments to BL-ACA-A3 Bloomington Campus Policies for Non-Tenure-Track Instructional Appointments to include option of 5 year rolling contracts for non-tenure-track faculty** (10 minutes)
Israel Herrera, Co-chair of the Faculty Affairs Committee
Steve Sanders, Co-chair of the Faculty Affairs Committee
[First Reading - Discussion Item]

[Current BL-ACA-A3 Bloomington Campus Policies for Non-Tenure-Track Instructional Appointments](#)
[B24-2021: Proposed amendments to BL-ACA-A3 Bloomington Campus Policies for Non-Tenure-Track Instructional Appointments](#)
11. **Questions/comments on the proposed amendments to BL-ACA-A3 Bloomington Campus Policies for Non-Tenure-Track Instructional Appointments to include option of 5 year rolling contracts for non-tenure-track faculty** (20 minutes)

TRANSCRIPT:

ROBEL: Hope you all had a good and restful bit of time off and we have a packed agenda, so I'll hop right in.

AGENDA ITEM ONE: APPROVAL OF THE MINUTES OF DECEMBER 1ST, 2020

ROBEL: The first thing I'll ask for a motion for the approval of the minutes of December 1st.

HENSHEL: So, moved.

ROBEL: Thank you. And a second?

THOMASSEN: I'll second.

ROBEL: Great. And all-in favor?

BLOOMINGTON FACULTY COUNCIL: Aye.

ROBEL: Opposed?

I think we're there. Thank you. I turn now to Eliza Pavalko for a memorial resolution for James Huff Justus.

AGENDA ITEM TWO: MEMORIAL RESOLUTION FOR JAMES HUFF JUSTUS

PAVALKO: Thank you.

James Justus, distinguished professor, of the Department of English, known to all as Jim, devoted his scholarly career to the literature of the American South, where he was raised, in a place where his family had settled in the eighteenth century, eastern Tennessee. That is where he took his undergraduate training, receiving his Bachelor of Arts degree from the University of Tennessee, Knoxville, in 1950, followed in 1952 by an M.A. Before completing his graduate education, he served a tour of duty in the U. S. Army, being stationed in Japan, where he worked as a reporter for *Stars and Stripes*. Upon returning to the U.S.A., he enrolled in the doctoral program at the University of Washington, where he received his Ph.D. in 1961. In the fall of that year, he joined the faculty of Indiana University in Bloomington, where he remained until his retirement in 1993.

Even before his retirement, Jim published more than sixty single-authored articles and reviews in major journals, and he continued to write afterward. His first book, published in 1981, was *The Achievement of Robert Penn Warren*, which was honored with the Jules and Frances Landry Award for the most outstanding achievement in the field of Southern studies. The book remains the standard treatment of Warren, a towering figure of twentieth-century letters: a novelist, a poet, and a seminal figure in the literary-critical movement that dominated the middle years of the century, the New Criticism. More than one reviewer of Jim's book referred to it as "monumental."

A particular interest of Jim's was Southern humor. Preparatory to his major work in this area, he edited the book *The Flush Times of Alabama and Mississippi: A Series of Sketches*, by Joseph G. Baldwin. This is a collection of twenty-six satirical vignettes, first published in 1853, depicting the life of an attorney on the lawless western frontier of the Deep South in the 1830s and '40s. Then in 2004, after his retirement, Jim published his *magnum opus* on Southern humor, *Fetching the Old Southwest: Humorous Writing from Longstreet to Twain*, published to warm acclaim. A reviewer in *The Journal of American History*, for example, called it "easily the most important book-length interpretation of its subject since the publication of Kenneth Lynn's *Mark Twain and Southwestern Humor* (1959)," a book to which it responds and whose findings it significantly

revises. By the use of deft historical research, including biographies, archival material, and travelers' accounts, he showed that Southern humorists were not the condescending, aloof observers of common men and women's lives they have been portrayed as, but involved participants in their subjects' lives, even if they were, in fact, an elite.

Given his acute literary sensibilities, his easy humor, and his mannerly way, it is hardly surprising that he was a popular teacher, his courses regularly overenrolling at both the undergraduate and the graduate levels. Even before his retirement he had chaired nearly forty doctoral theses, and he had served on perhaps twice that number of other dissertation committees. He took his undergraduate teaching as seriously as his graduate, and in fact it was a large undergraduate lecture course, Introduction to Fiction, that he insisted he liked best.

He was as good a citizen of the academic community as he was a teacher, serving his colleagues, his department, the college, and the university with quiet dedication. He served on some of the most time-consuming committees in the university, including tenure, promotion, and search committees, demanding careful study of countless dossiers. Within the department he served on all the most important committees, including recruitment, composition, and curriculum, and he was repeatedly elected to the salary and advisory committees.

All who knew Jim remember his warmth, his ready intelligence, his gentlemanly manner, and his sly, kindly wit, a man as ready to provoke laughter as to appreciate others' sense of humor. With his partner Wallace Williams he made his rambling home in the woods off Arlington Road—a house passed on to them by a departing member of the English faculty, Rowland Collins—a nurturing place for young and old alike, and especially for the Bloomington lesbian and gay community. He would no doubt have objected firmly to the characterization, but by his generosity and his example he was undeniably a champion of that community. He is loved by all who remember him and revered by all who have benefited by his teaching, his scholarship, and his friendship.

Professor Justus was preceded in death by his partner, Professor Wallace Williams of the Department of English, also of fond memory, who died in 1990.

Thank you.

ROBEL: Thank you, Eliza, let's take a moment to remember Professor Justus.

Thank you everyone.

AGENDA ITEM THREE: REPORT ON THE COVID-19 VACCINE DISTRIBUTION PLANS FOR BLOOMINGTON CAMPUS

ROBEL: Well, I'm delighted that we have with us today two members of our medical response team. And I just want to start by saying the medical response team includes four fantastic doctors. Dr. Cole Beeler, who does the overall work on epidemiology and risk assessment for us. Dr. Adrian Gardener, who does, has managed all of our contact tracing and associated analysis of outbreaks. And the two people who are with us today, Dr. Lana Dbeibo, who is the Director of Vaccine Initiatives and has been deeply involved with the state and with the university in trying

to manage what is has been a, I think it's fair to say a chaotic rollout on the vaccine side. And Dr. Aaron Carroll, Director of Surveillance and Mitigation Testing and star of the wildly popular Ask Aaron webinar that I know many of you have had a chance to see Aaron's webinar and participate in that.

The Executive Committee thought that it would be important at this point as we start this semester for us to get a report on both COVID-19 vaccine distribution plans. But also, just generally we're going into a new semester with a very extensive mitigation and testing plan. And Doug Booher, who is our Executive Director of University Events and responsible for the outstanding programs we see at the auditorium. This year has been producing a slightly different set of events involving all of our mitigation testing it has done and our flu vaccine and has done just an outstanding job on the Bloomington campus and everywhere else in the university. So, with that, I will turn it over to Aaron, Lana, and Doug in whichever order they'd like to go.

CARROLL: Lana, you wanna go first since vaccines are the newest thing?

DBEIBO: Happy to. All right, so I will give a brief update on where we are in Indiana as far as back to vaccinations. So, as you know, starting December 14th, Indiana and the whole U.S. started vaccinating or COVID-19, starting with healthcare workers and people who live in long-term care facilities because the plan initially was to support the infrastructure, to try to assist that were held, put people who are sick for the most part and take care of our most vulnerable.

So later, the state of Indiana and moved to an age-based approach to vaccinate our population. And the reason for their choice for the age-based approach is mainly because the death and sickness was much less, highest basically in that age group, 80 plus was started early January. And then starting last week, we are starting to vaccinate those that are 70 years and older. And then in the next few weeks it is expected that we will start seeing 60 years and older that are getting vaccinated. As, you know, vaccine is in limited supply at this point, so we don't have a vaccine for everyone. And this is the rationale behind the phased approach for implementation. The states usually will determine what priority groups come next. And as of now, we don't have much beyond the age group distribution of 60 plus at this point, but we know it will be coming in the next few weeks.

Indiana has given around 300,000 doses of vaccine so far. And we've had around 70,000 individuals who are fully vaccinated. Currently, they have a supply of around 600,000, so we're almost halfway through our distribution of supplies or vaccine doses. But we still have a long ways to go. The plan for us at Indiana University is we are collaborating at the state level and also at the local level with local health departments to try to support the vaccination efforts as much as possible so that we can also help our own constituents get vaccinated. I guess the faster, more efficient the process happens across the state, and the faster we can take care of our own population, as well as take care of our own communities, which is what Indiana University also strives for.

So, where we are right now with Bloomington, as you all heard is, we have plans with Monroe County Health Department to support and collaborate on vaccination efforts. Their timeline is still being worked on as well as details with the state health department on when that would be

appropriate, and this is all contingent on supply. So, we will know that hopefully in the next few weeks. And I know Doug Booher is leading those efforts with a wonderful group of people and are doing a tremendous job and making us ready and prepared once vaccine comes, that we can start immediately, and I know they'll be able to deliver on that for sure. That's my update.

CARROLL: I feel like Lana gets to be good cop and I get to be bad cop. So, while the vaccines earned unmitigated achievement and it's hard to overstate how good they are. We are in a tenuous period where things are still just not safe from a perspective of the environment with respect to COVID and especially Indiana.

Now the last week has looked decent. But of course, the last few months have looked horrible and we're entering the second semester in a much hotter environment than we entered the first semester. We also have, of course, new types of the virus, new mutations which people worry might be more transmissible. And because of that, even though vaccines are just over the horizon and we're all looking forward to getting them, we have to be just as careful if not more careful, as we move into second semester. Therefore, we will probably have more testing than we did.

I'll apologize in advance because I imagine many of you have been tested in the last month and are likely getting tested over and over. My tickets been called up the last three weeks, and I expect that that will continue. We have our labs online now. And at the moment we're pushing to do something on the order of 25,000 tests a week if we can get that many on campuses to come in. But we will all be ramping up in the first week of February. First by doing on-arrival testing again, for all the conjugate living students. Congregate, not conjugated to me, congregating living students, which include of course, everybody in dorms and all the Greek houses. And then right after that were shifting right into mitigation testing where we will likely be testing students in conjugate housing twice a week, Monday, Tuesday, and Thursday, Friday. All undergrads at Bloomington weekly. And then that'll leave us with something in the order of 10,000 tests left a week, which we will spread amongst students, faculty, and staff that I didn't otherwise mentioned at both the IUPUI and Bloomington campus.

I know 10,000 might not sound like a lot in perspective with 50,000. But those tests spread among those groups are still about four times the amount of testing we were doing on those groups in the fall. We're going to be on top of this in February. We want to avoid the surge that we saw in August and September. We want to catch as much disease as it comes back to campus as possible, catch students and then any others asymptotically before they start to spread it. And hopefully keep a lid on this. If everything looks good in February, if we are holding the line as we have been in the first two weeks of January, I expect we will ramp down from that point. 50,000 is not a mandatory, one number we picked. We just don't want to lose control. And given how many more cases are out there right now than we're in August and how there's the chance that some of these variants are more transmissible. We just need to be on our guard more than ever even as we move in.

So, the good news is that we're prepared, and the labs have been working incredibly hard, have really become rather efficient and good at this. Doug's teams are, have gotten amazing at collection in a variety of ways. We've started trialing out drive-through collection for those that

believe that they are at highest risk and need an added layer of safety. And of course, we're always willing to work with, you know, anyone who gets pulled up, whose concern for safety issues to try to make this process as safe as possible. But as I said, even though hope is on the horizon, we're expecting that we're going to be ramping up our efforts, not down until we're reasonably sure that we've shifted well into second semester and have things under control.

ROBEL: Thank you, Aaron. I guess I'll ask Doug, is there anything that you'd like to say about the logistics or the testing sites at this point or can't say?

BOOHER: Yeah, there are a couple of things that I would love to add. Thank you for the opportunity. For this semester there are a couple of changes that we want to make sure everyone is aware of. We've added two new sites, the auditorium foyer, and Hall of Murals as one site. And that site, until the beginning of face-to-face classes, is really dedicated for students who are arriving onto campus. And we did that purposefully to segregate the audiences and allow our students to come in and test there while those who remained on campus, especially our faculty and staff, can conduct their test at the Cramer Marching Hundred Hall on 17th street across from Simon Skjodt Assembly Hall. And once we get back to face-to-face classes and everyone has had that test upon their arrival to campus, then both sites will be available for all audiences. And so, you'll be able to go to whichever site is most convenient for you when you receive that welcomed invitation to mitigation testing.

As Dr. Carroll mentioned, we also are excited to be piloting the drive-through, which is at East Garage, formerly known as Jordan Garage. And last week was our first week there and we had really excellent success there. And so, we'll be expanding the hours and number of appointments at that garage. So, when you are called for mitigation and you go to schedule your appointment, if you do have a concern about a higher level of risk, or you have accessibility concerns that make the other sites less attractive than certainly take advantage of scheduling at the East Garage.

The last thing that I would like to mention to this group in particular, is we are really focusing on making sure that the process is as easy and quick as possible for you. And one of the things we've done is we've implemented a survey at the end of your process. There's a QR code that you can take a picture with your phone. It'll take you to a survey site. And that feedback is extremely helpful for us. And so, you may have noticed, if you've been to the Cramer site, we are playing some, some videos and Jeopardy and other entertainment while you're there to help pass the time. So, if any of you have a particularly wonderful asynchronous lecture that you've recorded that you'd like to send to the sites for mitigation, just let me know and we'll be happy to post those. And you'll get a lot more airtime. Thanks again for your help and don't hesitate to reach out if there are ways that we can improve the process.

ROBEL: Thanks so much, Doug, and let me open it up now to questions from the council. And I'm going to have to ask for some help here with the questions that we have in the chat.

AGENDA ITEM FOUR: QUESTIONS/COMMENTS ON THE REPORT ON THE COVID-19 VACCINE DISTRIBUTION PLANS FOR THE BLOOMINGTON CAMPUS

PEAR: I think Diane had a question first.

ROBEL: Which is what will be the decision point for delaying in-person classes? What level of local COVID would delay in-person classes? Aaron, would you like to answer that? I know your answer.

CARROLL: I mean, this feels like a new variant of when are we going to close things down from last fall. So, the answer will be very similar. It's with we believe that things were unsafe and increasing at a rate we could not control. And certainly, if we felt that there was spreading, I mean, let me just say, if we ever felt there was spreading classrooms where we had documented in a way, would be all over it. But I think in general, we would talk about pulling up restrictions if we felt like things were worsening or out of control. I can tell you that the testing levels that we got for week one and week two, and week two we posted Wednesday, Tuesday, tomorrow on the website. Last week was almost the best week we've ever had with respect to mitigation testing, which is hard to imagine given what's going on in Indiana. But I mean, truly it looks great and what the way what's looking right now so far currently in week three also looks good. So, we're testing a lot of students we're testing a lot of faculty and we're going to keep doing that and ramping up as we move forward. We would delay if we felt like there was, we were not in control and we're just not even close to that. If in fact, I think we're doing much better now than we were at almost any point in the fall. So, there is no hard number that we follow. But, you know, again, we follow a lot of metrics. We're on top of them. Amazingly enough, even in the state, things have looked better in the last week than they have for quite some time. And that includes sort of hospitalizations and everything else. So, I don't want to paint too rosy a picture because this is worse than it looked like in August but compared to how it is looked for a long time, Indiana is looking a little bit better in the last week. And certainly, from our campus perspective, it's still looking very good.

ROBEL: There's a question from John Walbridge, will there be a point where faculty doing in-person teaching get priority for vaccinations? Lana?

DBEIBO: Yes. Right now, if you look at the CDC recommendations, actually the CDC had essential workers including educators as a potential priority list. However, the way Indiana State and many other states are looking at these recommendations are that they are adapting them to the local epidemiology of disease. And for Indiana, they found that older population is actually dying at a high rate and frequency and also getting hospitalized at a very disproportionate rate to other populations. So that's why they were prioritized first. But we will know in the next few months, weeks to months how the next priorities will look like. There is a potential for vulnerable populations. So, people with comorbid conditions may get precedence over all other essential workers. So that's, I think that discussion right now, but we will certainly update everyone when we have that information.

ROBEL: I think it's important to be clear that for everyone, that while we give the state as much input as they will allow us to, the state is setting the priorities and the status controlling the vaccine. So, all right, I have a question. I have a marker down from Dakota to ask some questions. Dakota, would you like to ask your questions?

COATES: Yeah. So, I've got three really quick ones. The first two are going to be for Aaron. So, you said that it was going to be testing once a week for undergraduate, all undergraduates, correct?

CARROLL: Yes.

COATES: Okay so the graduate student population will be part of that 10,000 other tests?

CARROLL: Correct. Correct because what we saw in fall again, we try to be, we go in theory, but we also are trying to be very, you know, as empirically based as possible. And I can tell you that all throughout the fall, the vast majority of cases were in the undergraduate population, not necessarily in the graduate or professional population.

COATES: Um my second question is, I know that we're running the voluntary testing right now where you can go in and get testing if you choose to do so. Will that be continued once we shift back to?

CARROLL: Yes. We plan to continue that all semester. I think we have at the moment about 3,300 slots open in Bloomington. We haven't come close to filling them, if we ever did, meaning that demanded outstrip supply, we would talk about increasing them, but I think for the moment we'll hold steady. But yes, that will be available for anyone who wants to get tested. Now I will say, we can see that the people who are doing opt-in testing are testing positive at higher rates than the people who we tell to test. Which of course shows that at some level, people either know they've been exposed or are concerned that maybe I'm at high risk and they're not going to symptomatic testing. We're in the process of shifting our symptomatic testing over to the same labs that we're using with the same saliva test at a different site. And so, it's our hope that that will actually pull some of the people out of opt-in testing into the appropriate symptomatic testing because it'll be hopefully just as efficient and fast. But even so, we will keep open opt-in asymptomatic testing throughout the semester.

COATES: Wonderful. And then this might fall to you Lana. So, in terms of when we do start vaccinating here on campus, which I know likely students probably won't reach a priority list for Indiana until the summer or fall, would student academic appointees, people who are graduate assistance, AIs, instructors, would they get a heightened priority for vaccination since they are likely to be more exposed to students?

DBEIBO: So, I think this definitely depends on definition of how we, how that sensor workers are defined and what educators are defined as by the state. But yes, for sure, I mean, if that was a priority over students than what we've done with health care settings is even students who are training to be doctors or nurses were given the same priority as doctors and nurses just because they were in that setting. I think they might be considered together, but again, all subject to how the state defines it, but we're working on that with them.

COATES: Okay. Thank you so much.

ROBEL: Thank you Dakota. Okay. Here is a question from Paul Coats. Will there be any requirement for taking the vaccine for on-campus populations as it was with the flu vaccine?

DBEIBO: So that's a great question and it is subject of ongoing discussion nationally. I think not only in Indiana. But right now, that quick answer is no because we have no supply at all. So, we cannot even make that requirement even if we wanted to. And the expectation for when everyone in Indiana can be immunized is not before it and way until the end of the year. So, we are a ways from being able to require it.

ROBEL: Can I volunteered to be tested two times a week as I have kids in school, childcare here and on campus every day or should I limit it?

CARROLL: I mean, I think if you wanted to try for op-in testing twice a week. To be honest with you, I'm not sure that the system would allow it currently as is but if you felt like you really needed to or wanted to, you know send me an email and we can see if we can figure it out.

We are testing some students and other groups more often if they feel that they're taking part in activities which places them at slightly higher risk. We certainly don't want to talk to anyone out of being as careful as possible. If it allows you at the moment to sign-up for opt-in testing twice a week. By all means, feel free. But I don't know if the system currently does but email me if you have a specific concern.

ROBEL: Thank you. Steve Sanders has a question.

SANDERS: I think this would be for Dr. Carroll. Dr. Carroll, I think I understood you correctly. In the fall, there were no documented cases of classroom transmission, at least on the Bloomington campus. Is that correct?

CARROLL: There were none as long as people were following the rules. There was one case, and I can't remember what campus it was where it was flouting the rules completely and that resulted in a potential transmission which was taken care of. But no.

In fact, we, Lana actually, I mean, Lana actually like helped to run a study where they were actually looking at do the number of in-person classroom hours that students are signed up for, have any kind of association with increased risk or the probability that someone would have contracted COVID, and the actual opposite was almost true that it was almost a protective effect. Now I'm not going to go so far as to say there is, but we had no evidence of there being any danger with respect to classroom transmission.

SANDERS: So, I don't think the data that I've seen recorded, apologize if I missed something, is if there's been a breakdown of students versus non-students of the symptomatic and mitigation positive results that were picked up in the fall. Do you know, can you say how many of those were faculty, staff, or employees versus how many were students?

CARROLL: So, off the top of my head, I don't have an answer for you. I can tell you one or two things that one, all the data is on the public dashboard. Like if you truly wanted to clickthrough, you know, you could attempt to figure that out, but we're not we're not trying to hide that. So, if you want to send me an email and I can give you almost exact numbers.

It's just that it will probably be. Yeah, it'll probably be a pain for you to go week-by-week and look at the number of faculty. But we could, we could provide the high-level numbers to you.

And then I will tell you again the faculty in general, incredibly low rates of disease. Faculty and staff, I should say. I think, in our worst week, we might've hit a positivity of 1%. Often it was significantly below that. And so, most of our cases came from students, most of those undergraduates, and again, the most of those from students, in Greek houses. So, it's, there clearly expanding circles of risk and it's easily, you can point to where the risk is. And it was not classroom hours, it was student groups and where they live.

SANDERS: But just one point if I may, are you even generalized at all about the severity of the positive instances we saw in the fall? In other words, you know, do the vast majority of these people just sort of rest at home? Do they feel like they have the flu or are there are people who had to be intubated? You know in the news reports we don't get a good, we know how many people die, we know how many people are infected, but we don't seem to get a good granular picture of the severity of people's illness by enlarge.

CARROLL: So, the number of people who've had significantly problematic disease are so low. I feel uncomfortable on reporting. I don't know the exact number, but I'm not sure we released it because it's almost identifiable. The vast, vast, vast majority of people who we've picked up either had no idea that they were sick or recovered so fast and without any medical intervention, it was nonsignificant.

We've had tens of hospitalizations, if I remember correctly, but we believe that most of those we're not even sure that the COVID was the cause because the way that the data comes to us is if someone is hospitalized and if there's ever a COVID tested in their record, they get picked up. But often those are months apart and what they're hospitalized for doesn't seem like they'd be COVID related. That doesn't mean there have been zero. There have been, I think a couple I'm not sure, Bloomington, but a couple outcomes that resulted in death. I don't think that, I mean, certainly wasn't related to anything campus related, but there have been having some deaths in the entire IU population. There have definitely been some hospitalizations. But again, at much lower rates than you would expect in the general population and nothing that we can track to being on campus were part of campus activities. And I will say we review these like one-by-one every day. And so, in the morning we have a meeting from nine to ten that a smaller subset of the MRT goes to where we literally run through the cases and see, are there any things that we need to know, like you're talking about outliers on the sick end or reasons that there could be evidence for transmission that we need to get involved or be worried about. A lot, a lot of them are activities. Weddings don't go to weddings. Their Weddings, their sports teams, not in the Big Ten, but some of our athletic teams have had outbreaks. Rarely related it seems to the practices, but because they socialize outside of also being and practices. And of course, you know, Greek houses were like wildfire in the fall. So, we investigate the transmissions, but nothing that would lead to intervention other than the groups that I've already mentioned.

SANDERS: Ok. Thank you.

ROBEL: Lana, would you like to add anything there because you were the person who did that study coming out of the fall.

DBEBIO: Yeah. So, I worked with the School of Public Health actually with Bloomington. And we looked at our data and exactly as Aaron mentioned, we looked at how many interests and credit hours students were taking versus number of infections. And we saw the higher in-person credit hours people were getting, the more, the less likely they were to be infected. And we deduced from that, that probably the classroom isn't really a risk factor for transmission.

And the second thing I would second what Aaron was saying, certainly, groups, we review every case, and we look at whether they have cited anything that is related to being in a classroom or even an on-campus setting. And we also try to link cases together to see whether we can catch something that maybe people themselves didn't catch about their potential exposures. We have not seen anything outside of actual one or two in classroom transmissions that were not in Bloomington. And we're related to people removing their masks. So, it seems to me that based on all this data that there is a level of safety with our current practices and inside the classroom that we're comfortable with.

ROBEL: Great. Other questions for our MRT or for Doug Booher?

DALEKE: Lauren? David Daleke here. I just had another question that's related to what we talked about in terms of teaching. What about research? I understand that also there was a very low or almost no transmission in research laboratories. And so, the protections that have been put in place for central research have been going well, is that correct?

CARROLL: Yes. As far as we know, again, we investigate so there have been I mean, there have probably been greater than zero, like potential transmission, but almost always in situations where people are working incredibly closely. And even then, it's not totally clear whether it was a transmission that occurred while in the lab or walking to get lunch together after. But in general, the numbers are so low, I can remember the cases in my head. There almost reportable in general. And we had been oversampling researchers for quite some time. Even when, back when we were just starting up testing, we were oversampling in that population because of concerns that they could be working in situations that might place them in close contact. And we just, again, rates amongst faculty and staff have been incredibly low. And I think we had, if I was just presenting this, the data that will be posted tomorrow, I think of all the faculty and staff we tested in Bloomington last week, there was one case and that was out of well over, I think was 1,600, 1,700 faculty. So again, just very, very low rates.

BOOHER: Can I just add to David's question that the one or two events that have occurred for potential transmission in research related activities, part of the problem was that the people involved in the activities actually violated the six foot, 15-minute rule, so to speak, and actually put themselves at potential risk because they got so busy doing what they were doing, they forgot. And so, going back to what Aaron said, I don't think there's hardly any examples of transmission in research.

ROBEL: Any other questions for our team? Well, I just want to express on behalf of the entire campus actually my deep gratitude to the entire medical response team to the great work you all have done to your communication efforts and Doug for making it as painless as possible for us to

get through a pandemic in terms of the logistics of it. And I appreciate you being here today. Thank you.

CARROLL: Thank you.

ROBEL: All right. I will turn it back over to John Walbridge, our president for the Executive Committee business report.

AGENDA ITEM FIVE: EXECUTIVE COMMITTEE BUSINESS

WALBRIDGE: Okay. Well, thank you. I don't have a great deal to say that's worth taking time from the Athletics Committee report. Like to welcome you all back and express my thanks to the medical people I've been tested three times in the last two weeks and the last time I timed it was five minutes from the time I walked in one door until the time I walked out the other. So, they're doing they're doing a good job.

I just have two things. If you are a committee chair, we'd like to hear from you about whether you have any business that will have to go before the council as a whole this spring because the spring meetings tend to fill up for obvious reasons.

The other thing which may have been mentioned before I got my Zoom working was that the February 16th meeting coincides with one of our Mental Health days. So, we move that to April 13th with some complications, but that probably is better in terms of catching actual business that we will have to deal with before the end of the semester. So that is what I have and I'm happy to turn it over to the Athletics Committee, which I'm sure have interesting things to say.

AGENDA ITEM SIX: PRESIDING OFFICER'S REPORT

ROBEL: Well, I have just a couple of things to say before then. I first, again, I want to welcome everyone back. I know that it was a breathless and long march from last March all the way to the end of last semester. And so, I'm really hoping that despite the insurrection on Capitol Hill and the impeachment of the President, and a few other things that work designed to ensure that our anxiety levels could not go back to anything normal, you've got some semblance of a break over the time we were away from campus.

I want to thank everyone who was involved in the great programs yesterday for the celebration for Dr. Martin Luther King Day. They were really outstanding. And I know that James Wimbush and DEMA, the culture centers, John Nieto-Phillips, just a very large number of people involved in putting together those programs. All of the student groups involved as well. And so, it was an inspiring and wonderfully reflective way to start our semester.

I wanted to also let you know that we've been keeping a very close eye on enrollment for reasons that probably makes sense. We always do watch carefully, but the transition from first to second semester during a year in which we are dealing with the pandemic and students' lives on campus are significantly different than usual, suggested that it was important for us to really be, be watching and to work very hard to ensure that students were reenrolling for the spring. And I want to I'll let you know that as of yesterday, when we looked at that beginning enrollments, we are in fact in where we need to be for going into this. We are in positive numbers on enrollments.

That doesn't mean that there have not been, there had not been effects that we can see in enrollment, particularly among first-year students who, for whom this just was not the college experience that many of them signed up for. But we are at actually a record number of credit hours. And we're basically at the flat from last year on the number of people here.

We're also looking at good above last year number of applications for next fall. That is also hopeful. The last time I looked, we were up by something like not tremendous amount, but around 4%. As I think I've reported, the number of students who are applying without a test score is at around 40% of the number of people applying. It was fortuitous, I think that we adopted test optional last year because testing has just been one of the many things that have been disrupted this past year. And so not only IU, but all across the Big Ten with the people that I stay in touch with where we're seeing the same effect around 40% to 45% of the class, the applicants being test optional.

I really want to commend David Johnson and his team that they were expecting about 20% of the students to be test optional. And so, they've had to reorganize their work pretty significantly to handle a larger number of students for who they have to do a slightly different kind of review. But they have done it. And they are, they've caught up with the application backlog and that's all to the good. And I think that is my report. So, with that, I will turn it over. Actually, let me open it up for questions to the council.

AGENDA ITEM SEVEN: QUESTION/COMMENT PERIOD

HENSHEL: Lauren, Israel has a question.

ROBEL: Yep.

HENSHEL: Israel, you're still muted.

HERRERA: Hi everyone. Lauren, yeah. I have some comments and some questions. One regarding enrollment, and I agree with you, yesterday was a wonderful, outstanding, magnificent ceremony. And that was great to hear that Professor Michelle Moyd was the recipient for the Bridges Award.

One thing that I'm that I heard yesterday from a different session was that different minority or under-represented groups were increasing in enrollments. But one the people in the Herald Times mentioned that the Native American student population was decreasing. And I don't know if you, might share about you know, the number of or the percentage of Native American students that we have.

One question from one of my constituents is regarding the OCQs. One lecture is teaching less commonly taught languages and it seems that there is, I don't know, that there is a regulation regarding having less than five you students, you don't have any kind of report from the OCQ office. And this person is wondering how he could get the information because this person knows that all the students, five students, send the information based on this person's comment, the office mentioned that that's regulation, but I don't see this anywhere. So, if you could please share that.

And the other thing is regarding the security tomorrow. And with some incidents that we have had in our campus with some multicultural centers. And also, the security for the LGBTQ center that was spray painted last week. And one of the things that I heard was about the security cameras, that there isn't any kind of a mechanism to keep track of any incident that may occur tomorrow and also, with the center, La Casa/Latino, a cultural center.

ROBEL: Okay. Well, let me see if I can work my way through those. I'll start with OCQs. I think the faculty member should go to the Vice Provost for Undergraduate Education office and just ask about the OCQ results. And Kurt, I don't know if you want to say anything else about that.

ZORN: Have that faculty member send an email to me, zorn@indiana.edu. And I will consult what the best, to determine what we're allowed to do under the existing policies and so forth. All right, thank you.

ROBEL: Okay. On Native American students, we typically have a very small number of Native American students on the campus at any given time. And I know that that isn't an area where David Johnson, has looked at and quite a few actually interesting approaches to recruitment. I don't know if David is on this call, but if he isn't, I'm able to, I will come back to you next week or two weeks from now with an answer that question.

And on security, we are watching very, very carefully and communicating with all of the people that we ordinarily do communicate with on security issues. We had some vandalism on the campus last week. It involves spray painting on three different buildings. Two of those incidents were clearly hate kinds of spray paint. One of them was just confusing. So, we don't quite know what that was about, but they we do have security. We have thought through security quite carefully for the inauguration. We're aware of, we're not really expecting much on this campus. But of course, IUPUI is adjacent to the State Capitol and it has been the real focus of security issues.

On security cameras, maybe we can talk offline about that. The security I'm not sure what the issue is, but I'd like to understand better what you think the concern is. And then I'll talk to Ben Hunter about it. All right. Any other questions before we go to the Athletics Committee report?

AGENDA ITEM EIGHT: REPORT FROM THE ATHLETICS COMMITTEE

ROBEL: All right, well, we have Carrie Docherty, the Chair of the Athletics Committee. Kurt Zorn, Faculty Athletics Representative. And do we have Scott with us? We do. And Scott Dolson, Vice President and Director of Intercollegiate Athletics, and I guess the boss of the winningest coach and the best coach in football, right now. So, take it away Carrie.

DOCHERTY: Thank you so much Provost Robel. I am very happy to be here with my two colleagues to do our annual presentation to the Blooming Faculty Council. Like always, I am always excited to join this group and I know many of you want to hear directly from our newest Athletic Director, Scott Dolson. So, I know he's created a brief presentation and then Scott, Kurt and I will all be here to answer any questions that you all might have. So, with that, Scott, I will hand it over to you.

DOLSON: Great. Thank you, Carrie. I'm going to share my screen here really quick. And make sure, hold on a second. Did that pop up? Let's see. You guys got it. Got it?

ROBEL: Got it.

DOLSON: Yeah, there we go. Got it. Okay. Okay. Here we go. So, what I thought I would do is first of all, I wanted to thank Provost Robel and she's been so supportive and it's great to hear comments on our football coach which was great news, which I'll talk about in a minute, but just wanted to thank her for her support, particularly during these challenging time. Just couldn't ask for better support from Provost Robel and President McRobbie. And also want to mention both Kurt Zorn and Carrie Docherty, with Kurt being our Big Ten Faculty Athletics Rep. Along with Carrie as our chair of our Athletica Committee. Just couldn't ask for better real balance of support and accountability, which is, is I'm around the Big Ten, looking at, talking to my colleagues, looking around the conference, the support that they provide, the checks and balances and again, holding us accountable is such a great balance. And for those of you who just don't know, because you wouldn't know, you wouldn't see the amount of respect that both Kurt and Carrie have occurred at the Big Ten level and attending our Big Ten meetings and representing us with the other faculty athletics reps around the conference and Carrie just in all the ways that she represents us, our Varsity Club National Board. We just couldn't ask for a better team there. I just wanted to publicly recognize them and let them know how much we appreciate their support. But again, also just how they handle things that hold us accountable, which is so critical.

What I'm gonna do is walk you through then a brief slideshow and as Carrie said at the end, we'd be happy to answer any questions anybody has. The way we'll start is, is really to talk about are five priorities. And these priorities were established, actually they were in place a long time before they were codified under Fred Glass. But there was a time period when we lost our way a little bit. And really when Fred took over, I give him so much credit and again I was here kind of through, through the pre-Fred and obviously during Fred and it was really important that we re-established who we are, what we're all about. And it's my hope that these five priorities are here way long, longer after I am gone and really, this is really the bedrock of IU Athletics.

And those five priorities are. Our number one playing by the rules. We've got zero interest in ever crossing the line or even looking over the line. We want to make certain that we handle everything according to rule. And whether it's IU rules, whether it's Big Ten Rules, NCAA rules, following the rules is our top priority. Secondly, our holistic care and development of our student athletes. We believe in the total person. We believe in making certain that whether it's leadership and life skills, whether it's our mental health, physical health, service learning, areas like career development, nutrition, those are all areas in addition to athletic and academic success that are really, really important to us. Third, stating the obvious academic excellence and I'm anxious to update you on that. And that's for all the obvious reasons, that's why we're here. Fourth, athletic excellence and Lauren talked about that, Provost Robel, when she introduced this report. How critical it is that we've got our, obviously our, with football and what we're doing, but all of our sports have a chance to succeed. And then finally integrating with university, which is so critical for us. So that's our, that's our core principles and I'll update you on each one of those briefly as I go through this report.

In terms of playing by the rules, our top priority, again, following all NCAA, Big Ten and IU rules. It's our top priority. We've had no major infraction in 12 years. And one of these, I think it's critically, there's two things I wanted to point out to all of you today is, in addition to just the monitoring, the constant really checked and checks and balances to make sure that we're doing things the right way.

Secondly, is a year-round rules education program that I think we've really set ourselves apart from our counterparts to make certain that we really understand. Not only are we following the rules, but it's also hard to follow if you don't totally understand. And I think our staff has done a terrific job of really the education process.

The other part of this I think it's important to mention is that because many of you know, you read, you hear about the changing landscape in college athletics. The name, image, and likeness rules, the pay for play discussion, the transfer rules, which are hot topics all the way up to the Supreme Court right now in the United States. And for us, and for IU Athletics then moving forward, it's important that our compliance area, not only are we playing by the current rules, but we understand where the direction of college athletics is headed. One of my big challenges to our staff, technical compliance areas that we are on the cutting edge. We understand where college athletics is going and can react and be successful at whatever those rules and up so it's an ever-changing environment right now. But obviously this is our number one priority.

Number two, as I mentioned, our student athlete well-being. Our holistic care and development, our student athletes. What I thought I'd do today is just update you want on a few key new areas. I mentioned at the very beginning, kind of the comprehensive approach that we look at from this area and in our holistic approach to develop our student athletes. But a couple of new initiatives we thought you might be interested in. We formed what we call our mental health task force that we're really, really excited about. We think the mental health aspect of our student athletes and making certain that we have the resources not to just really help deal with certain instances with our student athletes mental health in providing the care. It's no different than if someone has a sprained ankle or a sore shoulder. But from the mental health aspect that we have all the resources to help them out from that standpoint. But in addition, there's a big part of this mental health taskforce effort is to really educate our staff, to educate everyone who's around our student athletes, to understand the nuances of mental health, to understand what to look for, the telltale signs. We have so many people around the department, whether it be a strength conditioning coordinator or an academic advisor that are around our students so much that they need to have the tools in their toolbox to really make certain they can identify if there are any issues that hopefully then they can provide that information to the right places so we can get the help that our student athletes need. So, I'm really excited about our mental taskforce to really drill in on that important aspect of our student development and to provide that resource.

The secondary that I'll highlight is our anti hate and anti-racism coalition that we form include several members of our department, members outside our department that really, I've worked on several aspects of diversity within our department. Inclusivity, beyond just race, gender, making certain that we have a department that is welcoming, that everyone feels comfortable in. And I'm really proud of this effort. We've added just to highlight a few and an annual racial inclusivity

training program. We've got a voter initiative registration, voter registration initiative. We've formed and actually Fred Glass formed this, which I give him again so much credit for some of his visionary leadership that he provided. I've continued with this Athletic Directors Council in Diversity and Inclusivity. It's got a representative from each of our 24 teams. We sit and talk once a month with our student athletes about diversity issues, gender issues, issues that I think are really important to young people, but to all of us and let them have a voice. And it's been a great, great program of ours.

And I would highlight also yesterday for MLK Day, we had an outstanding program for all of our athletic department staff, coaches and student athletes wear Hall of Fame NFL Coach Tony Dungy, who's now analysts on NBC Sports, provided a program that was off the charts, just came in and talked about his views on inclusivity and just what MLK Day means, and it was just really an inspirational program to say the least. Probably one of the best programs that I've been too, just in terms of bringing everybody together. Our staff are coaches and student athletes that I've been in since I've been here, which is a long time. So, it was terrific.

And the last thing I'll point out is really a unique program that we've added as part of our student athlete well-being is a financial literacy training program that we initiated that former student athlete of ours. Former football player of ours, Adewale Ogunleye, who was a great player for us, Pro Bowl player in the NFL, is now with USB Bank. He came to us and wanted to give back by providing a program for our student athletes to talk about financial literacy. And brought Mark Cuban and Cody Zeller into Zoom session with our student athletes. One of the best programs from a training programs you can imagine with personalities like Mark Cuban and Adewale and Cody Zeller it was really a great program. And most importantly, I think our students really took a lot away from that. So, these are just some examples in our student athlete well-being. But we're trying to be really cutting edge in the forefront and have a vision.

The other part of our holistic care that I thought would be timely to share with you is to talk about our return to play and all of the ways that athletics has dealt, just like all of you have dealt, campus has done a phenomenal job and dealing with the impact of the pandemic. And the first thing I'd say really in summarizing all the bullet points and where do you see in front of you, I think what's really, really critical is that, you know, that all decisions really from going back to the cancellation of the men's basketball, Big Ten tournament in Indianapolis in March of 2020. That every decision that we have made in when Fred Glass was athletic director and handed it over to me, have all been based on medical experts' guidance. There's not been one decision and I give Provost Robel, President McRobbie, onto the Big Ten Conference and our leadership there so much credit for giving us the ability to make those decisions. And there are other conferences and other schools where decisions, financial impacts come into play or different scenarios. We've made every single decision based on the medical experts' guidance. And what's happened through that is, we formed a medical advisory group within athletics made up of our Chief Medical Officer Dr. Andy Hipskind, along with Dr. Larry Rank, who's been our long-time consultant from a sports medicine standpoint, along with a local infectious disease physician, Dr. Tom Hrisomalos. Those three have been our rock really since March of 2020 in internally

helping us digest what the next steps are for us and making the right decision moving forward from a medical standpoint, in dealing with the pandemic.

In addition, the Big Ten Conference formed their own medical taskforce, which actually Dr. Kurt Zorn represents us on there as well as Dr. Larry Rank and that Big Ten Medical Task Force, made up of representatives from all the schools, meet regularly and met a lot more prior to football season leading up to football season but regularly throughout football season to really put together best practices in terms of whether we're going to play, how are we going to handle practices, testing. All the protocols that are in place come from that medical taskforce.

And then finally, there's the university's medical response team, which if there's unsung heroes in dealing with the pandemic. Which again, you can say I'm a, I'm maybe a Homer because I love this place so much, but I can't imagine a school that has done a better job comprehensively of dealing with the pandemic from President McRobbie, Provost Robel, but down to the medical response team, Dr. Aaron Carroll, Dr. Cole Beeler, Dr. Adrian Gardener they've been fantastic at really being our sort of ultimate guiding light to help guide us through this. So, I guess the key message that I wanted to leave you with is that whether it's starting with our IU medical response team down to our IU medical advisory group to the Big Ten medical return to play committee. That's how we've made decisions. So, when football was postponed in the fall and then ultimately reinstated then fall sports were decided to postpone until January one. And then we started men's and women's basketball all those decisions and then the protocols that followed the testing protocol of the cardiac evaluation to, for a student athlete who acquired the virus in what the return to play guidelines were compared to the rest of the country we were, we were at another level. All of our student athletes who require the virus have to go through a cardiac checks and balances that nobody puts their student athletes through and I'm so proud of. You can look at our parents and our student athletes knowing that we put health and safety first, including a cardiac MRI. So, I don't want to ramble on that, but I just think it's important.

If I'm you, I'm listening to this report today, a question I would have is how are those decisions made and how are we ensuring that health and safety is number one? And I just want to make sure you knew how that's happening and what's happened in that area. And I can certainly answer questions about that as we move forward at the end of the presentation. The other part of the return in the competition is this just gives you an idea of how we walk through it with our student athletes when they do return to play. And how our medical groups guide us through that. You can read through the bullet points, you know, two weeks prior to competition. And this is, this is all coming to fruition as most of you know, football and men's and women's basketball got started in the fall, winter. And now post January one, all of our other sports we'll be starting up. Some of them already have wrestling and swimming, track and field have already started up. These are the protocols that were laid out by the Big Ten Conference, approved by our medical response team, our campus approved biomedical advisory group that the testing, if it's a high impact sport, they get tested six weeks, six days a week. If it's a lower impact, a medium risk for it is three days a week. If someone's not in competition, they're tested two days a week via PCR testing. And again, we're working with all the medical experts on this and in guiding us through this. We'll continue to do that. We formed the IU Athletics COVID operations group internally

that is made up of several members of each staff, whether it's the softball staff or baseball staff, their trainers. They're key operational people to make certain that we are following every protocol to a tee and I think, I don't think I know the key to our success moving forward from health and safety standpoint is found in these protocols. I'm really proud of not only the setup that we've had but how we're following the protocols and are returned to play.

The third priority, which again is why we're here is our academic excellence. And I'm really proud of our student athletes both in the spring semester with the challenges of entering the pandemic and in how the semester was upended like all of students. We had a record 115 fall sport student athletes this past fall, that earned academic All-Big Ten. We had 121 spring sport student athletes this past spring that earned academic All-Big Ten. Which again, those numbers are off the charts. Both records for the spring of 20 and the fall of 20, which are outstanding, 91% graduation success rate, which is our ninth consecutive year of either equaling or establishing a new record score and 13 of 22 teams had a perfect score of 1,000 for the academic progress rate, which was released in spring, which is awesome. And then finally, which I think is just incredible, we had a school record 96 Big Ten Distinguished Scholars with 3.7 GPA or better in the 2019-20. So, we're hopeful that we can try to break that record this year as well. So, I'm just really proud of what we've done academically in dealing with everything that everybody is dealing with. Just so proud of our student athletes and how they've adapted in certainly our academic support staff who's done a terrific job as well.

Athletic excellence, you know Lauren alluded to this at the very beginning. Just touch on a couple sports. With football, what I've now described football to everyone is exactly what we needed at the right time in terms of maybe the lowest points in the pandemic. It provided some really hope and excitement during a time when maybe hope and excitement was tough to find. I think it helped bring together Hoosier nation. I hope you felt it on campus. Just the excitement that was created. It was really the first time that we've been ranked in the top ten since 1969, could go on and on about the accolades. First time we beat Michigan in 33 years, since I was a student, which is a long time ago. Actually, Dr. Kurt Zorn was one of my favorite professors when I was a student here, which I should have said when I introduced him, which I always like to say because small world that I had him in school and now that he's our Faculty Athletics rep is really kind of a nice story. But we beat Wisconsin, first time in 18 years, Penn State, second time in school history. Hopefully, it's just a springboard for great things coming ahead in. Hopefully, you can feel as well that it's great for the football program, it's great for IU Athletics, but I've said to Provost Robel and President McRobbie in meetings and just for me and us, part of being integrated with university, I hope that the whole university feels the impact of what good news can from athletics can provide in sort of a momentum behind the whole university. So, I'm excited about that.

As Provost Robel said Tom Allen was National Coach of the Year, a first in 53 years, Big Ten coach, a first in 33 years. So that's terrific news and just a great honor for the whole university. Women's basketball, which I've said for years is a sleeping giant is really on its way. The past few years under Teri Moren and we've really taken steps, incredible steps in the right direction, preseason favorite to win the Big Ten. We've been ranked in the top 25 for 28 consecutive

weeks, dating back to last season, which is awesome. And hopefully if you haven't had an opportunity to watch it on TV and I know we don't have fans and in-person yet, but just great things happening there. And I'm gonna talk more about women's athletics here in a second.

Men's basketball, although we tripped up, against Purdue last week, which was a tough one. Again, tough schedule, had some big wins early. And we have Trace Jackson Davis, who's a top all-American candidate. Hopefully, we could rally these last 13 games and really build on that. So, we won two Big Ten team titles last fiscal year with men's soccer, indoor track in men's track and just real excited about the future academic or athletic excellence wise as well.

Priority five, integrating with the University, which is one of my favorite priorities because I think there's so many strategic ways we could work together with campus. I just want to highlight a couple of really key things. I'd mentioned name, image, and likeness earlier, which is such a big topic around the country. We've formed a name, image, likeness taskforce, and we've actually partnered with the Media School and the Kelley School in bringing together experts, Dr. Ash Soni from the Kelley School and Dr. Galen Clavio from the Media School that are helping us make certain we understand name, image, likeness, how we can maximize that for our student athletes. And they've been invaluable. And it's such a great collaborative win-win situation for everybody. And just a great example how with our university and the strength we have and working together. We can just do so many great things and just really want to thank both the Media School and the Kelley School for, for partnering with us on that.

And I think it's just important to reiterate with our COVID-19 response how we've worked so closely with campus in whether it's environment, health, and safety, and all that. Tom, Vice President Morrison's team in our facility prep and everything we're doing is just a great partnership with campus, including working with the mitigation testing at the stadium and Simon Scott Assembly Hall, which I think most of you would agree. The setup for all of campus to test, both in the parking lot and the orange lot prior to the fall semester and then through Simon Scott Assembly Hall was one of the most innovative and creative ways and we are proud to partner with campus to help make that happen for the campus.

The final thing before we open up for questions. I did want to highlight, I mentioned with women's basketball, I wanted to mention a couple of things about just women's sports in general because as I interviewed for the athletic director's job and ultimately, I'm honored to have this opportunity. This is a big initiative that I'm really, really excited, that I feel strongly about, in fact I had a big meeting on it earlier today. But we've got what's called our Women's Excellence Initiative. And I really feel we're on the cusp of taking our women's programs to another level. And my, our goal is we want to have the best comprehensive women's program and in the conference which would lead to great things nationally. And I think it could really bring distinction to the university. So, we are really, it's going to be a philanthropic effort. We've got so many ways that people, we call it our WE Initiative, women's excellence. We will have a WE fund. Really working with our former female student athletes to really have women inspired lead gifts to help provide really private support that is unprecedented for women's sports. And we're going to do some things, I like to under promise and over over-deliver. I tell our staff that a lot, but I think we can really have some really meaningful impact on our women's programs. And

with our alumni engagement, we're forming a WE Committee made up of former athletes and coaches and really interested parties involving women's athletics. And really, I think this can be something that can really distinguish us. I'm really excited about it. Our alumni engagement with our former female student athletes is going to really be better than ever. And I think this is going to be something. Again, we're just getting started on it, but I think you'll hear more about it as we move forward. And I think we've got some women sports here that are on the cusp of really just take it to another level. And like I said, I want our women student-athlete experience to be just off the charts, so we're excited about that. So, with that it kind of went a little longer than anticipated, but I'm happy to answer any questions anybody has, or I know Carrie or Kurt would be happy to as well.

ROBEL: Thank you so much Scott.

AGENDA ITEM NINE: QUESTIONS/COMMENTS ON THE REPORT FROM THE ATHLETICS COMMITTEE

ROBEL: Let me open it up.

CALLOWAY-THOMAS: Okay. I have a question.

ROBEL: Hi Carolyn

CALLOWAY-THOMAS: Hi. And this is nice to hear that that beautiful uplifting report. So, thank you.

DOLSON: Thank you.

CALLOWAY-THOMAS: But in light of what's happening to all of us as a consequence of the virus. I'm wondering about the financial health of the athletics program. Is it in jeopardy?

DOLSON: Yeah, I would say that in jeopardy might not be the adjective I would use. The verb I'd use, I guess to describe it, I would say that our athletics department is no different than other departments around the Big Ten in terms of with the inability to sell tickets, our revenue generation was compromised this year. And therefore, we've got a challenge really looking backward, trying to make certain that we can backfill the losses for this year. But then equally important, how could we make certain we're financially stable moving forward. So, our key thing in this is to make certain that we can maintain the holistic program, that we can support our student athletes comprehensively, as I said earlier, at the highest level, that we have to be financially sustainable. And we're working with ways to make certain we can do that in multiple ways. And it's something I'm confident that we can get there. But we're going to have to be creative and figure out ways to make that happen.

CALLOWAY-THOMAS: Thank You.

DOLSON: Sure.

ROBEL: Other questions? I'm watching the chat and I'm not seeing any. Scott, that was a fantastic report. Thank you so much. Margaret Lion in the chat noted that our women's basketball team is amazing, and she is ready to help.

DOLSON: Hey that's terrific. I know she's a superfan, we appreciate that, Margaret. We need all the help we can get for sure. And they are, I agree, they are fantastic.

LION: My pleasure.

DOLSON: Thank you.

ROBEL: I'm really grateful so much Scott, for your leadership. It's, you know, we were all enormously appreciative for Fred's focus on ethics and academics and excellence across the board and you have continued that in a way that gives us all a huge amount of confidence. And, we do have, I think the most experienced Faculty Athletics rep in the Big Ten for sure in Kurt Zorn and really experienced leadership in Carrie for the committee so that the faculty can be sure that their voice is, it is a robust one in decisions and policies that have to do with athletics on this campus.

DOLSON: For sure. Well, thank you very much. Thank you for giving me the opportunity to be here today. And I definitely want to make certain that you're all proud of the athletic department. And again, we're part of something bigger than ourselves and we're honored to be a part of that for sure. So, thank you again.

ROBEL: Thank you, Scott.

LION: IU!

ROBEL: Thank you.

LION: Always. Always

AGENDA ITEM TEN: PROPOSED AMENDMENTS TO BL-ACA-A3 BLOOMINGTON CAMPUS POLICIES FOR NON-TENURE-TRACK INSTRUCTIONAL APPOINTMENTS TO INCLUDE OPTION OF 5 YEAR ROLLING CONTRACTS FOR NON-TENURE-TRACK FACULTY

ROBEL: All right. Well, we have one more agenda item and these are proposed amendments to BL-ACA-A3, which is the campus policies for non-tenure-track instructional appointments to include an option of a five-year rolling contract. And for this, this is a first reading, so it's a discussion item. And for this, I'll turn it over to Israel and Steve Sanders.

HERRERA: Thank you, Lauren. So, I'm going to start sharing the, is it there? Are you able to see the PowerPoint?

ROBEL: Mhmm. Yep.

HERRERA: Okay. So, thank you, Lauren. And yeah, as Lauren has mentioned, my colleague, Steve Sanders, and I, we are going to present the amendments. Let me see there is a translation here. So, we are the co-chairs for FAC and today we will be presenting propose amendments to BL-ACA-A3, that is the Bloomington campus policy for NTT instructional appointments. And we are going to present the proposed language for NTTs and the intention is to include the option of five-year rolling contracts for non-tenure-track. So, I would like to start by saying that the

BFC FAC faculty first recommends the amendments shown on the following slides. And this is also something that you have in your documents, BL-ACA-A3.

So, the rationale behind this proposal, so this conversation has been going around since late fall 2018 and this has been part of a larger changes for NTTs. So as part of a larger, ongoing review of policies and procedures concerning the promotion on non-tenure-track (“NTT”) faculty, the Faculty Affairs Committee first, believes adding a statement about NTT academic freedom to the existing NTT promotion policy is desirable. And second, FAC acknowledges that many NTT faculty believe that longer rolling contracts (up to five years rather than three years) should be considered as one way to strengthen such academic freedom. Many NTT faculty also believe that five-year rolling contracts would contribute to the retention of excellent NTT faculty and recognize NTT faculty who have sustained records of excellence in teaching, service, and other contributions. These objectives are consistent with President McRobbie’s request of the UFC and all other faculty governance bodies to provide stronger career paths for NTT faculty that recognize their professionalism and long-term commitment to excellence in teaching and mentorship. You might remember this was President McRobbie’s State of the University speech back in October 2017. The language recommended here simply suggests that longer rolling contracts are possible and might be considered by school deans and faculty governance bodies; it doesn’t change, alter the authority or flexibility schools currently have over the design of long-term contracts.

Before Steve continues and presents the amendments, it would be great to note that these BL-ACA-A3 has a relationship to other policies. Policies ACA-18, that is a University policy regulation of clinical and lecture appointments. And policy BL-ACA-A1, that is the academic appointments. Both speak to long-term contracts for NTT faculty and their relationship to academic freedom, but they mention only five-year term contracts and three-year rolling contracts as possible options. Both of these are UFC/Trustee policies, which the BFC doesn’t have the authority to amend this by denomination of ACA-A1 Bloomington policy.

However, the references in those policies to three-year rolling contract is suggestive or illustrative, not mandatory or limiting. Thus, adding a reference in A3, BL-ACA-A3, to rolling contracts of up to five years would not conflict with any other applicable campus or University policies. So, we will see that the proposal, the amendment would be with language that has been taken from the University policy, ACA-18 and also BL-ACA-A1. And, and there won’t be any kind of conflict other than the added reference that rolling contract, might extend up to five years, the language in the proposed new paragraph closely tracks existing provisions in ACA-A18 and BL-ACA-A1. So, I will stop here and now Steve will present you with the amendments.

SANDERS: Okay. Israel so if you can stop the sharing and I’ll share the same thing through my computer. Ok picking up where Israel left off, here is the red line with the exact changes you’re being asked to approve. What’s on this first page really is just that the deletions there are not substantive. We’re not getting rid of anything there just because some of this language is being moved to a different part of the policy. It’s sort of just cleanup and housekeeping. Same with the deletion here in this specific part of the existing A3 policy that refers to the types of contracts we think it’s cleaner to just take that language out of there. This is the, this is the real meat that’s

being added, this new section that's being added to policy A3. But as Israel said, that the only truly new thing that's being introduced in any of this and what you will be asked to vote on is a reference to the possibility that rolling contracts could be three or five years. Right now, the policy says term contracts of up to five years or rolling contracts of three years. The only substantive change that voting on this policy will achieve is to add the possibility, certainly not a mandate, just the possibility acknowledging that rolling contracts of up to five-years are possible.

But the reason this new chunk of language is being added as seven is that most of this is being carried over from an existing policy, ACA-A18. AC-A18 addresses academic freedom of non-tenure-track faculty, and it embeds the concept and the importance of long-term contracts in the principle of academic freedom. So, we're importing that academic freedom language from a different existing policy, a university level policy, AC-A18, to contextualize our Bloomington campus specific suggestion that rolling contract maybe of up to five-years. But again, even though this language shown on the screen would be new to A3, it is not new policy in any way as simply borrowed from an existing university level policy embedded now in Bloomington policy, with the addition of a reference to a rolling contract of three or five years. Hopefully, that was clear and made sense. Happy to address it in questions if it's not.

And then finally, the rest of the policy just carries on with re-numbering and that's appropriate since we're adding a new section. So again, really the only thing that at the end of the day is being done here is adding a reference to the possibility that NTTs could receive rolling contract, so five years rather than just three years. And the only thing I would add to Israel's excellent presentation, this is part of an ongoing review that's happening in FAC of policies related to non-tenure-track faculty. It's a process that started in last year's FAC. We're continuing it. There have been some other payoffs of that so far and that haven't required council action. There is a taskforce working with Eliza Pavalko's office with our input, which is considering revising the guidelines, providing a clear set of guidelines for the NTT promotion process. And if there's anything that actually changes policy or requires council attention, we will bring that to you, but we've heard a lot about how longer rolling contracts are desirable in the eyes of some, perhaps many NTT faculty. At the end of the day that the nature of the contract, the length of the contract is in the hands of the schools. But we think that this at least begins a dialogue and puts on the radar screen of deans and the campus, the idea that longer role in contracts are seen by some NTT faculty as more protective of their academic freedom. So, unless Israel has anything to add, I think we're both happy to entertain any questions you might have.

ROBEL: Thank you so much.

HERRERA: Right now, before, before the questions, I would like just to add something that this is something that is happening at other universities. It's nationwide and also in some departments, in some universities in the Midwest.

AGENDA ITEM ELEVEN: QUESTIONS/COMMENTS ON THE PROPOSED AMENDMENTS TO BL-ACA-A3 BLOOMINGTON CAMPUS POLICIES FOR NON-TENURE-TRACK INSTRUCTIONAL APPOINTMENTS TO INCLUDE OPTION OF 5 YEAR ROLLING CONTRACTS FOR NON-TENURE-TRACK FACULTY

ROBEL: With that let me open things up for questions. Either, probably the best place to signal you have one is in the chat because I can see you there. Okay. I see one from Nandini Gupta. Is this amendment in response to a request from particular schools, also will thoroughly contract require annual performance evaluations unlike five-year fixed term contract contracts?

SANDERS: I can begin to respond that no, this is not in response to particular schools. In fact, to be totally candid, we're not sure how wild the schools are about the idea of longer rolling contracts for various reasons. This is in response to concerns that a number of NTT faculty have brought to Israel and have brought to the Faculty Affairs Committee.

One of the potential downsides of rolling contracts, that's the, a question of what kind of a performance review is necessary? Do you have to have a full-blown full dress annual review? If you're going to do a rolling contract, I would actually defer to Eliza Pavalko on that if she wants to jump in. The nature of the contract that's offered to NTT faculty, as well as the nature of the performance evaluation, whether it's annual or at the time of the contract's renewal, really is at the discretion of schools. And so, but again, nothing here specifies what the schools have to do or how the schools do it, it merely adds a reference to five-year rolling contracts were right now, it appears as though policy limits rolling contracts to three years. Any other questions about how it's implemented or what the review looks like, is left in the hands of schools as part of the process of designing and choosing what kind of scheme to use. And if Eliza has anything she wants to add on that topic, I invite her to do so.

ROBEL: Eliza?

PAVALKO: Yes. I'd be happy to jump in. In a rolling contract there is a reappointment decision that's made every year. So that is different, whereas with a five-year fixed contract that decisions made every five years. So, the school and the unit would be deciding on what the nature of that review is, but they are making a reappointment decision every year.

ROBEL: Okay. Oh, there are quite a few questions in the chat, so maybe I can, Steve or Israel if you'd like to open it up and just work your way through them. Margaret Lion has a question. I'm on a three-year rolling and the review is the same as it is for every faculty members performance review. I'm very happy with this. Would not want anything but rolling.

LION: Now that's just me. I'm just sharing that I, because someone was asking about on that to me has just been perfect. Five-year rolling would be great.

SANDERS: Paul Coats said correction no less than five years. So maybe he wants to speak to that. I'm not quite sure what that means is that a proposed amendment or is that a typo you are seeing Paul?

COATS: Hi. Sorry. Childcare at the moment, so I can't really share screen. But what I was saying with that is, I think it might have been accidentally misspoken when you were presenting it. But I think you might have actually said that it was like up to, everything was up to five years, but the language like it shows right there, what does it, no less than, not less than five years.

SANDERS: That's for fixed term contracts. You're right, I'm sorry if I misspoke on that.

ROBEL: All right.

SANDERS: Umm, let's see. Nandini's, question I think was taken care of. Are there any downsides of five-year rolling contracts? This is a topic that has been the subject of probably no less than three Faculty Affairs Committee meetings in the fall. It that's a very complex question. Yes. There are downsides to five-year rolling contracts. There are perceived upsides of five-year rolling contracts. And I get, I'm not trying to avoid the question, but I think it is something that you could, we could have an hour-long meeting about if we wanted to. What are the pros and cons of these different types of contracts? Once again, the limitation of what we're doing here is simply to say if schools want to do five-year rolling contract, they may, they are authorized to do so. But the pros and cons, I'm just not sure we have time to get into. I'm happy too, and I'm sure Israel would be if we wanted. I guess I don't know if it's essential to approving this language or not. So, Margaret Lion's comment has been addressed. I think Eliza's comment addressed Lisa Thompson's comment in the chat. If not Lisa, please let us know.

Constance, a member of our committee is just again saying this is simply saying that five-year contracts are possible to be considered. I think J's is just a sort of helpful comment for context. Let's see Dakota, you're asking about due process considerations. What do you mean by that?

COATES: This was just, I know that there are certain procedural protections for if you have an expectancy at the end of a rolling contract, I didn't know if those would be impacted at all. If a department shifted from a rolling contract to a five-year contract? It's like if there was, if it would change when you'd be notified of termination or are not formation but not being re-up fair contract or anything would shift if it was changed from rolling to a five-year?

SANDERS: Well, it would still be rolling right, right now, campus policy suggests that the upward ceiling of a rolling contract is three years. And this change is basically to say no, you know the rolling contracts can be as much as five years. So, I'm not sure if that takes care of your question. Basically, no matter what kind of rolling contract you're on, rolling suggests that if you are not renewed in a given year, you still have two years left or four years left or whatever. I mean, rolling contract means it continues for five years and once you're notified, it's not going to be renewed. You get your four or five years or two or three years or whatever you have until it runs out. So, it's actually quite, quite generous in the sense of a long lead time in-between the non-renewal decision and the ability to continue in service, which is presumably why some faculty we would like them.

ROBEL: You know can I ask a real basic question. What does it mean when you say a contract is rolling? That is, you've got a, you enter into a contract and it's for five years. But what does rolling add to it?

SANDERS: Once again, I think I might defer to Eliza only because she has more experience with it and could probably answer the question succinctly. And because a few of our schools do use rolling contracts, they are the minority of situations, but there are some units on campus that have rolling rather than fixed term contract. So, Eliza, do you want to take that?

PAVALKO: Sure. So, with a role, with three-year rolling contracts, for example, when somebody is reappointed their reappointed for three years out. But there's a decision every year and so then if the next year they weren't reappointed, they'd still be in place for that additional two years. But then they would leave at the end of that whereas, you know, with a five-year rolling contract then if somebody wasn't reappointed, they'd still have four more years in their contract from the previous time.

ROBEL: I guess. I guess I'm still a little confused. What is rolling?

J. DUNCAN: If you contrast that with a fixed, Lauren, it makes a lot more sense. Then at four years in you have an appointment decision of either getting that last year and nothing else or getting reappointed for another five-year fix. So, think about what happens when your non appointed in both cases. In the fixed, you have one year left, if you're not appointed. But with the rolling, you'll have two or four years left.

ROBEL: Okay. That's the question, that's what I wanted to get a clear sense of. So, the rolling means that every single year there's a determination about another five years. Is that accurate?

SANDERS: In theory, yes. I mean, or right now for three years. I think you could query like whether if any annually affect reappointment decisions done every year, whether it really is as full dress and as thorough as a once every five-year review would be on a on a fixed term contract. But we have schools that do rolling contracts and presumably they're doing some kind of annual review in conjunction with the reappointment decision. But the short answer to your question, Lauren, is I think yes at least in theory, yes.

ROBEL: So, I'm appointed to a five-year rolling contract in January of 2021. In January of 2022, if there's a review and a determination that I shouldn't be renewed it's for another five years. But that's the thing that I'm trying to rap my head around.

SANDERS: Right, you still have four years left of employment after the non-reappointment decision. That's right. Whereas if you are reappointed in January of 22 then it essentially resets your clock and you've got a five-year appointment.

ROBEL: You've got another five. So non-reappointment means you run out the rest of the clock on the current, it's treated as a fixed contract?

LION: Yes.

ROBEL: But reappointment is treated as a rolling contract.

HERRERA: Right.

SANDERS: I think that's correct.

ROBEL: Well, that's quite confusing, but thank you. Thank you for that.

HERRERA: Lauren, If I can mention, in different discussions some NTTs and myself had. This is a way to provide job stability for NTTs. Right now, we have the three-year rolling and in certain ways, we don't have the tenure status. But at least this could provide a longer job

stability. Also, we are talking about the downsides and thus, you know, like valid to analyze, but also encourage colleagues to see the positive things because this can be used as a retention and also a way for deans and chairs who like to keep, to reward those NTTs with more than 10-15 years in the unit to retain with longer contracts. So as Steve said, we can talk for hours and hours about downsides and positive things. But I believe that we should go with the decision of other universities in the purpose of retention, with the purpose of rewarding, with the purpose of more job stability. And that would be one of the things IU might be doing and as we have been mentioning with Steve, this is just a suggestion. This is something that is in the hands of the deans and the chairs. It is not something that will change. For example, the currying, a five-year fixed on three-year rolling contract. That will be one other option that deans could consider, or chairs could consider if they want to provide more job stability for their lectures, clinical professors, professor of practice.

ROBEL: Okay, there are a few more questions in the chat at this point.

SANDERS: Paul says he doesn't see any ceiling for long-term contracts. Paul, I think that's probably correct. I don't think there was any hard ceiling. Once again, that this was, I think an initiative just to in case there was any doubt that a rolling contract could be more than three years to clarify that it could be five years. I don't want to say it's a symbolic statement, but it's a statement that is definitely important to a lot of NTT faculty to acknowledge the possibility that schools could do a five-year contract and maybe they're rolling contract and maybe their faculties would like them to see them do that.

Rachel is asking, is there a probationary period? Yes, there definitely is and again, that's governed by other policies. The language you have in front of you says you're eligible for a long-term contract after a probationary period of no more than seven years. So, it's the process of going from lecturer to senior lecturer, for example. So, so yes, there is a probationary period that may have variations from school to school before someone is eligible for a long-term contract.

Jason has a comment, it might be a good idea to define a rolling contract. Again, I guess we'd have to decide, do we want to sort of get into specifying that as a matter of campus policy, maybe we can sort of come up with a non-policy document, something that's not voted on. But just as a sort of adjunct piece that can accompany the next discussion of this, that more sort of technically defines what a rolling contract versus a non-rolling contract is. I'm just scrolling through to see what are comments and what are questions or not. I'm not seeing any other questions other than J's asking Eliza, I assume your office has a more formal definition of rolling versus fixed. Well, that's a good point. Maybe Eliza, does something already exist that sort of actually defines what a rolling contract is with a fixed contract is?

PAVALKO: So, we don't have a different definition than what's in the policy, but I was just typing this out but every time somebody is reappointed, they receive a letter that says the endpoint of their contract or the point at which their contract runs through. And then if they are on a rolling contract, they would get a new appointment letter every year that would then extend that date out one more year.

SANDERS: I don't think it's technically difficult, but I certainly understand Lauren's initial question. It's not the way we are accustomed to thinking about contracts, as most of us who think about contracts, think about contracts as having a fixed term. Not as sort of, you know, this is being extended one year at a time out to three to five years. But as a technical, once you get your mind around for that, I don't think they're really any other sort of technical definitional issues that are that are difficult.

ROBEL: Ok. Are there any other questions for the committee at this point? It might be helpful. I know it sounds like you've had a lot of discussion about pros and cons. Steve, you are brilliant at summarizing that kind of long and complicated discussion. Presumably, the committee ultimately determined that the pros outweigh the cons, or they wouldn't be bringing this proposal forward to the faculty. But for people having to think through a vote, it might be really helpful to have just a little bit of that. Maybe at the next meeting. Although we have, 15 minutes left of this one.

SANDERS: Well, Lauren, can I mention something else in connection with that? And hopefully Israel won't think I'm doing anything, talking out of school here. On its way, probably, I think maybe at the next BFC meeting. Separately, our committee is advancing a resolution, not policy, just a sort of sense of the BFC resolution that would basically it has a bunch of whereas's and then it sort of concludes that the BFC believes that schools should consider the benefits that five-year rolling contracts are the optimal method of having contracts for NTT faculty.

I think we didn't want to bring these two things up at the same time. We wanted to make this just, hey, we're just saying it's possible if a school wants to do it. But I think that resolution separately would be the opportunity for, that will entail I think a full discussion of what are the pros and cons of five-year rolling contracts. Rolling contracts versus fixed because it is something that the Faculty Affairs Committee has decided to advance as a, to offer as a sense of the BFC resolution.

ROBEL: Okay. Terrific. So that, you think that would accompany the next that discussion and description and analysis would accompany this next piece that the committee springing forward.

SANDERS: Well yeah, Israel and I and Elizabeth and the Executive Committee, I think need to talk to see what, how it makes sense to sequence these things. In other words, if I'm just going to be completely candid here council members are not really favorable toward the idea that they would vote no on that resolution. We didn't want them to color their attitude toward this policy. We think there's sort of nothing wrong with acknowledging that a five-year rolling contract is a possibility, even if you don't think it's a great idea. So, in some ways we wanted to keep those two things separate. But I am mentioning it because of your good point, that people might like some discussion of what are the pros and cons of this. So maybe the two matters sort of can't be separated that neatly.

ROBEL: Okay.

HERRERA: And I also, either for the next meeting or between meetings, I can share the process, this discussion in other universities about this issue of approving the five-year rolling

contracts. You can see the reference of more than 15 universities that they have approved the five-year rolling contracts and how this benefits the NTTs. So that would be also materials that you could read before our next meeting. And I would also like to mention that right now because we are talking about fixed, five-year fixed term contracts and also three-year rolling contracts, so it's very useful to say that right now, there are schools using the five-year fixed and the three-year rolling base on the deans and the chairs a preference. So, in that way, it would be the same thing working in the decision from the director, from the inside, leadership. And it would be just one decision that the faculty initial school could vote and decide what would be the best for NTTs.

And also, one other thing that I would like to mention is that in some units and Eliza, you can correct me here, I believe that there had been a possibility to have fixed contracts and also rolling contracts. So, we could see an example of preference from school to school, from college to the other units.

ROBEL: And also, in the chat, Eliza raised the language in number seven, that suggests that if a school adopts any given contract type, it would be uniform across the unit. Is the unit with the college, for instance, be the entire college?

SANDERS: No, they're the unit, I believe refers to departments. In other words, I, Eliza could correct me if I'm wrong, but I believe within schools there are departments in the college that use fixed and a few that use rolling. So, I think their administrative unit would refer to a department not the school.

PAVALKO: Right. And all other schools that school-wide, whereas in the college it's department specific.

ROBEL: Okay. Well, thank you. Any other questions or thoughts at this point or advice to the committee, really, since this is going back to the committee to consider anything that is raised at this meeting?

SANDERS: And I can't really tell from the chat what's a sub-question as opposed to what's just a sort of rhetorical question or comment. So, I guess I would just ask people to un-mute and speak up if you actually have a question or something, we really need to consider.

HERRERA: Yeah. I don't know. Kari, is that a question or a comment? You have something that I mentioned, just to clarify. Yes.

K. JOHNSON: Sorry. I was simply commenting on the question above about what would be the benefit, when would a school prefer the rolling contract? It sounds like an appealing option for the NTT faculty, which makes sense, but when would the school benefit from offering the rolling contract? And my comment, was simply what you were saying about other schools adopting these policies. If there are other universities that can offer these longer-term contracts that may make those schools more appealing to some top-level NTT candidates. And so, it might give us a competitive advantage to attracting those candidates to come to IU. So just making sure that we are holding standards comparable to our peers and peer institutions.

SANDERS: If Eliza agrees, maybe at the next meeting, at the final reading, we could show data that she has gathered. Although there are other schools, other non-IU schools, in other words, that do rolling contracts, the vast majority of our peer institutions are the Big Ten schools do fixed contracts. In fact, from the data that, that Eliza has shared with the committee. Bloomington already seems to be a little bit more forward thinking or a little more generous in terms of the prevalence of rolling contracts and even the length of the fixed contracts compared to some of our big ten peers.

ROBEL: Great. Colin, did you have a question?

C. JOHNSON: I just wanted to note with regard to the question of what unit implies and all of that. I'm not actually sure that this policy can determine how that's administered by the college. It seems to me like there are sort of two levels of imposition. It gives this school's right, the opportunities to have a school-wide policy, which would then control for all the departments or the college could actually say our policy is we're leaving it to the schools which would then make their own relative administrative unit, the department, but I'm not sure that this policy actually speaks to that. It would have to be sorted out at the college, so lest there be any misreading reading of it. That I think would have to be determined by the College Policy Committee. And similarly, at any school that has subsidiary units, it would have to be determined there. That's the only comment I wanted to make.

SANDERS: And we don't really have the latitude to remove any of this language because again, we have imported most of the language here from other existing university level policies that we don't have the unilateral ability to change. We thought it was necessary to do that, to contextualize the discussion of rolling contracts. But we could not vote to eliminate, for example, the requirement of uniformity within a single administrative unit because that's contained in a UFC policy, to which this is subordinate.

ROBEL: I appreciate very much the discussion and look forward to the other policy or resolution comes forward, having the opportunity to talk about pros and cons. I just think that would be helpful to members of the council. All right. Anything else? For the good of the order?

I did want to mention one last thing that came out of the Athletics Committee report that there is a lot of testing being done of our student athletes and appropriately so because of the contact they have with each other. They're at school. Many of them, they're, their sport is a critical and maybe a central reason for their, you know, their being at IU. And so, protecting their ability to do it makes a lot of sense. But that's also true for a lot of performing artists who come to IU through the Jacobs School or the Theater, Drama and Contemporary Dance, or even the African American Arts Institute and particularly, the Dance Company. And so, I've worked with the leaders of all of those entities and with the Restart Committee and with the MRT to make sure that they also have access to the kind of testing that would make it possible for them to do the things that they came to IU to do. There are some things that we really can't we can't do. We haven't figured out a way, for instance, to make singing in groups any safer with testing. But for those programs that are performance based, we've been trying. I've worked with Linda and with Stafford and with Jeremy Allen at Jacobs, just to be sure they have the things that they need in

order to be able to run their programs as best they can during the remainder of the pandemic. So, I wanted you to know that. All right.

HERRERA: Lauren, I believe we might have missed two comments or questions from Paul and Angie. I didn't see that. I don't know, Paul, if you want to mention that. We have four more minutes if that's fine, Lauren, with you.

ROBEL: Yep.

COATS: Hi. I believe Steve just now answered it and he also answered when he was speaking. So, I guess the question would be if that is something that the BFC thinks, maybe should go to the FAC, and then to the UFC's FAC, then I guess we could try to see how to move that forward since there seems to be some support for that.

HERRERA: So, you mean like, Paul, the possibility for having different types? And Angie, you said that you agree with Paul having different types of contracts in case like if this might pass, if one school could decide either rolling or fixed?

RAYMOND: Yeah. I mean, I think Steve answered it, I think. We don't have the purview to do it. It's been it's not within our hands, but my thought is, you know, if personally, so maybe we need to take it somewhere else for another day. But, but if you're gonna try to empower NTT faculty than they should have the choice. And they should be part of the conversation. And so, insisting there's sort of a one size fits all is not personal autonomy. And so, I'm you know, I'm always hesitant to say this view. You have this, here you go. You want to be competitive; I believe in personal autonomy over something like this. I'm also a contract lawyer and I find it hard to believe that rolling contracts exist at all. And so that's for the pro's and con's conversation of another day. But if we are going to give people a choice, I'm a very big fan of letting the people decide, not imposing based on unit.

HERRERA: And yeah. Thank you, Angie, rather than that because I believe, Eliza, we have units right now in our campus that they use both three-year rolling and five-year fixed. So, it's something that we already currently have.

PAVALKO: In general, units have the same, there are some kind of grandfathered in, there are one or two exceptions, I think, that they were grandfathered in before the contracts were put in place. But in general, units have the same contract for all of their NTT faculty.

ROBEL: Well, with that, I think we're at the end of our time and it's great to see you all again. Look forward to getting our vaccinations rolled out. Would love to see them and I'm hoping with the inauguration of a new president, we will be seeing a competent rollout of our vaccines over the next couple of months. Shall we adjourn and our usual way?

LION: Yes. Farewell.