

**Indiana University**  
**BLOOMINGTON FACULTY COUNCIL**

**April 13<sup>th</sup>, 2021**

**broadcast.iu.edu**

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

**Members Present:** Iman Alramadan, Jim Ansaldo, Hussein Banai, Jonathan Brauer, Daniel Bullock, John Carini, Barb Cherry, Dakota Coates, Rachael Cohen, Dee Degner, Constantine Deliyannis, J Duncan, Ann Elsner, Lessie Frazier, Anthony Giordano, Stacey Giroux, Jason Gold, Lucia Guerra-Reyes, Nandini Gupta, Diane Henshel, Israel Herrera, Justin Hodgson, Larissa Jennings Mayo-Wilson, Colin Johnson, Kari Johnson, Pete Kloosterman, Ben Kravitz, Shanker Krishnan, Sally Letsinger, Bradley Levinson, Scott Libson, Margaret Lion, Annette Loring, Heather Milam, Ted Miller, Jill Nicholson-Crotty, Sameer Patil, Chuck Peters, Linda Pisano, Angie Raymond, Cate Reck, Lauren Richerme, Lauren Robel, Steve Sanders, Elizabeth Shea, Marietta Simpson, Lisa Thomassen, Samantha Tirey, John Walbridge, Steve Wyrzynski, Kurt Zorn,

**Members Absent:** Karen Allen, Rachel Aranyi, Karen Banks, Carolyn Calloway-Thomas, Paul Coates, David Daleke, Allen Davis, Kelly Eskew, Pnina Fichman, Jackie Fleming, Brian Gill, Robert Kunzman, Jessica Lester, Pedro Machado, Miriam Northcutt Bohmert, Courtney Olcott, Ruhan Syed, Erik Willis, Jeffrey Zaleski

**Guests:** Erin Ellis, Marion Frank-Wilson, Linda Gales, Beth Gazley (alternate), David Rutkowski, Ilana Stonebraker, Carolyn Walters

**AGENDA:**

1. **Approval of the [minutes of April 6 2021](#)**
2. **[Memorial Resolution for Robert Heinich](#)**
3. **Executive Committee Business (10 minutes)**  
John Walbridge, Faculty President
4. **Presiding Officer's Report (10 minutes)**  
Lauren Robel, Provost
5. **Question/Comment Period**  
Faculty who are not members of the Council may address questions to Provost Robel or

President Walbridge by emailing [bfcoff@indiana.edu](mailto:bfcoff@indiana.edu)

**6. Report from University Libraries (15 minutes)**

Ann Elsner, Co-chair of the Libraries Committee

Ilana Stonebraker, Co-chair of the Libraries Committee

Carolyn Walters, Ruth Lilly Dean of University Libraries

[Discussion Item]

**7. Questions/comments on the report from University Libraries (15 minutes)**

**8. Report on the preliminary results of the survey on non-tenure track faculty participation in governance (10 minutes)**

Stacey Giroux, Co-chair for the Research Affairs Committee

Sally Letsinger, member of the Research Affairs Committee

[Discussion Item]

**9. Questions/comments on the report on the preliminary results of the survey on non-tenure track faculty participation in governance (15 minutes)**

**10. Proposed amendments to BL-ACA-H28, Faculty Instructional Responsibilities to update the population of students required to receive early evaluation reports (10 minutes)**

J Duncan, Co-chair of the Educational Policies Committee

David Rutkowski, Co-chair of the Educational Policies Committee

[Second Reading – Action item]

[Current BL-ACA-H28, Faculty Instructional Responsibilities](#)

[B44-2021: Updated proposed amendments to BL-ACA-H28, Faculty Instructional Responsibilities](#)

**11. Questions/comments on the proposed amendments to BL-ACA-H28, Faculty Instructional Responsibilities to update the population of students required to receive early evaluation reports (15 minutes)**

**TRANSCRIPT:**

**ROBEL:** Here we are speeding towards the end of the semester and we're at our last BFC meeting and my last BFC meeting of all time, I guess.

**AGENDA ITEM ONE: APPROVAL OF THE MINUTES OF APRIL 6<sup>TH</sup>, 2021**

**ROBEL:** Let's start as we always do with the motion for the approval of the minutes.

**COHEN:** I motion.

**ROBEL:** And do I have a second?

**J DUNCAN:** Second.

**ROBEL:** All in favor?

**ALL:** Aye. Aye. Aye. Aye.

**ROBEL:** Thank you so much.

Opposed?

All right. I think that carries.

## **AGENDA ITEM TWO: MEMORIAL RESOLUTION FOR ROBERT HEINICH**

**ROBEL:** We have a memorial resolution for, it looks like Robert Heinich, and I assume Eliza is here to present that resolution.

**GAZLEY:** Hey it's Beth.

**ROBEL:** I thought that might be why you were here, Beth.

**GAZLEY:** I have the honor of substituting for Eliza at Lauren's last BFC meeting.

Robert Heinich was born May 31, 1923, in Ridgewood in the borough of Queens, New York City. He was one of five sons of a couple whose parents had immigrated to the United States from Germany. He showed an early aptitude for science and mathematics and was admitted to Stuyvesant High School, a magnet school for young people talented in math and science. As he rode the subway between Queens and Manhattan every day, he struck up an acquaintance with another young man who shared an interest in poetry, including its oral presentation. At a music store in Astoria, they rented, for 50 cents an hour, a small studio and disc recorder to record their oral interpretations of such romantic classics as Poe's "The Raven," "The Bells," and "Annabel Lee," and FitzGerald's "Rubaiyat of Omar Khayyam."

This led to an interest in the art films of that time—Cocteau's "Blood of the Poet," Renoir's "La Grande Illusion," and Ivens's "The Spanish Earth." Here one could experience the dramatic power that could be achieved when poetry, music, drama, and visual art were combined.

Heinich was pursuing studies in engineering at Cooper Union when he was drafted for military service from 1943 to 1946 in what Bob liked to refer to as "a loose association with the Army Air Corps." The inclinations and habits of mind that he had already developed did not jibe well with the army's preferences for discipline and bureaucracy, but he and the army survived his hitch, mutually agreeing that he should remain at the rank of private.

One of the accidents of his military service was that having been stationed in Denver, San Antonio, and Carlsbad, NM, he discovered the Southwest. After discharge, he enrolled at Colorado State College (now University of Northern Colorado) at Greeley, where he helped form

the campus chapter of the American Veterans' Committee, the only veterans' group that accepted women and blacks into its ranks—an alternative to the conformist values of other veterans' organizations. At one of these meetings, Heinich happened to sit next to the campus audio-visual director, who offered him a part-time job. There, he found himself among a coterie of devotees of the media arts, among whom he felt at home. He decided then and there to abandon his plans to become a college math professor and to find a career in the application of media to education. It was also at Greeley that Heinich met his future wife, Christine Rebecca Finegan, with whom he formed a happy, lifelong partnership.

In the fall of 1949, Heinich took his first full-time position, as audio-visual director of the Colorado Springs public schools, equipped not only with a B.A. and M.A. from Colorado State College but also with a unique combination of talents—esthetic, engineering, and political. Between 1949 and 1962, Heinich built a strong foundation—for the school district and for himself. His program gained regional and national repute. For his accomplishments, he was made an honorary life member of the Colorado Educational Media Association. During those years he also found time to serve as first president of the Colorado Springs Friends of the Library, to serve five years as president of the local credit union, to write a regular column of record reviews for the city's newspaper, and to act in an amateur theatrical group.

In 1962, he left to pursue a Ph.D. at the University of Southern California. This, too, he accomplished with distinction when his dissertation, "Instructional Technology and Instructional Management: A Proposal for a New Theoretical Structure," was recognized as the outstanding dissertation of 1967 at USC. It was shortly afterward published by the Association for Educational Communications and Technology (AECT) as one of its major theoretical underpinnings.

Developing new theoretical constructs was a hallmark of Heinich's work. He was well known and frequently cited for his conceptual framing of the major elements of instructional technology. He was less known for, but equally proud of, a construct in research methodology—the John Henry effect. In his work with implementing innovations such as televised courses, he noticed a tendency for teachers in the "control group" to be keenly aware that their work was being compared with that of a mechanical system in the "experimental treatment." He saw teachers—like John Henry in the legend—working extra hard to make sure that their teacher-led class outperformed the other one. Heinich hypothesized that this tendency could account for part of the "no significant difference" so often found in studies comparing instructional methods.

Around the time Heinich completed his doctoral studies there was a surge of interest among textbook publishers in the publication of complete systems of instruction. Doubleday and Co. convinced Bob to become director of its nascent Educational Systems Division in 1967. During his two years there he produced a number of educational films, audiotapes, filmstrip sets, and reading programs.

In 1969, though, he decided to return to the education field, joining the Instructional Systems Technology faculty at Indiana University as a full professor, where he was to remain until his retirement in 1990, serving as department chair from 1979 to 1984. He primarily taught graduate

courses in the theoretical foundations of instructional technology—frequently team-teaching with Michael Molenda—and in cinema appreciation. He also formed a departmental nucleus of racquetball players—students and faculty, whose successors continue to the present time.

In 1971-72, he served as president of AECT; and during his presidency the association set up a parallel foundation, the ECT Foundation, of which Heinich became the first president and remained so for ten years, 1972-82.

Heinich's engagement with the big ideas in the field led him to many editorial positions, instigating and guiding the intellectual development of the field. His contributions as consulting editor to half-a-dozen journals were more than honorary; he provided true mentoring to those who sought his counsel. His most prominent editorial position was as editor of *AV Communication Review*, which under his thirteen-year stewardship evolved into the *Educational Communication and Technology Journal* (ECTJ).

Heinich's insights into the influence of structural factors on the uses of technology are well summarized in two award-winning articles published in ECTJ: "The Proper Study of Instructional Technology" (1984) and "Instructional Technology and the Structure of Education" (1985). In these widely cited essays, he demonstrated how the very organizational structure of schools and universities militates against their acceptance of technology-based instruction.

Despite these many and visible practical and theoretical accomplishments, Heinich's name is probably best known through his co-authorship with Michael Molenda and James D. Russell of *Instructional Media and the New Technologies of Instruction*. Appearing in its first edition in 1982, this textbook not only garnered "book of the year" honors from both major professional associations but also rapidly became the most widely adopted textbook for instructional media courses, with new editions continuing through the twelfth in 2018.

He was generous in sharing his knowledge with the field, in many ways other than his writings. He worked behind the scenes for years in the early 1970s, leading the AECT team that collaborated with the American Association of School Librarians (AASL) to produce national standards for school media programs, published in 1975 as *Media Programs: District and School*. He served on many teams that visited and evaluated school and university media programs. For nearly 20 years, he served as a juror at the American Film and Video Festival.

Heinich's achievements have been recognized by the two most prominent professional associations in his field: the International Society for Performance Improvement (ISPI) granted him a presidential citation, and AECT granted him the Distinguished Service Award, emblematic of a career that is unusually distinguished in terms of the quality and quantity of professional contributions. The recognition of which he was proudest, though, was the Distinguished Alumni award, as a "trailblazer," from University of Northern Colorado (formerly Colorado State College) in 1995.

Bob, with his wife Chris, remained active after retirement in 1990. They participated in several square-dancing and ballroom-dancing clubs, spending the summers dancing in Colorado and the rest of the year dancing in Indiana, until their move to Colorado Springs in 1994. He continued

to do photography, to expand his formidable collection of recorded classical music, poetry, and drama, and to work with the local historical society. He died January 12, 2020, at age 96 in Colorado Springs following a brief illness. He is survived by his wife, Christine, and their son, Paul.

**ROBEL:** Thank you so much, Beth. What a life well-lived. Please join me in a moment of silence to honor Professor Heinich.

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

**ROBEL:** Thank you very much. I want to turn to John Walbridge for the Executive Committee business.

**WALBRIDGE:** All right. Thank you. I think today what I mostly have to report on are some things that are coming down through the University Faculty Council. There are a variety of policy revisions. The important ones are a recommendation for changes to the policy on relationships. The details of which are complicated, but what it boils down to is that relationships, romantic relationships between faculty and students, need to be managed and reported when they involve any sort of direct relationship. We will be voting on that at the University Faculty Council in a couple of weeks. I asked Elizabeth to send the current version of that out to you all. It makes for interesting reading.

Thanks to Diane and Laverne from IU East. They have put a charge together for a climate action plan intended to take IU to a carbon neutral status by 2040. There's also a massive document on grading. Most of the details of which don't change anything, but there are a variety of problems and inconsistencies and so forth that are being addressed. And probably in another year or two, the diversity indicator on your DMAI will actually be useful. We'll be able to click on it and get some suggestions as to what this might possibly mean and intended to produce some finer grained detail on what faculty are doing in the diversity equity, and so on realm.

Okay. And like Lauren, this is my last faculty council meeting as president. It's been an honor; I won't say leader because I'm not sure that's exactly what BFC the president does or is able to do but serving you as best I can. It's been interesting. I think my most remarkable achievement though it, and to go through my entire term without actually seeing any other member of the faculty council in person, which we owe to the pandemic, I guess. But I'd like to specifically thank some people, I'd like, first of all, thank Lauren even though my term I've missed all good fun things that normally happen with the faculty council and the popcorn and what have in the meetings. It's also been a privilege to be in this seat at a time when the university is going through crisis. And we all grumble at our leaders. I've crossed swords with Lauren on a couple of occasions. But I have to say in all honesty that Lauren has been as open and collaborative with us as we could reasonably expect. We're all holding our breath that whoever we get next after John Applegate finishes his acting term will be somewhere nearly as good as Lauren has been.

I'd like to also thank the other members of the Executive Committee who are invariably interesting group of people, people who are committed to making the university a better

place. And particularly Diane Henshel and Marietta Simpson, my respective predecessors, and successors. These are people that I have, it's been an honor to get to know well and with Marietta, you certainly will have somebody with her you'll have the faculty council in good hands, I think, a person of great tact and diplomacy and things are better when she's in on the decisions. With that, I'll say thank you and turn the meeting back over to Lauren.

**SANDERS:** And John, is it in order to ask you a question about something you reported on.

**WALBRIDGE:** Sure.

**SANDERS:** The relationships, the faculty student relationships report you mentioned, I'm not sure I quite caught what you said, if there was going to be a recommendation or if this is a final report. I remember being in a meeting, I think it was a meeting of policy committee representatives last year with you and Diane and some others here. The sort of sense at that time was that any change that this committee might recommend would not be sort of imposed from above by the UFC, but they would take it to the campus faculty councils, maybe even the faculty affairs committees, maybe school policy committees,

that there would be some stronger opportunity at least for comment on the policy and feedback on the policy before anything was ultimately passed and made binding by UFC action. Is that not the case or did I misunderstand what the anticipated UFC action that you mentioned?

**WALBRIDGE:** Well, this is as of this morning and the policy, the draft policy, I saw for the first time a couple of days ago. So, yes, it needs to go out to people. The feeling at the UFC Executive Committee was that it needed to be adopted. Substantive differences from current policy is mainly and clarifying things and if there is a consensual relationship, they're not banned outright. But we always have had to basically recuse ourselves. If you fall in love with a student, you don't grade her or him. But this also provides some paperwork to deal with that and some sort of sharpening of definitions.

**SANDERS:** That sounds good. I guess I was just kinda pressing on the idea that it seemed inconsistent to say on the one hand, there should be, that this should be disseminated and should be the subject of wide comment and discussion with I understood you to say this is going to be on the agenda of the next UFC meeting in the next few weeks.

**WALBRIDGE:** I did point out at the meeting this morning, that if we didn't have enough time to, for people to read it, I was the one who was going to get the hate mail. But it is what it is. And one way or another, we'll send it out this afternoon. I can't see everybody, but I can see the Diane's hand is up. I don't know who is keeping track of such things.

**COHEN:** Yes. We have Marietta and then Diane.

**WALBRIDGE:** Okay. Sure. They were both at the meeting, so perhaps they can explain.

**SIMPSON:** I think Diane, who was actually before me, Dakota wants to chime in on this while we're on this subject and then I'll go after the two of them.

**HENSHEL:** So, number one, Steve, this issue of being sensitive to feedback from across the university is very much in the awareness of the UFC exec. And I would think that if in the next two weeks there's huge kickback, they will put it off until next fall. But that's a Marietta answer, not me. What is important to realize is that after the kickback from the last time, the consensual affairs group got feedback from literally across the university. Virtually all campuses, at all parts of the university. So, undergraduates, graduates, staff, faculty, et cetera. And the vote. They actually had a questionnaire and they had reasonable numbers from each part of the university. And without a question in their voting, the bias was towards reporting and not control. It was really explicit. And that report, that summary of the their survey will go out with the report when it goes out for request for comments.

**WALBRIDGE:** It was about two-thirds with the rest divided between more control and less control.

**SANDERS:** Thank you. That's helpful.

**WALBRIDGE:** I don't think it changes anything fundamentally too much. I remember the discussion we talked about. But it's essentially trying to recognize human nature and channel it safely.

**SANDERS:** I guess I would still just make the point totally aside from the substance of the policy, I'm not sure sending it out two weeks at the end of the semester really counts as adequate time for consultation. I would have suggested that it it'll be reviewed by maybe the Faculty Affairs Committee of the campus councils for example, but maybe we're past that. I'm just laying down a marker, I'm not sure this counts as sort of adequate time for feedback and comment if that's what seriously wanted.

**HENSHEL:** So, Steve, that was discussed today and in wavering back and forth, the final decision was to try to see if we could get, after two weeks of feedback, to see if we could still get it passed in the spring. Because this has been waiting for a long time to get passed and it really, there's language in it that needs to be included that clarifies the current policy. And Mariette, I think it's time for you to speak probably.

**ROBEL:** I think Marietta is next and then I'll turn to Dakota.

**SIMPSON:** Actually, what Marietta has to say is on an unrelated subject, and what Dakota has to say is on this subject. So, circle back. So, Dakota, should go ahead of me.

**COATES:** Okay. Thank you, Marietta. So just to clarify, I was one of the student representatives who was on the committee that worked on this proposal. And I was one of the people who, probably is part of why this took two years instead of one year to get completed because I really encouraged the group to engage with students on a deeper level.

So, in terms of kind of additional part of the feedback, we did get an additional layer of the survey this spring that went out to all the graduate professional students here at IU Bloomington. And we also worked with our partners on the All-University Student Association to get it across other campuses, so I will say over the course of the two years that it's



had its touched every single campus in some capacity on both the student, faculty and staff side, if that helps a little bit.

And then in terms of some of the changes, a lot of it was just to provide a bit more nuance and clarification around the existing structure. And one of the recommendations is that a longer form policy would go through all of the channels that Professor Sanders mentioned, where it would get kind of a more fleshed-out policy. So, there's not a lot of changes that come from this. It's more of kind of an intermediate step until, I think, kind of what you're getting at that longer-term discussion can happen if that helps at all as a primer.

**ROBEL:** All right, Marietta.

**SIMPSON:** Ok. So, I would like to go back to another subject we were just talking about, and that is to say thank you to a couple of people. First, and this is not in order of importance, but just in order of how I will do this so that I remember everyone that needs to be thanked. I'd like to first thank all of the members of the BFC who have gathered consistently in a very awkward format for all of us. And so, all of us on the Executive Committee are very appreciative of the time that you have invested this year. Participating in the various committees that you've served on and in offering your feedback to the policies and everything that you've done to continue the process of shared governance. That's been really significant. We know that it's been a sacrifice for you, a personal sacrifice for you. And we want you to know that we appreciate, we appreciate what all of you have done in your commitment to shared governance. So, thank you for that.

Thank you to all of the committee chairs who have continued to serve in this rather difficult time period for each of you, we know that that's an additional commitment and sacrifice for each of you. So, we really appreciate that. We also wanted to honor Lauren, in that this is her last BFC meeting, serving as provost and as the moderator or the lead of our meetings. And we really do appreciate what you've done over the years and your commitment to shared governance. And so earlier today, in my role as stealth gift deliverer, drove by and delivered a package to Lauren's house on behalf of the BFC, which hopefully she has there with her. There were a couple of bags there. I'm going to ask Colin Johnson, to pop up on the screen and if he would read the resolution from the BFC to Lauren.

**C. JOHNSON:** Happily. All right.

A resolution of the Bloomington Faculty Council:

WHEREAS Lauren Kay Robel recently, and lamentably, provided notice to members of the Indiana University Bloomington community that she will step down from her current position as Executive Vice President and Provost on June 30, 2021;

WHEREAS we are, after protracted discussion, fairly convinced there is nothing we can say to dissuade her from her from doing so;

WHEREAS Provost Robel has served Indiana University Bloomington admirably, and honorably, for more than three decades, and in numerous capacities, including as a member of the faculty, as Associate Dean and then Dean of the Maurer School of Law, and, most recently, as Executive Vice President and Provost;

WHEREAS she has, during her tenure as Provost, ably led and guided this campus during a period of significant growth and transformation, yet a period that has also entailed great challenges for the campus, the state, the nation, and indeed the world,

WHEREAS she has been and remains a valued colleague and friend to this Council, its individual members, both current and past, and indeed all members of the faculty of Indiana University Bloomington;

BE IT RESOLVED that this body, the Bloomington Faculty Council, a body conceived in and dedicated to the ideals of shared governance, confers upon Lauren Kay Robel A MAJOR AWARD in recognition of her service, her collegiality, her decency, and her inspiring and profoundly consequential leadership. Given this day, Tuesday, April 13th, 2021.

**ROBEL:** Oh my gosh. I'm really move by that. Thank you so much. That that means a lot to me. A huge amount. Thank you. Marietta, do you want me to open these?

**SIMPSON:** I want you to open the envelope that was attached to the bag that the resolution came in.

**ROBEL:** I'm finding lots of beautiful paper, but I'm not sure.

**SIMPSON:** Okay one is like a picture frame that has the resolution in.

**ROBEL:** Oh my gosh.

**SIMPSON:** Okay. So, there's the resolution.

**ROBEL:** Oh, thank you so much. Thank you so much.

**SIMPSON:** And attached to that bag is an envelope.

**ROBEL:** Yes, it is.

**SIMPSON:** Okay. So, you can open that up to see that the major award.

**C. JOHNSON:** We were actually going to go with the full 52-inch lamp, but we're figured it'd never be like carry on material, you know, so we went with this instead.

**ROBEL:** I am putting it on right this moment.

**SIMPSON:** Okay, great.

**WALBRIDGE:** We all need to pause for a moment and think about how remarkable it is that people are sorry, that an administrator is retiring. It does not happen everywhere.

**SIMPSON:** So, we want you to wear that major award with pride.

**ROBEL:** I will. I absolutely will.

**SIMPSON:** So, in the other bag, Lauren, there are a couple of other things that will take you just a second longer, but not much longer to open.

**ROBEL:** This I love. Yes, I love it. Thank you very much. I missed my gavel. The time we have been virtual.

**SIMPSON:** Exactly. And then there's one other thing in there that we know.

**WALBRIDGE:** There's no gavel feature in Zoom as far as I know. You could mute somebody, but that's the closest you come.

**LION:** I think we need a gavel, a feature in Zoom. I think we should request this.

**SIMPSON:** Exactly.

**ROBEL:** Oh, my goodness. This is gorgeous and heavy.

**SIMPSON:** Yes. Exactly.

**ROBEL:** Oh, thank you so much.

**SIMPSON:** If you wouldn't mind reading it if you can see it.

**ROBEL:** “Many thanks for your excellent leadership and commitment to shared governance.” Thank you so very much. I can't tell you how much this means to me. I want to spend a little time talking about what this has meant to me.

**SIMPSON:** Can I do one more thing before you react, as I have one more person to thank and then you have the floor, I promise. Okay. I never miss the opportunity and thank God for computer screens because I can never quote anybody correctly. But Dr. King said, “the ultimate measure of a man is not where he stands,” I'm gonna cry “in moments of comfort and convenience, but where he stands in times of challenge and controversy.” And I beg to differ when John said that a BFC president does not lead faculty because I do believe that there is leadership that's involved with a BFC president. They don't necessarily tell faculty what to do but the president does create the tone for what happens in the BFC. And I just want to say thank you to John for leading us in what has been a really, really difficult year for all of us. And I know from the backseat of a car, everybody knows which way the car should go. But when you're the person driving, it's a whole different vantage point. So, I want to say thank you to John. I know it hasn't been easy and I know that anybody who sat in the front seat driving knows it's never easy and it's always more difficult when you're the person steering the car. So, thank you, John for what you have done for us during this really, really difficult period. Now you have a bag too, so I'd like for you to open your bag.

**WALBRIDGE:** Well, thank you. And I will have the keys for you on June 30<sup>th</sup>. Is there anything I should pull out first?

**SIMPSON:** So, you can leave the card for later because that's just from me. But you can open the yeah, you can open that first.

**WALBRIDGE:** You wrap much better than I do. This is lovely. This is Rumi, the great Persian poet whom my, one of my three teachers was a woman named Annemarie Schimmel, who got her Ph.D. in Berlin in 1945 and fled with her mother and her copy of Nicholson's edition

and translation of Rumi to the American lines. Coleman Barks is one of the great modern translators of Rumi. Thank you. It's a beautiful book.

**SIMPSON:** So, John, if you have that book already, I left the receipt in there so you can return it and get something else because I know you have a million books.

**WALBRIDGE:** Only about 10,000.

**SIMPSON:** Yes, so you can get something else if you have that already. All right. But I don't think you have what's behind you, what's in that box.

**WALBRIDGE:** Okay, well, it's heavy where we all know from childhood is a sign of an excellent present. Now how does an open?

Well protected. Oh it's lovely.

**SIMPSON:** Can you read what he says?

**WALBRIDGE:** With thanks from the BFC, for your unwavering commitment to shared governance. BFC president 2020 to 2021.

**SIMPSON:** Thank you John.

**WALBRIDGE:** Thank you all. And it's a beautiful thing. And I love clocks.

**ROBEL:** Margaret is suggesting we use jazz hands as a way to clap

**WALBRIDGE:** It's not digital.

**LION:** Jazz hands! You know.

**SIMPSON:** All right. Lauren, I'm done.

**ROBEL:** Thank you so much Marietta.

**WALBRIDGE:** Thank you very much. I mean, that it has been a real honor to do this, and I've done my best. And I have to say, I mean, I've been in the university for a long time, not quite as long as Lauren, 28 years now. And I have to say all things being equal, I like the people who are involved in faculty governance best. Nobody gains anything really by being in faculty governance. They do it for the good of the university. And you know, we have our arguments that we're all in it for the common good. And so, it's been an honor to serve, and I will be Marietta's backup next year. And I'm sure she will do, well frankly, I think she'll do better than I did, but it would be nice if you didn't say so right now. So, thank you.

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

**ROBEL:** Thank you so much, John. Thank you, Marietta, that was that was beautiful. I will truncate my report just a little bit because I do want to say a few words about shared governance and the role of the provost in shared governance. I will be sending a report to the campus sometime in the next several weeks on a very large number of equity and inclusion initiatives that have happened on the campus this year. While we have been struggling with this

larger pandemic, I feel very proud of all of the schools and units on the campus who have taken the time to struggle deeply with questions of equity and justice during a year when it has been hard to do the most basic kinds of work. To take on that moral responsibility and do it with the integrity that our university has done it, our campus has done it, I think needs to be honored and who needs to be discussed. And I also have received the report of the naming review committee. It was chaired by Judge Sara Barker of from Indianapolis, an alumna of the College of Arts and Sciences. And John Nieto-Phillips, our Vice Provost for Diversity, Equity, and Inclusion. It is a wonderful report, thoughtful, deep research. And I have already made it available to both the precedent and the naming committee, but I will make some recommendations to them out of this report. I'll report back on that in my letter to the campus. I'm also expecting a report from the committee that was put together to consider how the university, the campus should respond to and think about the exclusion of 12 Japanese American applicants during World War Two, from consideration for admission on the campus. And finally, I want on this topic, I want to recognize the first excellence and inclusiveness award winners. Frank Diaz and Silvia Martinez for the faculty council's, Diversity, Equity, and Inclusion Committee approached me earlier in the year about creating this award. I thought it was a terrific idea and thanks to them for doing it, doing all the work behind it. The recipients of this award are Maria Hamilton Abegunde, Kevin Brown, Arlene Diaz, Jennifer Lee, and Maresa Murray. So just a wonderful group of colleagues as the initial recipients. Thrilling to get this off the ground. And it's a wonderful legacy for the BFC to be leaving for annual awards in this area.

Finally, I want to say a little bit about what it is meant to me, and I think to the campus, to have the engagement I have had with the Bloomington Faculty Council. As provost, I have both the honor and privilege of presiding over these meetings and the honor and privilege of participating in the Executive Committee meetings. And historically, we've divided the time at the Executive Committee, I come for a portion of that only. I cannot describe the level of collegiality and thoughtfulness that I have witnessed in the leadership of the Bloomington Faculty Council. I appreciate beyond words, the service of the Council members. When I first came to the law school as a faculty member in 1985, the faculty members I respected the very most on the law school faculty were members of the Bloomington Faculty Council, Pat Baude and Roger Dworkin. And they brought to the council and then brought back to the law school a strong sense of what the institution of shared governance meant for the ways in which we work together as an academic community. You know, any understanding of what makes academic community special, any understanding of what makes a university a university has to be founded on strong commitments to shared governance. And before me, I think since I started in this position in January of 2012, I think I've missed three Bloomington Faculty Council meetings. And only for the strongest possible reasons during that time. And in reflecting on that, what I think is gained by having your provost at these meetings in this way is first a very visible, tangible commitment on the part of the administration to shared governance. I think it is more than a symbol. It is an actual iteration of the accountability and transparency that the faculty members you choose to be the people in administrative roles owe to their colleagues on the faculty. I come each week and each week we have a meeting and give a report and answer questions, is a commitment to accountability and transparency on the part of the administration. I think if the

relationships that are built in the regular conversations in the Executive Committee and then on the council floor build trust between the faculty and the administration. And give faculty members the opportunity to determine for themselves, to gauge the temperament and the integrity of the reliability of their colleagues and administration. And having this strong set of relationships is important not only for when times are good, but also as we've seen during this last year, for when times, especially for when times are challenged. Because without that mutual trust, without that ability to know each other as human beings and to understand that arguments will be considered carefully, both by the faculty council leadership and by the person in my position, that's what is necessary for shared governance to be healthy and strong and to continue to be so on this campus.

So, I really want to thank you all from the bottom of my heart first for this lovely set of gifts and this resolution, my major award. But also, for your friendship and your trust and your openness to the kind of collegial discussion that it's important for us all to have, to make good decisions on behalf of the institution that I know we all love. So, I will miss these meetings. But I know I'm I could not possibly be leaving the council in better hands than Marietta's and she knows that's one of the things that I will regret most about stepping down is that I will not be working with her in the way I've had the privilege of working with John and Diane and Moira and Jim Sherman, well just work your way backwards. So, with that, those are all of that's my report, my final report to the faculty. And if there are questions from the faculty FOR me, at this point, this is the time on the agenda for them.

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

**COHEN:** Israel?

**ROBEL:** Israel?

**HERRERA:** Yeah. Lauren, first of all, thank you for all your leadership during all these years and all the support that you have given to all faculty on our campus. We will really miss you here in our BFC meetings. Just a quick question about the international students. Vice-president in International Affairs, Hannah Buxbaum, she spread that students from Europe, they have an exception to come to the states to our campuses in fall. And I wonder if there is any request for those international students from all Europe, but mainly from, from Portugal and Spain? And if you have any information or update about the student from Brazil?

**ROBEL:** I do not. We've been, Hannah, has been watching this very carefully. There's some encouraging news, but there's a lot of not very encouraging news. The embassies, particularly in India and China are still very, very backlogged. People aren't getting visa appointments for quite a while. We have perhaps 600 students at this point, we still don't know whether they'll be able to come back. I don't know about the situation in Brazil, and I don't really know the details of the various countries in Europe. But I would recommend that you just ask because that office has been working very hard to make sure that we're in constant communication with our students who are abroad at this point.

**HERRERA:** Thank you, Lauren.

**ROBEL:** You bet. Hi Sameer. You're next in line for questions?

**PATIL:** Possibly. Okay. So, my question is about teaching in the fall. It's kind of a follow-up to what was just asked. If again, we're in a situation where certain students, especially from international locations, are not able to come here because of whatever reasons, right, and we are in person. So, is everybody now again doing kind of forced hybrid, but you are hybrid because you have to provide service to the students who are not able to arrive? Or what's the plan for that? In a second related question is, will we be teaching with masks and social distancing in person? Because it completely affects how I organize my classroom.

**ROBEL:** I can answer the second definitively and the first, I'll have to give you a squishy answer on that. Yes. We will still have masks. No, we will not still have social distancing in the classrooms. The classrooms are set up in a way that the normal standard around a seat is three feet. We don't even really think we need that at this point. So, I expect the classrooms to be.

**PATIL:** Right. But for example, I do group activities where students get from their seats and get together and work on a white board and all that stuff. So, is that going to be permitted?

**ROBEL:** Yes, that will be permitted. And having taught this semester in-person, I can just say that I found the masking a little bit of, I noticed it for the first day. And after that it just you just don't notice it anymore. So, I expect things in the fall to be back pretty much other than the masking, to normal operations in our classrooms.

On your second question, that is a topic of big discussion right now with the deans in particular. Different schools are in different situations with respect to international students stranded overseas. Your school in particular has a large number of international students stranded overseas. And I think we do owe students who are current in our programs. You know, I don't think we can abandon them at this point. I have asked all of the deans to be thinking through working with faculty on issues that are particular to each of the schools. I've asked the Office of International Programs to get us all a list of the number of students in each of the programs for whom this is an issue. I don't think we will have to do a, that everyone has to be online and also in person. That isn't in anyone's contemplation right now. But I do think there will be programs and I suspect yours will be one of them. We will want to really, really work hard to accommodate our students until they can be back with us.

**PATIL:** Thank you.

**ROBEL:** Great.

**COHEL:** Dakota?

**COATES:** Thank you and I'll just make it really quick. First, I do want to echo everyone's sentiment but as a student for all your hard work, Provost Robel. As the only provost that I've had during my seven years here, it's been an absolute pleasure to get to work with you as a student leader, both as an undergraduate and graduate students. I am incredibly thankful for all the work that you've done for our students during your tenure here. My quick question is for graduation, particularly with relation to Sample Gates. I know that some students and faculty that

I've talked about who have offices or classes near that area have been kind of curious about how the university might try to manage some of the, I'm going to say crowding, that's likely to happen around Sample Gates on graduation. I just didn't know if the university had some kind of set structure plan for that at this time.

**ROBEL:** You know, I imagine we can have. That is one of the most beautiful and joyous things that happens at the end of the semester every year. And I am loathe to police it. I'll just put it that way. I have seen things out my window, which overlooks Sample Gates, around graduation, so moving and so wonderful. And I also know that a lot of parents who aren't able to go to the graduation because we won't let them go are likely to want to take pictures with their kids at Sample Gates. And, you know, your concern is noted. I'll just stop there.

**COATES:** Thank you. I just wanted to pass it along from people.

**ROBEL:** Thank you. All right.

#### **AGENDA ITEM SIX: REPORT FROM UNIVERSITY LIBRARIES**

**ROBEL:** If there are no other questions, we have a report from the university libraries. Ann Elsner and Ilana Stonebraker, the co-chairs of the Library Committee and is Carolyn here? And Carolyn Walters is here. And I want to take a moment in front of this body to recognize and thank Carolyn for her extraordinary service to the libraries over a lot of years, in a lot of capacities, but most recently, as just an absolutely wonderful dean. You know when Carolyn came into the position of dean, I remember we had a lot of big issues to solve right there. Some of you will remember that the unit, that the IU Press was on the verge of going under and we had a lot of other issues that needed to be solved in the Libraries, the protection of the collections, the assurance of the acquisitions budget, just a whole bunch of things like that. And what always struck me about Carolyn was both her positivity and her willingness to just dive in and solve a problem. To get to yes, at the end of the day. And I really want to just use the IU Press example as an important one. We could have lost the IU Press. Many universities have lost their presses. We could have. But we didn't. And the press is now thriving and it's thriving because despite the uncertainties that are inevitable around any kind of movement or reorganization, Carolyn committed the Libraries to be a welcoming environment for the press, to accommodate their needs, to integrate them into the work of the Libraries. And as a result, I've been to any number of events at the Libraries in which the press and the Libraries have done wonderful things because of that co-location, including the recognition that has happened the last several years of the authorship of books by all of our campus faculty. So, thank you Carolyn, for your splendid tenure as dean. Carolyn is retiring. Carolyn and I are going out together. And with that, I will turn it over to you for the report from the university libraries.

**WALTERS:** Thank you, Lauren, and thank you for your leadership and support in the library all these years. It has been marvelous as everyone has acknowledged working with you. I will say, the press almost broke me. We closed a warehouse, if you remember, that was that was quite the challenge. But I agree with you that they are thriving, and I think like the rest of us are facing transitions. And I think that's part of the conversation that we're going to have today.



But first, I want to introduce two people that are here with me today. Marion Frank-Wilson, who is the Associate Dean for Collection Development and Archival Collections. And Erin Ellis, who's Associate Dean for Research and Learning Services. Erin will talk a little bit after me about what library services might look like this summer and then going into the fall.

So, I was here in February of 2020 to talk to you about sustainable access to knowledge. And I'm back again today to talk about sustainable access to knowledge part 2. But if you will allow me, Lauren mentioned I've been here quite a while. I arrived here in December of 1987, when we were an entirely print based library. The first floor of the East Tower was a big card catalog room divided in two. We had a subject card catalog, author title catalog. That's how we knew what we had, each library. And at that point, we had 16 libraries on campus. We hadn't yet added the ALF. Once we added the ALF in early 2002 or 2003, we opened, we had 17 locations as late as 2006. We now have nine locations on campus. So, you can see what moving to electronic access has done in terms of our footprint on campus. But more importantly, it also reflects the growth of the schools and the departments in those buildings where we were located. Because mainly we closed because there was growth in those areas. We still provided services. We provided services successfully from Wells, for the most part, or we consolidated services. And a big factor and how we move forward is going to be ALF and has been since 2003 when we opened. It is now our largest location. We have 3.4 million volumes out there. We have two print-based modules, and then we have the new object-based module, which you all saw recently in the news as the home of Glenn Close's collection.

Not only have we changed in terms of physical locations, but I couldn't have been more proud at how the library pivoted to serve faculty and staff during the pandemic and continues to do that. A big part of that has been HathiTrust. That is a partnership across the Big Ten with Google and digitizing our books. And I'll talk more about that in a few minutes.

Today I really want to focus on the libraries and the Big Ten Academic Alliance. And it really is a union of strengths. And I want to talk a little bit about the big collection. And then as I mentioned, Erin will give us an update on operations for summer and for fall.

I want to point out that we are ranked 12th among North American academic libraries, in terms of expenditures. We are up one space. We've improved one. We were 13<sup>th</sup> in 2018. We were 12<sup>th</sup> in 2019 and we're just gathering data for 2020. We are 6<sup>th</sup> in the Big Ten. That is because of the support we get from this campus. It is because of the support of the faculty and the demands that they place on us and they're appropriate to provide the services and the collections that you need to be successful as a faculty member here, both in terms of your teaching and your research. So, I thank you for that. We have an excellent group of librarians and staff that provide wonderful services across campus. I think many of you are the beneficiaries of that and their work. And I notice four of them on this call today as members of the BFC.

So, as I mentioned, so this is a quote from Herman Wells, of course, in 1967 in a publication talking about inner institutional cooperation, which at that point was the CIC. And he mentions at that point that, "Academic isolation has long been impractical: in today's world, it is impossible." How prescient he was about today's environment, not just in terms of the

research that was done around the pandemic but the research that all of you do as well. You don't do that in isolation. You constantly, whether it's colleagues here, colleagues across the world are communicating and working together. That has formed the basis for and continues to form the basis for the cooperation that we, and the benefits that we derive from the Big Ten Academic Alliance as the CIC is now know.

Let me give you just a brief overview, very brief overview of kind of our history operating within the CIC first and now the Big Ten Academic Alliance. There are 14 Big Ten libraries, but also the University of Chicago aligns with us. You may remember that when the CIC changed its name, the University of Chicago backed away from Big Ten Academic Alliance not wanting to affiliate with athletic conference. But the libraries and the IT folks still work together. Together, we have over a 115 million volumes across our 15 institutions and over \$250 million in annual collection expenditures. We have 8.8 million volumes that have been digitized by Google and form a big part of the HathiTrust. And we have 10 of the biggest lenders of materials across and around the world through OCLC.

We have a strong history of collaboration and resource sharing, as I just mentioned, and loaning and in borrowing, we have created a shared print repository where we have agreed as a group that we will maintain and preserve journals, complete runs of journals for 25 years. IU raised our hand first and we are the first instance of this shared repository. We have about 260,000 volumes that we've committed to keep that are out in ALF.

We do a lot of licensing of electronic resources and our cumulative savings over a five-year period, it was over \$600,000, as you see noted here. And I point out again, the strength of this Google digitization. Google digitized the materials. They came and got them then they digitized them. They returned them to us for no cost. That doesn't mean there wasn't a cost in terms of staff commitment, but the benefits have far outweighed any cost that we have put towards digital HathiTrust. And then just as an example, the Big Ten GeoPortal is an online portal of geospatial data that we all contribute to and maintain for the benefit of not just Big Ten members, but also anyone that wants to use it. This is freely available content.

So, we've been talking about the big collection. And in 2019, the deans and directors of the Big Ten libraries, plus the University of Chicago committed to coordinated stewardship of our print collections or a print collections in the scholarly record. We also committed to sustaining access to the unique and distinctive resources that each of our libraries have. So that'll make more sense to you in a few minutes as I talk a little bit more about the print collection. So, we've come together to create what we're calling the big collection, which has couple of components, one of which is print and the other is electronic resources. So, in terms of print, well, what we're committing to do and Rachael Cohen, who's a member of this body, is on the steering committee for this, this is the initial steering committee for the big collection and she's contributing to how we move forward and planning to implement the big collection. So, what we're looking at is creating a discovery portal. We will search across all of those 115 million volumes. And then we're committing to develop a rapid delivery service, whether it's electronic or whether we get it to you quickly, if it's print, regardless of who owns that book across the Big Ten or where it is held. So that's an exciting development many of view and I've

heard lots, especially lots of comments about interlibrary loan during the pandemic, many of you take advantage of that. This will be at Big Ten and we have that now it's called U Borrow, but it's enhancing that and developing that more fully and same with the discovery tool. We're also committing to expanding publishing opportunities. I'll talk in a few minutes about how that's coming to be and then advancing open scholarship. Quite frankly, that to me is a transition that we're in the process of making and having conversations about is how do we make our research at a public institution or any institution for that matter openly available for anyone to access while maintaining copyright ownership on that material. And also having a peer review depending on what discipline you're in. And then also prioritizing freedom of choice so that you have an option of publishing where it's important for you to publish for your discipline. But most importantly in all of this is knowledge preservation. We are committed to scaling preservation across the Big Ten. We want it to be trustworthy. I find this list of directors or this list of institutions here, have worked together extremely well and we are committed to the whole and maintaining that trust going forward. And I think that's remarkable among a group of academic institutions like this. And it has its roots with Herman Wells and the creation of this CIC back in the fifties.

So, moving forward, these are the kind of guiding principles for the big collection. I mentioned access to print, and I mentioned our print collections. So, right now, we are in a really good position here with plenty of space. We have lots of space in ALF. We have the capacity to grow our print collections, which we do each year, we add about a 100,000 volumes to our print collections. So, when we talk about the big collection, we're not talking about diminishing collection development at the local level. So, we're not talking about restricting what IU can buy as a member of that collective. We will continue to buy what you need, what you tell us you need, what we hear from you that you need. But it is about leveraging and coordinating individual strengths. We have a good example of this with South Asia. And our collection development person here is Karen Farrell. She and her cohort across the Big Ten have worked to define what each library is going to collect so that they build out a comprehensive collection across the whole so that everybody knows what everybody else has and collects so that we have, as I said, a deep rich collection in South Asia. We will be looking at that across other disciplines. And a pilot project for the big collection is Middle East. I know John is interested in that area in particular.

This is also about collective investment and coordination to ensure that we have access to what we need. We are much stronger when we collect together and when we pool our resources to buy materials. But it's also about developing those systems and those processes so that we make sure that you have a good user experience, that you don't know or care where we're borrowing that from. But the fact is that you get it and then how you can discover, and we can make that seamless all the way to delivery.

There's also as part of this an evolving publishing environment. And many of you have seen this in your disciplines. We're faced with increasing cost of journals, which is not a new topic by any stretch of the imagination. We're looking at 5-6% increases when we know that we're not getting 5-6% increases in any of our budgets. And in fact, because of the pandemic we've taken a budget

cut. We're seeing that new licensing and purchasing models are emerging. And in a few minutes, I'll talk about a couple of those that we've signed within the Big Ten.

We see and Lauren mentioned the press, we see decreasing sales of scholarly monographs and we see decreasing use of our print collection. We also see a push for open access for a number of reasons. Equity is a big one, but also there's a desire to have open access so that information is freely shared. We have an open access policy on this campus. And it was just, I don't know if it came to the BFC. It was discussed in the Libraries Committee. I'm not sure if I came back to the BFC, at this point, it had a couple of minor tweaks and some language that that policy has been in place since 2017.

I also want to point out that we're going to have a town hall, a library town hall, on open access next Thursday, which is the 22<sup>nd</sup>, from two to three. And you all should be getting an email announcing that and that specific topics around that.

We're also seeing a push to look at some of the bigger journal producers and how we can work with them to increase access. So, we have signed agreements with several publishers within the Big Ten, which I think are new models that we're going to start to see emerge it going forward. So, we side with Cambridge University Press a three-year agreement. That gives multi-year Reading Rights and that's something you may see in the literature. There's a publish and read contract. There's, in some cases they referred to it as read and publish. So, we have full read access to all of the Cambridge University journals. But the other piece that comes with this is we have open access for all authors if you choose to publish that way. So uncapped open access publishing for eligible and excepted research at no charge for that. Often you see in agreements what is called an article processing charge or an APC, that if you want your article open, you have to pay an additional fee on top of any subscription we might have to that journal in order to have your article made open access. This absolves you of any fee, and you can then ask that your article be made open access. Again, that doesn't change your copyright. You would still have that ownership or that journal will, of your copyright, depending on how you've signed the agreement.

We have a new, this is actually another new agreement we've signed with PLOS Biology and PLOS Medicine. This is a pilot, it's a three-year agreement. If you're familiar with PLOS in the sciences, these are open access journals that charge a membership fee, which is also we call the statements and our article processing charge in order to publish there. We are paying a fee to join in with the Big Ten. And that means that if you choose to published in PLOS Biology and, or PLOSE Medicine in your research and it's been accepted. There will be no charge for you. That is part of the fee that we'll be paying as a part of the license agreement. And if you publish in science and you have multiple authors and you are the Indiana author that has access to this, the rest of the authors will not be charged from that, and you'll be able to publish in those two databases without charge.

We also have a new agreement with Oxford University Press, which is for monographs. The other two are for journals. This is for monographs will have unlimited e-book access to any newly published Oxford University Press books. And buy unlimited, I mean unlimited

simultaneous use. So, these are books that could be used for reserves, for example, could put a link to the book, and all of your class could access the book at the same time. What is unique about this is we have agreed at the, as the Big Ten to purchase one print copy of every one of those books. And it will be held at the University of Illinois, and it will be held as a Big Ten 10 copy. And they agreed to keep that copy in perpetuity. So that's different but that does not restrict us. For example, if you have interests in an Oxford University Press book that you think we need to add to our collection. We can buy that, and we will buy that book, if you recommend that we do. Otherwise, if we needed the print, we would depend on that print copy. But again, we will have all of those titles available going forward as part of this, an electronic version of that.

So, you can see that there are things that are starting to transition now we think we're in this part of where we're looking at through the Big Ten, pooling our resources and being able to try some of these new ways of looking at not just journal packages, but also e-book packages as well. And you'll see some transition and how we talk about and think about print going forward. Whether we're looking at something like the South Asia Program and expanding that to other areas. But I want to be clear, we're not changing how we purchase here. If it's needed here, we will buy it. But also know that our colleagues are working with us to develop these broad and deep collections going forward. We will be identified as having distinct collections and be highlighted. Other universities will have distinct areas of excellence that are different from ours and we'll be able to take advantage of those. That's what this discovery portal will do when we pool all of our 115 million volumes together in a, in a way to search. And Rachael can talk about this too. Rachael has been deeply involved in searching and building the front end of our catalog here in Bloomington and across IU.

Now, we'll turn the library operations more of the day-to-day activity as opposed to thinking more broadly about library services. And when Erin's finished, we're happy to answer questions. I think we may. I hopefully have some time at the end to do that. So, Erin, I'll run this for you.

**ELLIS:** Thank you, Carolyn. Okay. I'll take a few minutes to share some information about libraries, operations and services planning as we look toward the summer and the fall. So, we are in the midst of several conversations about how our summer and fall look. We expect to have a faculty message out later this month or in early May with additional details and more dates as those get scratched out over the next couple of weeks. But a few places you can always be sure to check for information is our library's homepage. Our hours for our locations are always up-to-date and easily found on our homepage in the upper right corner of our homepage there. Also, you can keep an eye on our IU Libraries News items where we will continually update as things develop and emerge for operations and services. And then additionally, if social media is something that you are interested in, you can always follow our IU Libraries and, or our Herman B. Wells accounts on Twitter and Facebook.

Next slide. So, looking to the summer and our immediate future, Wells Library and most of our branch locations will be open. There is one exception, our Sciences Library will remain closed until August. In Wells and our other branch locations, we're moving into open seating. We had been in a reservation system for the last two semesters, but we will move into an

open seating arrangement. These will be physically distanced and continually monitored for health and safety compliance. Our collaboration rooms will remain by reservation only and until we get word otherwise, we will contain those to just single occupancy for the time being. We are in deep conversations about how we can get our stacks reopened. We're not quite there. So, for the immediate future, we expect to keep our stacks closed and by reservation only. Keep your eyes peeled for information about that coming hopefully in the next month or so.

As Carolyn mentioned, our HathiTrust emergency temporary access service has been fantastic resource over the last several months, and that will continue to be available through the summer. We will end our three-day quarantine of materials. We will discontinue that that process on April 26<sup>th</sup>, actually. And overdue fines will be discontinued effective July 1<sup>st</sup>. Now, don't get too excited. There are some exceptions. Recalled materials and unreturned materials will continue to incur fines and bills will be sent for those. And just a reminder that our virtual reference service continues to be available. The hours for that this summer will extend beyond those of our physical location hours. So, we are still and always available and ready to help via virtual reference.

Next slide. Looking toward the fall. We absolutely anticipate the Wells, and all of our branch locations will be open in hours that look more typical of our typical fall semesters. We are preparing, as I mentioned, to open our stacks and lose the reservation system. With the fall semester approaching, we want to let you know that we will end our HathiTrust emergency access ahead of the fall semester starting. We are looking at somewhere in the week after August 10th, so that that access will go away. Just keep your eyes peeled for more information about that. We intend to open our Graduate and Faculty Carrels backup, which I think will be met with much enthusiasm. And all of our seating will reopen without reservations. Whereas a caveat there, however, we did move to a reservation system for all of our collaboration rooms, even pre-pandemic. So that is something that we will retain reservations for our collaboration rooms, but we expect our capacity to be able to be increased. And then finally, our print reserves will return at all locations this fall.

Next slide. And then finally, I just wanted to take an opportunity to share a few reminders and resources with you. We have excellent access to a few journals that may be of interest to you. So, with your IU credentials, students, faculty, and staff have access to these journals. I encourage you to make good use of those. Also want to be sure that you know how to reach a subject librarian, your subject specialists here. They are absolutely ready and willing and available to help you prepare your courses the summer or fall or point you to resources to support your research. We have fabulous workshops, fabulous course, and subject research guides. If you want to take a look at those, we might have something for you, or our subject librarians would be very happy to work with you on developing one if it doesn't exist. I will point out also our information literacy online toolkits, it's a relatively new resource we've developed in the libraries. There are several modules to support information literacy instruction here and our easily and portable into your Canvas. And then finally, I want to encourage you to take a look at our scholarly communication department here in the Libraries. If you're interested in metrics to measure your research impact, if you're interested in open educational resources, or if you

have some data management services, you'd like to avail yourself of, please take a look at our scholarly communication department and they would be absolutely thrilled to talk to you about these.

And then finally, we issued a challenge our community this spring, the racial equity and social justice challenge. And the challenge has a number of fabulous resources available here at IU, movies, poems, books, all sorts of things, music. And we issued the challenge our community to complete listening, reading, engaging with these materials, we've extended our challenge to June 30<sup>th</sup>. There are rewards when you complete 11 items and then again rewards at 21 items. So please take a look at that, I encourage you to engage with those materials and encourage your students to take a look at it as well. Thank you.

**ROBEL:** Thank you so much Erin. That was terrific. And I'm not sure where you all are but we are running behind. So, do you have any additional presentation that you have planned for today?

**WALTERS:** No just if anyone had questions.

#### **AGENDA ITEM SEVEN: QUESTIONS/COMMENTS ON THE REPORT FROM THE UNIVERSITY LIBRARIES**

**ROBEL:** Well, what I'd love to do that was a ton of material. It was really fantastic. I opened the Digital Racial Equity challenge just a second ago. It's wonderful. I would probably like if we could to just skip questions and move on to a couple of what I think are our action items today. So, there's so much to think about here. The big collection is a fabulous thing. It's going to be wonderful to be a piece of that.

**WALTERS:** It will be. Well, thank you. And thank you Lauren. I know that Marion, Erin, and my library colleagues and BFC, join your BFC colleagues and thanking you for your service and for your leadership this year. And for all you've done, for all of us know. So, thank you.

**ROBEL:** Thank you to all to you and all your colleagues for keeping us all able to continue to do our teaching and research during such a strange year.

**WALTERS:** They have been. Well, thank you. We will sign off.

**COHEN:** Lauren, I know we're not doing questions. But I see a couple of hands raised, at least one hand raised. Should have them email questions to Carolyn or even to me if they have questions on the big collection.

**ROBEL:** That would be great, and we can keep the, we've got two more items that I'd like to be sure that we get to that action item at the end, so yep.

**COHEN:** All right.

**WALTERS:** Thank you. Bye.

#### **AGENDA ITEM EIGHT: REPORT ON THE PRELIMINARY RESULTS OF THE SURVEY ON NON-TENURE TRACK FACULTY PARTICIPATION IN GOVERNANCE**

**ROBEL:** We have a report on the preliminary results of the survey on non-tenure track faculty participation in governance that is Stacey Giroux and Sally Letsinger, 10 minutes there.

**GIROUX:** Thank you, Provost. Let me share my screen. We have a brief presentation that we'll share with everyone. Um, so I'm an associate research scientist in the Ostrom Workshop and adjunct in anthropology department and co-chair currently of the Research Affairs Committee, and also a former representative on the BFC for research ranks. So today we're presenting preliminary results of a survey on non-tenure track faculty participation and governance on the IU Bloomington campus. I'll briefly describe the background for the survey and then my Research Affairs Committee colleague Sally Letsinger will highlight a handful of results.

So, the motivation, the main impetus for this survey was a resolution passed by the BFC and March of 2019, concerning voting rights of full-time non-tenure track faculty. The resolution notes, among other things, that with BL- ACA- 3 in 2002, units were encouraged to extend voting privileges to full-time NTT instructional faculty. But that by 2019, units held widely varying practices in this area. So, the meat of the resolution then is that full-time voting, non-tenure track appointment categories, as defined by the Bloomington Faculty constitution, should have voting and participation rights at the campus, school and department levels that are equivalent to the voting rights of faculty appointed in the tenure track category subject to the 60/40 rule. Finally, the resolution states that information about the participation and voting rights of full-time NTT should be requested periodically and presented to the BFC at least once every three years. So here we are. In addition, part of the work done for the survey that we're talking about today is also going to assist the Research Affairs Committee in moving forward on some related issues affecting the research ranks around rights, roles, and benefits.

We worked with members of the Faculty Affairs Committee, the NTT caucus, and Eliza Pavalko to draft the survey instrument. And this happened over the course of multiple meetings in the fall of 2020 into this semester. We then also piloted the survey with a former dean and associate dean, former associate dean. The survey was administered online, and Eliza helped us to identify and provide a list of unit heads, deans, and center directors, who would be best positioned to provide responses. And then based on data from the VPFAA office, we removed from that list, potential respondents from units or centers that as of January 2021, did not have any NTT, so those units that did not have any lecturers, clinical professors, professors of practice, or research scientists or scholars. So that left us with a list of 66 unit heads, deans, and center directors.

The survey was sent out on February 24<sup>th</sup> of this year, and we sent two e-mail reminders on March 4<sup>th</sup> and March 10<sup>th</sup>. Eliza then followed up with a few unit heads who had still not responded by March 15<sup>th</sup>, and the survey was closed on March 22<sup>nd</sup>. In terms of the nature of the questions asked, we first sought to confirm counts of NTT faculty and TT faculty, including whether research ranks were funded by budget lines or so-called soft money. Then the rest of the survey, which included multiple choice, pick lists and opportunities to add detail with open-ended questions assessed whether written, formal documentation about proposing and modifying policy existed. A set of questions about how and to what extent NTT may participate in a variety



of types of committees. And a few additional questions including application of the 60/40 rule and perceptions of reasons behind differences in TT and NTT governance rights, among other questions.

So, as we mentioned at the start, these results are preliminary, so we are not planning to share these slides, if my prior experience in BFC has shown me anything I was anticipating that someone would ask if we would share them. We don't want to do that because when we finish reporting, the results may change slightly. For example, because we surveyed both departments and schools, there's very likely overlap for some data points where it would probably make more sense to analyze those separately. We heard from 60 of the 66 unit heads that received the survey. And so, this is the breakdown among schools, departments, and centers or museums. Now, I'll hand it off to Sally to go through some of the more substantive results.

**LETSINGER:** Okay, you want to go to the next slide. Okay, before we launch into results, I'll give an overview of the composition of non-tenure track faculty on the IU campus. NTT faculty make up roughly a third of all faculty in Bloomington. During this last academic year, there are about 720 non-tenure track faculty compared to a little over 1,400 tenure track faculty. Non-tenure track faculty aren't evenly distributed across schools, departments, and centers. Roughly a third of all units on campus have no non-tenure track faculty. A third have several, more than three, a third have very few, three or less. When analyzing the data, I refer to this third as the Ed third, meaning that it's possible that policies or lack of policies might be directed at the individual or individuals in these roles, in this case, a guy named Ed.

Next slide, please. This slide reflects the four major classes of non-tenure track faculty that were included in the survey. Lecturers make up well over half of the NTT faculty on campus. Clinical professors and the research ranks are pretty evenly matched in numbers, and those numbers are pretty small. This survey did not include academic specialist or visiting faculty, although some of the responses made references to those ranks, the issues of joint and partial appointments to multiple units was also raised on the survey adding a few more twists and turns to the intrigue of the survey results.

Next please. I'm going to present just a small number of preliminary results from the survey really just to provide examples of how the questions were asked, the numbers of scenarios the respondents were asked you consider, and how analyzing the results is a complex task. The survey that we conducted in Qualtrics had embedded logic in it. So, if a unit did not have a particular faculty class in their unit, they were not asked about those. So, analyzing the results has to take into account the number of units for which a response could be selected. For example, in this fairly simple question of whether NTT faculty are encouraged to attend faculty or center meetings. You'll see what the data represents responses for units that invite those faculty to attend all such meetings. But the number of units responding to each question vary widely based on the composition of the faculty. The good news is that most of the units invite all their faculty to attend general faculty meetings, with the exception of the research ranks in which a larger number of units answered, it depends, and those responses are analyzed separately.

Next please. In the next example of the survey, this reflects a large number of questions regarding participation of NTT faculty in school, department, and center committee participation. This side reflects committees involving hiring, reappointment, and promotion within academic units. And the data on this slide reflect only the proportion of units that allow all NTT faculty in their units to participate and assorted, review and advising on behalf of their peers. You'll note again that the number of units that could respond to a given question varies in this case reflecting whether it even has a formal committee for these personnel level reviews. On most of the survey units having promotion committees, very few embraced full participation by all other NTT faculty.

One question that was asked was intended to yield an understanding of the reasons that a unit might have for differences in governance participation between tenure track and non-tenure track faculty, more than one response could be chosen as could free form write-in responses. This slide shows the 12% of the units aim for paired in governance. Although about half cite differences in the breadth and responsibilities between tenure track and non-tenure track faculty for ascribing fewer opportunities for NTT faculty to participate. The write-in responses further detail the teaching, research, and service obligations of tenure track faculty over the teaching only, or research only duties of their NTT peers. Other responses to this question pointed to the 60/40 rule as well as some written responses regarding participation of those in the research ranks. The final two slides of results speak to these issues.

Next please. I know there's a lot of interest in the 60/40 rule on campus. I will presume that you know what that means. The given rationale for the 60/40 rule is to protect the academic integrity at the school and its programs. But how many units actually have a 60/40 policy? How often is it used? In this survey of the units with NTT faculty, 25% have written policy for this rule. And of those units, a subset less than half have enough NTT faculty to have a likely need to even apply these rules.

Next please. This final slide of results is jam packed with information about the research scientists and scholars on campus. The research ranks usually number around a 150 each year but vary from year to year, owing to the vagaries of research funding. Last year, the numbers were pretty low. A little over a 120 scientists and scholars on the Bloomington campus. The graph on this side shows scientists and scholars at the various stages on the three-tier career ladder, but also whether they are in a budget line within a unit, the three groups to the left, or whether they're on a soft money appointments such as grant or contract, the three groups to the right. For the time being, we'll set aside these additional complexities of partial or joint appointments and act like it's simple. A couple of written responses to survey questions are shown in the call outs on the right margin of the slide. They describe granting governance participation for NTT faculty who have gone through a dossier review promotion, meaning associate or senior scientists or those that quote, "serve the department versus those on the faculty grant." This translates to those faculty in hard money budget line upper ranks are generally included in the unit governance, whereas they're soft money or lower rank counterparts may not be. Although such qualitative responses do not have statistical significance, these explanations are useful for their

insights into possible reasons for differences within and among academic units on campus. Stacey?

**GIROUX:** So, in the coming months, we're going to finish data cleaning and tabulation and we plan to have a full summary report of results prepared and accessible on the VPFAA website before the start of the fall semester. And we just quickly wanted to thank a number of people, but especially our colleagues, Ashley Clark, and Wen Qi, who have also helped to do a lot of the heavy lifting with the survey administration and analysis. And I think I'm not sure if we'll take questions. If we're not, please feel free to email myself or Sally, and we'd be happy to talk with you some more about this. Thanks.

#### **AGENDA ITEM NINE: QUESTIONS/COMMENTS ON THE REPORT ON THE PRELIMINARY RESULTS OF THE SURVEY ON NON-TENURE TRACK FACULTY PARTICIPATION IN GOVERNANCE**

**ROBEL:** Thank you so much, Stacy and Sally, that was terrific. And we do have time for a few questions if faculty members would like to ask them.

**GIROUX:** I can't tell if a hand is upward or anything like that.

**ROBEL:** I can't either at the moment. Okay. This does remind me I meant to report at the beginning of the meeting that 20 of our colleagues in the first opportunity for this, 20 of our colleagues were promoted from senior lecturer to teaching professor. And across the across the ranks, there were 12 clinical rank promotions, 12 research ranks promotions, 41 promotions to full rank, and 47 tenure decisions. These are all positive. So very good result the first year of having our teaching professor ranks available. All right. If there are no questions, I know that. Well, I see. Israel has a question.

**COHEN:** Yep. Israel just put his hand up. But we can't hear you Israel because you're muted.

**HERRERA:** That's right. That happens. So yeah, thank you Sally and Stacy for working on these. I know this has been one semester working and I really appreciate your coming in and all of the people involved. So, you mention in and correct me if I'm wrong, that some units for any reason, they didn't send the responses. I don't know if I hear six, but I don't know if a when you mean six, they refer to schools or maybe units. For example, in the college or other internal schools in the college. I don't really find these might be answer.

**GIROUX:** It is six and we do know who it is, who they are, and I think it's a mix. I don't recall off the top of my head, but it wasn't as if one entire school didn't and all the departments within it didn't respond, nothing like that happened.

**LETSINGER:** I think four of the six were centers. So, I think two were sort of the departmental unit. There were no schools that were complete no-shows.

**HERRERA:** Lauren, if I can ask a second question. Is that all right? May I?

**ROBEL:** Yes, please go ahead.

**HERRERA:** Okay. So, my second question is the next step, would this be something that NTTs could have access after this or do we have next BFC year to have access and maybe send some comments.

**GIROUX:** So, are you talking about access to the report that we are working on?

**HERRERA:** Yes, to the preliminary information.

**GIROUX:** The preliminary information beyond what we shared today won't be posted anywhere. But the full report will be. And anyone, any faculty who want to access it will be able to go look at that. And we should have that done before the fall semester starts.

**ROBEL:** Thank you. I see Lisa has her hand up.

**GIROUX:** We can't hear you either, Lisa.

**ROBEL:** Sorry, Lisa.

**THOMASSEN:** Thank you. We're going to miss you tremendously, Lauren. I just have to say that what an honor to be in BFC while you are presiding officer and provost. And Sally and Stacey, thank you for this excellent work. Am I correct in interpreting these results that you presented, that although we're all familiar with the 60/40 rule, which is about maintaining control of faculty governance in the hands of the tenured faculty, that although there are many units that certainly have, so fewer non-tenure track faculty members such that this wouldn't be an issue, still don't have full voting privileges even though it's been stated by policy that NTT faculty should and yet in so many of these units, how many units are there, do you recall that there actually are sufficient numbers of NTT where the 60/40 rule would be an issue that should limit votes? Or am I misunderstanding this?

**LETSINGER:** There were only two units that have kind of steady and NTT populations high enough that I think that it would be regular if anyone showed up at the meeting that they're that it would be an issue there were I think four other units that were above a third NTTs, but they still weren't getting close to the threshold. There are a lot of centers that might have, that don't have a 60/40 rule, but a lot of centers don't have the kind of representation for their faculty that departments and schools do. That's a whole, we'll be getting into that. But were just on the tip of the iceberg on that.

**THOMASSEN:** Thank you. So, there are actually kind of two things going on. One is, although NTTs should be participating fully and having voting rights, in most instances, there certainly aren't sufficient numbers that they shouldn't be. And then your data, I think, also showed that in many units, NTT faculty don't attend all general meetings. So would you say then it would be correct to summarize these data as there is significant under-representation and participation of NTT faculty in these matters. And certainly, less so than policy would require. Is that kinda of the main takeaway?

**LETSINGER:** One of the main takeaways I had, I'm sorry Stacey, was that third/third/third pie chart where a third don't have any NTT, a third have their office next door to Ed. And lots of the small departments make decisions based on consensus. And they have very few policies across

the board. So, if you've got one or two NTTs, what is the likelihood you've developed a policy for that person? So, once you start pairing down into a third of the units, a third of the units have NTTs at all. And then of those, how many have kind of the critical mass? So, I don't feel like I can even say that there's a takeaway right now. But we will be getting an awesome takeaway in our report.

**THOMASSEN:** Thank you.

**ROBEL:** Thank you, Sally. Thank you so much for that. That report is going to be hugely valuable; I think for this body and for the campus more generally. And I know it's been a lot of work for you, and I appreciate very much that you've pulled it together and we're looking forward to the final report this coming fall. Thank you.

**COHEN:** Do you want to ask that question on the record?

**ROBEL:** Which one is that?

**COHEN:** Does policy recommend or require representation? It's in the chat.

**GIROUX:** One thing that I did note just in our very brief run through of the resolution was that BL-ACA-3 did at one point recommend that those voting rights be extended. That happened to be particularly about instructional faculty. Beyond that, I don't recall right now whether there are other policies in place, maybe others do happen to know that. But that's the one that I'm aware of.

**ROBEL:** Thank you. All right. Well, thank you very much for that. Much appreciated. We'll look forward to the final report.

#### **AGENDA ITEM TEN: PROPOSED AMENDMENTS TO BL-ACA-H28, FACULTY INSTRUCTIONAL RESPONSIBILITIES TO UPDATE THE POPULATION OF STUDENTS REQUIRED TO RECEIVE EARLY EVALUATION REPORTS**

**ROBEL:** I'd like to turn now to our final agenda item, which is an action item. It's proposed amendments to BL-ACA-H28. And I think J Duncan, are you presenting this?

**J DUNCAN:** Yes. So, thank you Lauren and like others have said, thank you very much for your service to this body and this campus. You will be greatly missed. But you will have a little shoe pin. So, we look forward to seeing you wear it for many years over at law school. For today's item, I will just go ahead and put this on the screen. This is the same document that I shared with you last time. We are proposing to change the definition of the population that receives early evaluation into what is broadly called the beginner group. That is to say, students who are in their first year at IU, this includes transfers and inner-campus transfers, as we discussed last time. At the very bottom of the document, we have the actual proposed language that is being changed in the policy under all that data I went through last time. So that starts here in section six. So, the items that are struck through are being removed from that. The new language in red and purple is being added. But the effect is, as I stated, to change the population. The students will be tracked for both major semesters in their first year, so a fall and spring or a spring and a fall. And that information will be about all of the courses they're taking during that

time which will give a much better perspective to their academic advisors about what's happening during the time when they are most vulnerable as a student population.

Nothing has changed since we last proposed this in front of the council because I did not receive any feedback, nor was there any additional discussion at the EPC meeting yesterday. So, I'm happy to take any questions that people have. Otherwise, I'm happy to take this the floor for a vote.

**AGENDA ITEM ELEVEN: QUESTIONS/COMMENTS ON THE PROPOSED AMENDMENTS TO BL-ACA-H28, FACULTY INSTRUCTIONAL RESPONSIBILITIES TO UPDATE THE POPULATION OF STUDENTS REQUIRED TO RECEIVE EARLY EVALUATION REPORTS**

**ROBEL:** Any questions from the floor? Are we ready to vote? All right.

Well, Elizabeth, will you put up our poll, please?

**J DUNCAN:** While we are waiting for the results to come in, I'd like to also take a moment to thank the members of the EPC this semester. They were very busy, and I appreciate their service. And it looks like the motion carries.

**ROBEL:** Looks like the motion carries. So, congratulations J and David and EPC, thank you for all your work on this. And as we are almost at our required time to adjourn. I just, I want to adjourn with a happy announcement. Over the last several years, we have been working very hard at the campus to ensure that our major awards, minor awards, every award, are diverse in every way. And that has been that has been something that Eliza Pavalko has worked very carefully with all of the communities that make recommendations for these kinds of awards at the campus level. I am very pleased to announce that we have two new Wells professors. Professor Dionne Danns, from the School of Education, and Professor Claudia Johnson, from the college. And congratulations to them that it's always a happy way to end the year to recognize people's accomplishments. So, it with that, unless there's anything more from anyone, I would say let's adjourn in our usual way. Thank you, everyone.

**WALBRIDGE:** Thank you so much, Lauren. It's been a pleasure working with you.

**SIMPSON:** And thank you, Lauren. And thank you, Diane.

**CHERRY:** Thank you all.

**HENSHEL:** Thanks Lauren. Thanks John.