

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

March 7, 2023 | 2:30 – 4:30 p.m.

Presidents Hall – Franklin Hall

**MEMBERS PRESENT:** Ashlbrand, Ashley; Bala, Hillol; Bielasiak, Jack; Bridges Jr., Chandler; Brinda, Chelsea; Cohen, Rachael; Cavar, Damir; Daleke, David; Dau-Schmidt, Kenneth; Deeds, Anna; Deliyannis, Constantine; DeSawal, Danielle; Eskew, Kelly; Freedman, Seth; Gahl-Mills, Karen; Giordano, Anthony; Groth, Dennis; Guerra-Reyes, Lucia; Gupta, Nandini; Herrera, Israel; Housworth, Elizabeth; Johnson, Colin; Kravitz, Ben; Lalwani, Ashok; Lammers, Sabine; Lanosga, Gerry; Lion, Margaret; Loring, Annette; McCoy, Chase; Northcutt Bohmert, Miriam; Ossi, Massimo; Pavalko, Eliza; Peters, Chuck; Reck, Cathrine; Seibert, Kyle; Sela, Ron; Sheldon, Rebekah; Sherman, Jim; Shrivastav, Rahul; Simpson, Marietta; Sinadinos, Allison; Siek, Jeremy; Singh, Kashika; Smith, Wyatt; Svetina, Dubravka; Tanford, Alex; Walton, Christi; Whitworth, Cale; Wyrzynski, Stephen

**MEMBERS ABSENT:** Arcuri, Toni; Asher, Sofiya; Cole, Shu; Davis, Allen; Eaton, Kristine; Frazier, Lessie; Furey, Constance; Gupta, Nandini; Kalentzidou, Olga; Kollbaum, Pete; Kubow, Patty; Michaelson, Jonathan; Olcott, Courtney; Pastore, Bell; Perry, Brea; Ramos, William; Raymond, Angie; Sapp, Christopher; Shy, Katie; Sterling, Thomas; Tracey, Dan; Wu, Jiangmei

**GUESTS:**

**AGENDA**

1. Approval of the minutes of February 21, 2023
2. Memorial Resolution for Andrew Lenard
3. Memorial Resolution for Ciprian Foias
4. Executive Committee Business (10 minutes)  
Cate Reck, Faculty President
5. Presiding Officer's Report (10 minutes)  
Rahul Shrivastav, Provost
6. Question/Comment Period (10 minutes)  
Faculty who are not members of the Council may address questions to Provost Shrivastav or President Reck by emailing [bfcoff@indiana.edu](mailto:bfcoff@indiana.edu). Questions should be submitted no less than two business days before the meeting.
7. Report on Mental Health Benefits for Faculty and Staff (15 minutes)  
Christan Royer, Director of Benefits, Nancy Nelson, Co-chair of the Benefits Committee, Jim Sherman, Co-chair of the Benefits Committee

8. Questions/Comments on Report on Mental Health Benefits for Faculty and Staff (10 minutes)

9. Proposed Changes to BL-ACA-H11: Undergraduate Admissions Policy

David Johnson, Vice Provost for Enrollment Management, Sacha Thieme, Assistant Vice Provost & Executive Director of Admissions

[Discussion Item]

10. Questions/Comments on Proposed Changes to BL-ACA-H11: Undergraduate Admissions Policy

11. New Plan for revising BL-ACA-H21: IU Bloomington Academic Calendar Principles and BL-ACA-H29: Examinations (3 minutes)

Kelly Eskew, Co-chair of the Educational Policies Committee

12. Proposed Changes to BL-ACA-B10: Bloomington Faculty Council Committees (5 minutes)

Rachael Cohen, Chair of the Constitution and Rules Committee

[Action Item]

13. Questions/Comments on Proposed Changes to BL-ACA-B10: Bloomington Faculty Council Committees (10 minutes)

14. Upcoming Changes to Pandemic Guidelines and Proposed Changes to BL-ACA-H32: Grades Given Upon Withdrawal from Courses-Undergraduates Only

Rahul Shrivastav, Provost and Executive Vice President, Dennis Groth, Vice Provost for Undergraduate Education

[Discussion Item]

15. Questions/Comments on Upcoming Changes and Proposed Changes to BL-ACA-H32: Grades Given Upon Withdrawal from Courses-Undergraduates Only

#### **AGENDA ITEM ONE:**

**SHRIVASTAV:** I believe we have quorum. Welcome back to the BFC meeting for Tuesday, March 2nd, 2023. Thank you all for joining us. And I think we begin our meeting as always with approval of minutes from the February 21st meeting. So I need motion to approve the minutes. We have a motion. Anybody seconding? Seconded. All in favor, just raise your hands. Looks unanimous, motion is approved. Thank you very much. We have two memorial resolutions, Andrew Leonard and Ciprian Foias. And, as always, Eliza will be reading that out for us.

#### **AGENDA ITEM TWO:**

**PAVALKO:** Thank you very much. Our first resolution is for Andrew Lenard. It is with sadness that we note the passing of Andrew Leonard on March 17th, 2020. Andrew was born in Hungary. He survived barely the chaos of World War II. With members of his family, he was shipped in a cattle car, bound for Auschwitz, which was later misdirected to a labor camp near Vienna. He subsequently came to America at age 19. His family settled in northern Indiana, and he completed his Ph.D. in 1953 in theoretical physics at the University of Iowa. He joined IU in 1966 with an appointment jointly in math and physics. Andrew's research covered an unusually broad area with the core of his work on quantum many-body problems and statistical mechanics. In 1964, he gave a highly non-trivial proof that the hard-core one-dimensional Bose gas has no Bose-Einstein condensation, answering a question that had evaded previous attempts. Following this, the major scientific impact came with his collaboration with Freeman Dyson at the Institute for Advanced Studies in Princeton on the column stability theorem for ordinary matter. Dyson and Lenard's work was instrumental in leading to extensive results by Lieb and Seiringer, excuse me, Lieb and Seiringer, on the existence of the thermodynamic limit for the column systems. During the summer of 1967, while revisiting the Princeton Plasma Physics Laboratory, Andrew came up with a generating function for an infinite number of KDV-like equations with the same conservation law behavior, even though this result was never published as part of a standard framework or by Hamiltonian systems and was later extended to finite dimensional systems. While at IU, Andrew collaborated with colleagues in the department and mentored physics graduate student Stanford Levy on a thesis in statistical mechanics. Andrew also delighted in providing interesting problems on quantum mechanical spin systems for the physics qualifying examination, in addition to teaching undergraduate and graduate courses in mathematics. His papers are exceptionally well written, reviewing his paper on the Mccallion Mobius Plane, K. Strambach commented, "The style of paper gives it the rank of a piece of German literature." Thank you.

### **AGENDA ITEM THREE:**

**PAVALKO:** Our second memorial resolution is for Ciprian Foias. Distinguished Professor Emeritus Ciprian Foias passed away March 22nd, 2020, at his home in Arizona. He had a long and truly distinguished career, having authored more than 500 research papers and 10 monographs, some of which were translated in several languages, and advised numerous postdoctoral associates, doctoral students, undergraduate students, and even high school and younger students. He put passion into all his endeavors, and his enthusiasm for math and indeed all intellectual pursuits, was contagious. He was generous with his ideas, which is one reason why he collaborated with more than 100 people and was always the focus of an active research group. He was born in Romania, studied mathematics department at Bucharest. Between 1954 and '78 he worked in that department and at the Institute of Mathematics and the Romanian Academy. He obtained his PhD. At that time he left Romania in a daring escape at the Polansky International Conference in 1978, and after a brief appointment at the University of Paris, he accepted an appointment at IU, where he taught, eventually, as a distinguished professor from 1980 to 2000. From 2000 to 2016, he worked at Texas A&M, where he also became a distinguished professor. In addition to the distinctions mentioned above, his accomplishments were recognized in many ways. He gave invited addresses at international mathematics congresses. He was a member of the Romanian Hungarian academies and received honorary doctorates from the University of Amsterdam and the University of Timor [unclear]. For his

work in applied mathematics, he was awarded the Norbert Weiner Prize by the AMS and the SIM in 1995, and his teaching at IU was recognized by a number of teaching awards. The Mathematics Department of Texas A&M has created the Foias Lecture Series, funded by donations from his colleagues. His support for his students and love for teaching were also recognized at IU, where the Cyprian Foias Prize was established in 1995 to reflect appreciation for Professor Ciprian Foias and the Mathematics Department for their generosity and talent in guiding the mathematical education of their son, Daniel Biss. Mathematics lost an exceptional talent and many of us have lost a cherished friend. Thank you.

**SHRIVASTAV:** Thank you, Eliza, If you're able, please, stand for a moment of silence. Thank you. I now invite Executive Faculty President Cate Reck to deliver the Executive Committee Business Report.

#### **AGENDA ITEM FOUR:**

**RECK:** Thank you, Provost Shrivastav. Alright, let me start today by reminding you that the BFC Diversity, Equity and Inclusion Committee has open nominations for the 2023 Indiana University Inclusive Excellence Award. Again, from last time, I just want to keep reminding people because we want nominations. The award recognizes faculty who contribute to the continued enhancement of a diverse campus community. To learn more or to apply, please access the IU Inclusive Excellence Award Form on the DEI Committee page of our website. So that's the BFC website. The form will remain open till March 10th, so it sounds like the end of this week please email Lana if you have questions. And this is a question for Eliza. I want to make sure that I'm actually saying this correctly. If you've not filled out your COACHE survey of faculty job satisfaction, I continue to urge you to participate? Is that accurate? When does it close?

**PAVALKO:** I will have to get back to you on the exact date, but I will know in a second.

**RECK:** It just would be helpful for people of our target date so that they don't miss it.

**PAVALKO:** I don't get any of the emails so I don't know when to close, but I will find out.

**RECK:** I went back and checked my e-mail and there wasn't a closing date, but there has to be a closing date.

**PAVALKO:** I'll find out.

**RECK:** OK, that would be very helpful. Thank you. So the reason I am strongly passionate about this is this is the way that the campus identifies what improvements are needed. And so instead of us all complaining in our little, tiny silos, actually documenting the things that need to be changed. I think this is the most formative way for this to happen. And then finally, today, I'd like to spend a little bit of time speaking about the Kinsey Institute. So I think, as many of us may already recognize by listening to the news, the Indiana State House voted on Wednesday, March 1st, 2023, to prohibit state appropriations from going to the Kinsey Institute. This was brought forward by Representative Lorissa Sweet, she's from the Wabash area, and she

introduced a proposal through an amendment to House Bill 1001. So this was the state's budget bill. Sweet used a revived yet consistently debunked conspiracy story about the work of Alfred Kinsey to support her objections to the work of the Kinsey Institute. Specifically, Representative Sweet accused the Kinsey Institute of harboring sex offenders. The amendment was adopted 53 to 34, with seven Republicans joining all Democrats present to vote against it. As you may know, or I would hope that Representative Sweet would know, there's no line item in the state budget for the Kinsey Institute. Alfred Kinsey joined the IU faculty in 1920. He's probably best known for his landmark works *Sexual Behavior in the Human Male* in 1948 and *Sexual Behavior in the Human Female* in 1953. He produced a huge amount of survey data on sexual behavior for more than 18,000 participants during his professional lifetime. My understanding of learning about this ongoing controversy, which has developed over the last week, is this is an ongoing controversy surrounding him largely lies in these collected data. So the 18,000 people who were interviewed. And which includes some responses from admitted pedophiles. While the Kinsey Institute may aim to better understand human sexuality, including how to treat and prevent predatory and pedophilic behavior, there was never, there has never been any evidence for these claims in the past five decades. They have, although they have perpetuated these stories. And as with all research at IU, IU ensures all research involving humans meets federal laws. So in my view, these claims are akin to the FBI studying criminals and thereby harboring criminals. Or it's like the CDC studying pathogens and thereby propagating pathogens to a societal detriment. These latest attacks follow another recent attack in the fall. So last fall, IU installed a beautiful bronze statue of Kinsey adjacent to Lindley Hall near to where Kinsey worked and founded what would become the Kinsey Institute. The event set off another set of protests on campus from on off-campus individuals. So due to this recent chain of events that's happened over the last academic year for myself, I've been contacted several times in the last week, specifically by media, faculty, staff, students, asking what can be done. Well, I have full faith that the Vice President for Governmental Relations, Michael Huber, is taking this seriously, and actively working to track these, to correct these, ongoing misconceptions by the minority of people around the state, the BFC Executive Committee felt the need to make a statement regarding academic freedom and the Kinsey Institute, which I will read now. Academic freedom, which forms the foundation of the university's work of discovery, depends on researchers' ability to freely choose their subjects and methods, draw conclusions and publish their contributions to the field in accordance with rigorous professional standards and without fear of political or ideological interference. Indiana University has a proud tradition of nurturing and defending academic freedom, as exemplified by the university support of excellent cutting-edge research and the free expression of a wide variety of academic opinion, despite the popularity or unpopularity of the subjects explored or the views expressed. All research has the potential to lead down controversial paths, as all new and consequential knowledge or understanding should. The Bloomington Faculty Council reaffirms its unwavering commitment to academic freedom and calls upon the administrative leadership of Indiana University to vigorously defend it and to counter any unproven allegations about the work of any IU researchers, teachers, and clinicians. In particular, it should work constructively with state officials to promote a truthful representation regarding the work of Dr. Alfred Kinsey and the world-renowned Kinsey Institute and the work to study and to better the lives of people everywhere through the rigorous and objective study of human sexuality. This is signed by the entire Indiana University Bloomington Faculty Executive Committee. So in closing, I would like to encourage all of us, this includes myself, to engage with our legislators constructively and have productive conversations about the necessity of research and education across the state. I

encourage all of us to also use our vote and our monetary contributions to help elect legislators that can help support research and education in the state of Indiana. I don't believe that political theater is leaving the political arena anytime soon, but each of us can work to help support and foster education around the state. Thank you.

#### **AGENDA ITEM FIVE:**

**SHRIVASTAV:** Thank you, Cate. Good afternoon, everyone. The next item is the presiding officers report. So let me kick that off. First of all, thank you for being here. I know it is that time of the semester where you're ready to get on your spring break, It can't come soon enough, and I appreciate you all being here for this meeting. Cate, thank you for setting the stage with that statement, because I want to address that right off the bat as well. Your statement is exactly what we are trying to do as well, so I appreciate you taking a formal stance on it. Please know that the President and I unequivocally recognize and support the Kinsey Institute and its historical importance, the extensive scholarship it has done, and the ongoing life affirming research it continues to do. We remain in close coordination with the Kinsey Institute leadership. Justin and I have had multiple phone calls about this and other issues and with colleagues in state relations to address the obvious misinformation, advocate directly with members of the legislature, and reaffirm the importance of independent academic freedom at Indiana University. We distinctly prize academic freedom and affirm it as the core value that defines us as a campus and as a university. In other issues, the first thing I want to talk about is one I hope you've read recently in an email we sent last week, and that's Project Inspire. As Provost, I've now spent a little over a year talking to various people, walking down buildings and seeing campus rooms, classrooms, labs, and I've often heard the need for updating learning spaces as our buildings age, as our pedagogical techniques change, and as we adopt more active learning, evidence-based pedagogical techniques in our classrooms, and adopt new technologies for student learning. With that in mind, I'm pleased to share that we have launched a multi-year effort to systematically improve and update instructional spaces on campus. We call it Project Inspire and it is largely because these are the spaces where each of you inspire our students to learn and achieve big things, and through this initiative, we are going to dedicate between \$2 and \$5 million every year for the next five years and more if we need to, to improve vital learning spaces across campus. I have been surprised, shocked in some cases, to see how dated some of our facilities are. The labs that I've visited, the one that strikes me most, is one that has not been updated since 1956, and that is something that should be unacceptable to all of us as members of the faculty at this institution. Since last fall, leaders across campus, both in my office and Capital Planning and Facilities, collaborated in evaluating the quality of the spaces, the last time they were renovated, and the utilization of some of these spaces. This meant assessing room capacity, enrollment, meeting frequency, foot traffic, and opportunities to optimize design and functionality. We are going to use this data that we have now available to identify and prioritize which rooms, which buildings, need to be elevated for renovation first. It will allow us to bring timely attention to spaces that have the most impact on the experience of our students, our faculty, and our staff. We are kicking that off immediately. Some work has already begun, and we will continue to do this over the next several years to try and get our learning spaces better aligned with our needs for our students. The second big initiative we've launched is to do with staff. We all know the transformative work that our university does is only possible with the dedication of talented, diverse staff. Staff advise and mentor our students, support research and teaching, keep our

campus safe and operational, and so much more every single day. Every time you walk into a room, Whether it's a classroom or a lab or a meeting room like this, you are surrounded by staff who are allowing us, making it possible for us to do our jobs seamlessly. With their well-being and satisfaction in mind, IU HR and campus leadership have developed a set of goals to guide current and future staff-centered initiatives. These goals are to nurture a sense of community and belonging, address equity and compensation, workload and working environments across campus, providing growth opportunities and clear career pathways and learning more about the staff experience to help incorporate employees' ideas and opportunities into our everyday business practices. The creation of existing initiatives was highly informed by the input of the IUB Staff Council. Thank you. And employees across campus. In the coming months and in conjunction with the rollout of IUB 2030 strategic plan, we will continue to have conversations with staff sharing about initiatives and learning about further opportunities for improvement. So this is, this is a process, it is not the end of the road, it is the beginning of a road and hopefully we'll be achieving some big goals in in the months and years to come. And that leads me to 2030 update. The IUB 2030 draft strategic plan is currently under review. Thank you, Cate and Carrie. I don't know if Carrie is here for doing the heavy lift on getting us this far. It is in the final steps before it is officially released and we move into the implementation stages which will be the fun part of doing some of these big ambitious goals we have identified for ourselves. I more formally, my notes say to thank Cate and co-chair and all of you who are who have dedicated the time, energy, and expertise to creating this plan as well as the wealth of strategy that we will continue to consider for implementation. I know I have heard Cate say this many times. I know just how excited you are to lead the long-range planning committee for this for this implementation. We have to have that process, we need to have, we have identified benchmarks and data as part of the strategic plan and Cate will continue to give us her able leadership to make sure we keep moving forward on that as well. I hope all of you collaborate in a variety of implementation opportunities associated with the plan and I'm really excited to take these steps with you. I'm thrilled personally. I'm really thrilled to see that the committee has done the hard work of identifying key goals for the institution, setting some ambitious goals and some benchmarks, and while it will be challenging, I really do believe every single one of those things in the plan are achievable. They won't happen in one year, but I think in the next several years we can achieve that. A lot of those are things that are curricular in nature and this body, and I'm looking at you, Colin, have to be ready to take these on and get the, get the hard work of making the policy changes, the recommendations, and all of that done in the next several months and certainly over the course of the next year. Finally, I have some search updates from the last BFC meeting for the Kelley School of Business. Finalists have been selected and campus visits are being scheduled for later this month. I think the first candidate begin right after spring break, so we have three finalists who will be on campus for their interviews. For the Media School, the second round of candidates and semifinalists selection is scheduled for later this week. Initial interviews are targeted, these are the Zoom calls, are going to be done the week after spring break. For the School of Optometry, semifinalists were selected last week and initial interviews are planned to begin next week. The Bloomington Graduate School, the search had three candidates. This is a reminder. This is an internal search. There were three applicants. They all went through the semifinalist interview stage. I'm waiting for recommendations from the search committee, hopefully today, to proceed with the second round, which will be the on-campus searches. Those are scheduled to be done the week after spring break. The VPFAA search is launching this week. I can see the smile on Eliza's face and hopefully we will do that quickly and

expeditiously and pick up where Kim left off. That again will be an internal search and more on that, hopefully by the next time we meet. In closing, thank you, as always for all that you do. I hope you have the time, space, and the support to recharge over the next week, because I know the week from the end of spring break to the beginning, to commencement, is a fast-paced train ride and we all run through the few remaining weeks with a lot of energy and a lot of work, but I hope you get a chance to recharge and hit the ground running when you come back. I want to end before I open it up for questions from the group.

#### **AGENDA ITEM SIX:**

**SHRIVASTAV:** I did receive one question and so I'll read that out and I can respond to it. The question was, "Do you think it is appropriate that the recently revised BFC policy on review of administrators apparently applies only to some vice provosts but not to others? As written, the policy is set to apply, for example, to the vice provost for enrollment management, who is here, but the policy does not mention the vice provost for diversity and inclusion or the vice provost for strategy and innovation." So, I want to respond first of all, by basically saying this is not my policy, this is your policy. And so this the answer is really up to this group to determine. From my viewpoint, my personal viewpoint, though, the intent should be that all campus leaders, the vice provost, all vice provosts, would have an equivalent review process. The two positions referenced in this question are interim leadership, and perhaps that's why they are not explicitly stated in the policy. If these roles are filled permanently moving forward, then yes, I would definitely recommend that they be included in the list of reviews, but this is really for all of you to decide, not for me to make that decision. With that being said, I open it up for other questions from the floor that you may have about any of these issues and Elizabeth has her hand up.

**HOUSWORTH:** On August 5th of this year, Cate and Colin and Marietta and other IU presidents, faculty presidents, wrote an email to all the faculty, staff, and students expressing concern about the impending SB1 anti-abortion legislation that I personally appreciated deeply and replied that I appreciated due to my concern and shock that I was about to enter a Margaret Atwood dystopian novel. While it is old news to them, it is new news to me that IU legal counsel saw fit to write to all of these people that their letter violated IU policy, GR-01, and threatening them with the possibility of disciplinary action. I think it should be concerning to this whole body that IU legal counsel would get involved. I think it sends a chilling effect on faculty governance and on anybody's willingness to run for president of the Bloomington Faculty Council when IU has had a strong and long history of good faculty governance and faculty contributions to governance. So the whole thing's concerning. I also am imagine that IU legal counsel got it slightly wrong because they didn't write to the legislature, they wrote to us. But what I want from you, Provost, is that since you would be the one probably doing the disciplining, I want you to promise this group that you are not prosecuting or persecuting Cate, Colin, and Marietta for sending that email.

**SHRIVASTAV:** Well, thank you for bringing that up. It is. It is a serious matter, but let's set the record. The General Counsel's response was in response to a complaint. The General Counsel does not pay attention to what is happening here in routine course of business. It was asked to act based on a complaint that was filed. The complaint basically argued that faculty governance



should not be using the faculty platform for a political statement. The outcome, by the way, I have I had no involvement in this and neither did the president. It's handled by the general counsel, which is looking at our policies, state laws, and making sure that what we do, do not fall foul of those laws. The outcome of that inquiry was basically to say, you are free to speak as a private citizen, but as per our own policy, we do not use the institutional platform to make a political statement. I am not censoring Cate at all to your direct question, or Marietta or Colin. In fact, I meet with them almost every week and we have brutally honest conversations about issues, opportunities, challenges for the institution. I think faculty governance is a core part of what makes academia academia, for good, bad and the ugly. Sometimes it does get in the way as well. I'll be very honest. As a faculty, I'm saying that sometimes we need to move quick, and the way our process works, it, it hurts us in moving quick. But we also have to be careful about separating academic issues from political issues. And navigating that in a way that does not conflict the two. That is what the policy is intended to do, and that is what the outcome of that inquiry was. I will promise you I have absolutely no intention of censoring Cate, Colin, or Marietta, and I hope you will agree that in the last year that I've worked with the three of you and, John Walbridge prior to that. that has not been the case. I am, on the other hand, honest about challenges or issues that I see coming at us and the steps we need to take to address that before they become a major problem. Other questions? Israel?

**HERRERA:** So one question regarding the BFC Scholarship Fund. So, Cate, you sent us an email in December, regarding the funding and the number of students. My question is how can the student, the students, know, or how can we as faculty, share the process for the request of funding and about the selection committee? How are the students selected? I understand that at the first time that we open these, there were two students that came to the BFC and we were able to know and to see them in accepting the scholarship, and now I understand that there are five recipients, so it's also good to know who they were, to recognize them for this opportunity because they are underrepresented students who are not able to get funding from the state or from federal funding. So I just wondered about the ways that we can promote in a, you know, in a big way this for students who are in this population and also some kind of recognition for those students as we did in the first time.

**RECK:** Israel, thank you for your question. I wish we had our vice president, our vice provost for enrollment here today. Oh, wait, we do. I don't know, I feel I should defer the answer to this question because anytime I'm asked about it, I send an email to Vice Provost Johnson. So do you mind answering this question?

**JOHNSON:** Sure. Thank you. We work with our students. This is regarding undocumented students, and we work with those students to provide them funding. And I want to thank the BFC again for your support for these students. And to your question, I think if I understand it correctly, is to acknowledge those students and maybe promote them, call them out, I mean in a positive way not in a negative but that can be negative, too. So, they don't want sometimes. And so we ask students, the students who came before that we did a profile of we asked them if they wanted to be profiled and they said yes and so. That we can. We can do that again. And again, I just acknowledge, thank you for your support. We will continue to support these students as we can because the state law says we cannot use institutional funding or state funds, we can use private funds, so thank you.

**HERRERA:** So in the selection, the selection committee, who decides the recipients?

**JOHNSON:** In the office of scholarships that manages this, there is a group that the students, and we know who they all are, and so, yes.

**SHRIVASTAV:** Thank you. David. Other questions? I just want to reinforce, Israel. We have to be very careful in identifying students who receive certain scholarships for various reasons. Some students are excited and energetic and want to be out there saying thank you for your scholarship, this is the only reason I could go to school, but for every student like that, there's another who wants to be completely not visible and we just have to respect whatever it is the student wishes. Eliza.

**PAVALKO:** I was just going to get back to Cate's question about the COACHE, and I'll second your encouragement for everybody to fill it out, and also to encourage your colleagues to do so, but April 6th is going to be the last date the last reminder goes out, so it'll close shortly after that, certainly don't wait until then but that I think that should be the last time you get the email with the link and asking you to do it. Thank you all.

**SHRIVASTAV:** I thought that was another question from that side. Any other questions? OK, yes.

**STIEK:** So we just heard about another letter going out from our presidents about the Kinsey Institute. Will they also be getting a letter from Mike Jensen about that as well?

**RECK:** I'll answer that. I purposefully sent it to the BFC council members. This did not go out to the faculty community, so I used the listserv that we compiled. And since it did not go to the broader campus and it only went to the people sitting in this room, that's perfectly within my power to do so.

#### **AGENDA ITEM SEVEN:**

**SHRIVASTAV:** OK. Thank you. Let's move on. The next item on the agenda is a report on mental health benefits for faculty and staff. We have Christan Royer and Nancy Nelson.

**NELSON:** Thank you. I'm here to just give a brief introduction to Christan's presentation from the HR department and our committee took up the topic of mental health in the late fall, and as our conversation went on, we discovered among us, among the faculty members, we felt that there was really good guidance, or at least pretty good support for what to do if you felt concerned about a student. But we didn't feel like there was the information about what to do about a colleague, whether it be a faculty or staff member, was as easily accessible. And so we brought this up in a meeting and then Christan indicated that, oh, they've been working on this very thing. And so the next ask was to say, well, would you then come and present it to the, to this group, the faculty leaders here, so that the information can be disseminated fairly quickly? The only real work that we did as a committee was we were the first eyes on the website that she'll be sharing with you, and we did give her some feedback on that and I'll just pass it to you.

**ROYER:** Great. Thank you, Nancy, and also Jim Sherman, who couldn't be here today. We just wanted to go over a couple of topics, really specifically mental health and that focus on mental health for employees, so all of our faculty and staff across the university and a few other benefit updates that you may have heard in some of the recent communications and information coming out around the university. But to Nancy's point, the benefits committee of the of the Faculty Council had been really talking about mental health and our office, Human Resources, works very closely with Dr. Carroll and his team, and so we have been interested in also trying to put together something for faculty and staff for quite a while. We had a lot of different mental health offerings for employees, whether you're accessing our Employee Assistance Program, or EAP for short, that's through Support Link; our Healthy IU Team, you've probably seen their challenges, communicated webinars, information on work-life balance, information on their websites about community resources; programs being delivered across the university around suicide training and mental health resources. We've done a lot of listening sessions with some of our cultural centers, and we've been working to make sure employees know about mental health benefits. But to the benefits committee's point, all of this was just spread out over our website and it was very difficult to figure out how to get to all the resources in one spot. And so with that, and feedback from other groups as well, we launched a new website a couple weeks ago and hopefully you saw that communicated across the university. But it's a website focused on workplace mental health, and so here you see a screenshot of it, but the idea was really to bring everything together in one place for employees. So it's really that virtual hub to guide employees to benefits, resources available through the university, not only for themselves, but maybe to support a coworker, a colleague in their office, or even a family member. So a lot of the tools that we built into the website are ways that you can find help. Click to call 24/7 support to speak to a counselor, learn what to do if someone that you're near or close to is considering suicide, and how to access critical incident services available through the university. Um, we communicated the website multiple times throughout the semester and will continue to do so. We're working very closely with the HR partners in every department and unit across campus, making sure they know about this website and the resources that are available. Oftentimes, with managers, supervisors and other leaders, those HR folks are the first to get a phone call about how do I access benefits and resources. We also sent a university-wide notification that you all likely received at the end of February that went to employees, our SAA population, because they're able to access all the services that we put on the website as well, and our medical residents based in Indianapolis. We further communicated that through first aid mental health trainings, more HR partner training and communication, meeting with key stakeholder groups like yourself, and then in May coming up is Mental Health Month. And so we're going to do another big communication at the end of April, beginning of May, to remind employees, as we go into the summer, these resources are still available and to please access them and, of course, ongoing communications after that. I don't want to take a lot of time today, but just kind of wanted to point out a few things on the website. We tried to make it very easy to use and navigate, so you'll see very brief topics across the top. We received a lot of feedback from not only the benefits' committee, which their feedback was outstanding. They not only provided me hours' worth of just in-person feedback and going through the website page by page follow up after the fact, but Dr. Carroll's team reviewed it, Dr. Hassan, who's with the School of Medicine and the counseling and psychology area up there, they reviewed it Dr. Wong here in Bloomington in the School of Education, who focuses on educational psychology reviewed it. We're very thankful for all those that contributed

and will continue to take feedback as well. But really, we wanted a way for employees to find help and resources. So right at near the top, we've noted all of the things that employees, their family members, or that they could tell their colleagues to do to access care and we've denoted those that are free and available right away, as well as what's available through our health plan under the medical coverage as well. We know a lot of employees are struggling with children who have gone through COVID and just really need some support for children and teens, so we've included some information there and can expand for how can you get help for a child for example? And then just how do you stay mentally well, how do you maintain your mental well-being some tools and resources there. And at the bottom we've included just some common things that are stressors in life and how you find resources around child and parenting, on balancing work with caregiving within an elder, maybe a family member, a parent, etc. So those will link you out to other resources. Of course 24-hour support is really click-to-call to speak to a counselor at any time, and that's through our employee assistance program. A special focus on suicide prevention specifically, again, click-to-call. But how can you know what the behaviors are? How can you maybe help save a life? There are some tools and tips out here and things that you can do if you're in a situation where you might need to assist a colleague or a family member. And again, each page has additional resources. And then because we know our managers, supervisors, deans, HR partners, our leaders across campus, sometimes managing these critical situations in the workplace is really important and they don't always know what to do. So we created a page specifically for how they can access these tools and resources and what should they do. And we've been working with leaders across campus, most recently with the Asian Culture Center to bring in counselors and support, not only for students, for employees as well. So then, just a really basic overview of the website. Again this is for employees, SAA population, and what we've done is we've worked with Dr. Carroll's team to refer students, such as undergrads, over to the student website, because this is really geared for our employees and how to help those individuals ... and I'm gonna ... So hopefully that you've seen that, that's helpful to you and feel free to provide any feedback, other information that we might consider for including on the website. But again, it was that virtual hub to make it easy branded and available for all employees.

Just a couple other things. I've been getting quite a few questions about what can we expect for benefits coming in 2024? Right now, it's a little too soon to tell. I will stay in close contact with the Benefits Committee. I'm happy to come back to the Faculty Council to present at any point in time. What we do know right now is that healthcare costs continue to increase not only across the country, but in Indiana. We are a very expensive state for healthcare. And all employers across the state are experiencing high healthcare costs. IU budget and financial discussions are happening right now. And we're also watching and evaluating some of these regulation changes that there are tons of healthcare bills in the Indiana legislature and we continue to monitor those. But we did launch some of our specific disease management programs for employees with chronic conditions, helping employees manage their health better, feel more confident about their health, and make sure they have the tools and resources they need. Diabetes, hypertension, and we're looking at other programs maybe around physical therapy, for example, that employees might be able to utilize. These are all free, they're voluntary, there's no requirement, it's completely optional. And then you've probably seen some of the recent communications from the Provost recently about some initiatives across campus, including an employee clinic. And we've heard you loud and clear, I know we had this question when I was here in the fall, and it is

something that we are working on as quickly as we can. We know accessing care in Bloomington is difficult. I don't have a lot of details yet. I'm happy to come back. Our team is really excited to work on this. I can tell you from a professional perspective having an employee clinic. In is key really to helping our population stay healthy. And I will say one focus of the employee clinic as we figure out how we're going to set this up and how it will work operationally is to make sure mental health is a key component and possibly having counselors on site in a clinic for employees. So that will be one thing that we're looking closely at. And then just for those of you who I know I always get a lot of really great questions from this group around retirement, retirement plans, saving for the future. Secure 2.0 passed at the federal level on December 23<sup>rd</sup>, 2022. So that was a Friday. It passed maybe around 4:59 PM, so it was a really great holiday gift for all of us in the benefits profession We're still reviewing the legislation to determine the requirements and impact to IU plans, and more information will be coming later in 2023, but there are a lot of sort of ways that the federal government wants employers to modernize our plans. The good news is IU has already taken a lot of those steps, so we don't think they'll be huge impacts, but there might be some changes we have to make. And then, ongoing Road to Retirement, that series has been wildly popular and we're adding a phased retirement faculty presentation that will be led by Jim Sherman. I believe that's happening the week after spring break and then we continue to add more for employees on financial wellness and adding more and more presentations each semester. So I'm happy, if we have time to take a few questions, but appreciate your time learning a little bit about mental health and allowing us to give you an update.

#### **AGENDA ITEM EIGHT:**

**SHRIVASTAV:** Thank you, Christan. Questions? Yes.

**MCCOY:** Hi, thanks. Just a comment about the mental workplace, mental health. I was looking through the resources for leaders and it seems to be missing like possible trainings that leaders can provide for their staff, such as the mental health first aid training that I think is done through the School of Public Health. Something like that would be, I think, kind of useful. I know our school recently did it and it was quite, quite nice. Maybe I'm just missing it.

**ROYER:** It should be right on the very home page. So if you click on the workplace, mental health or you go right to the website, there should be some trainings with ...

**MCCOY:** Oh. Thank you. I went to the Resources for Leaders, like how you can set that up ... [unintelligible]

**ROYER:** That's great feedback. Let me see if we can link back to this page. But we do have a lot of events out there and we try to link to as many events that we're aware of that are happening around campus as well. Thank you. We'll work on that.

**SHRIVASTAV:** Other questions? Seeing none. Thank you very much. Great.

**ROYER:** Thank you.

## **AGENDA ITEM NINE:**

**SHRIVASTAV:** Next item is proposed changes to BLA CAH 11, the Undergraduate Admission Policy. David Johnson and I see Sasha here as well. This is a discussion item, no action today, but we'll see the proposal. Take it away.

**JOHNSON:** Thank you, Provost Shrivastav, and I want to say thanks to Kelly and Brian, the co-chairs of the EPC and the entire EPC for their work with us on this and we so appreciate their guidance and direction and support, and I just, you know, would be remiss if I didn't say Eliza, thank you for those two memorial resolutions, one for a physics professor, I enjoyed my physics classes more than calculus, and then one for a mathematics professor, and we are here today to talk about some proposed changes regarding mathematics, so it's very fitting that we recognize those faculty today. And, really, I'm here to tee this up because Sasha has really done a tremendous amount of work in terms of the test-optional piece that we're really looking to close the loop on here, and one aspect of that and then around some proposed math requirements. And I'll just say this, that you know, over the last decade, high school curriculum has certainly changed, high school students have changed, and so must we change with that in terms of what students are taking and what is in the high school curriculum, and Sasha has done a terrific job of working with our math department here, so I should also say thank you to Kevin Pilgrim, the department chair, and Professor Wang, and others who have been engaged. So, Sasha, I'll turn it over to you.

**THIEME:** Thank you, David, and thank you also to the members and leaders of the EPC for really supporting and presenting these updates for us to share today in the in the space on your agenda. As David mentioned, we are presenting updates to our admissions policy. This is partly because it's time. So when this policy was adopted and revised in 2018, it was set at the time that every three years we would bring forward for review. So it's hard to imagine that it's been three years since January of 2020, but so we find ourselves in this space and so it's a natural time for review, but the policy also references that we can bring it forward as any needed changes are made in response to changing curriculum, and that is certainly the case as well as David already introduced. So the first, we're going in the order, I believe you received the revised policy, so I'm going in the order of how these items show up in the policy. The first is a request to update our math requirements as listed on the policy. So since the curriculum requirements were established in 2011, as David mentioned, secondary education in America has certainly evolved. In recent years, states and school districts have and are actively exploring additional options to connect students to the principals in math in meaningful and practical ways. We have certainly worked hard to adhere to the requirements set forth in the policy for the last 12 years, but with these changes across the country and math expectations and the courses set for high school graduation, that's becoming more and more difficult. We also recognize that in our own IU general education mathematical modeling requirements courses other than calculus have been established as pathways for graduation, specifically finite mathematics. A study of our Big Ten peers also shows that our current IU math requirements are among the most narrowly defined for general admission to the university. And when I say among the most, you can see 13 institutions are referenced here, there's only one institution that specifically lists the requirements that we have—that's us. So, we are the outlier among our Big Ten peers. I've already referenced that states across the country, Indiana included, are looking at this closely. In fact, this summer the Indiana

DOE partnered with a research firm to gather recommendations from the education community to re-examine Algebra 2 and consider alternative pathways at that point in a student's curriculum. We were at that table with the support of the math department, so we were watching that conversation closely, but it's happening in our state as well. And then, just if there were concerns or questions about who the students are that are taking alternative paths, we're excited to share that the academic profile of students enrolling in alternative math courses demonstrating advanced math preparation, and I'll reference those here, are consistent with those who take traditional, what has been a traditional at IU, precalculus or trigonometry, and they have a median GPA are current. This is our current cycle. We're seeing a median GPA of a 3.9 for the students that we want to admit with these changes. So the changes to the policy would be the addition, additional reference of adding statistics and finite mathematics, as well as the reference to an alternative course demonstrating advanced math preparation. There's additional references to these items further down in the policy and so the subsequent changes have also been noted there, and then there are specific courses that we have listed in our policy that would not count as alternative math courses demonstrating advanced preparation and those have been updated to leave discrete mathematics and add quantitative reasoning. Many of you may be aware we've been mapping high school curriculum since about 2012, so we have a great deal of rich history that we have gathered on curriculum, and what we're finding and what we've shared with the math department is that there is still remaining inconsistency between how discrete math and quantitative reasoning are taught across the secondary systems, and so we don't feel confident that in a broad way that they would represent this advanced math preparation, and the math department agrees. However, courses such as statistics and finite mathematics, specifically in the state of Indiana, are most often taught at the AP or Advanced College Project Dual Credit level. So these are college preparatory courses. So we made these, we reflected these changes here. And we will retain the strong partnership with the math department. I can't, David alluded to this, I can't thank them enough. They've now opened a pathway for the director of undergraduate studies, as we have new curriculum that comes through, to review that curriculum and provide advisement on the key principles that demonstrate if it's advanced college preparatory math. So we are, we're really thankful for that strong partnership. The second part of this update to the policy, as David referenced, is to our test-optional policy. So back in January 2020 when we were the first Big Ten institution to formally adopt a policy, so that's an outlier we were excited about, to adopt this test-optional admissions policy. It was common practice to require test scores from specific populations and we had done that benchmarking with institutions across the country. That has since changed since the pandemic. What we have learned is that we have enough information to make sound decisions on how these students are prepared for our academic environment, and so we feel confident that we no longer need to require a test score from these populations. I know when we met last time with the BFC, there was a question of whether we could do this. At that time, the NCAA still required, was still considering whether they were going to require, a test score post-pandemic for recruited athletes. As of January 2023, timing was very fortunate, they have officially removed that standardized test score requirement for recruited athletes, so our change in policy would be consistent with the NCAA as well. So the change for this is a little simpler. We just strike all that language from the policy, and we would also remove the also for the reference to homeschool students, since that would be the only reference to home school students. The final requested change is semantics. It's simply to say that now these this policy, if these amendments were accepted, would be for the 2024 terms. So we are actively recruiting those students right now with our current policy in place. So we have

not conducted any review. That review would begin this fall, but that since this is the reason for the timing and we certainly appreciate the space on your agenda today. That concludes.

**JOHNSON:** Thank you, Sasha. And I would just add, we appreciate the time here today and a second reading forthcoming and time for Q&A here. But the reason, I'll just reiterate, the reason we wanted to bring this this spring is so we could, if we get the approval, move forward with the '24 cycle decision making with these changes in place, considering students with these additional math courses and also not requiring test scores of these specific populations as we begin that admission cycle in just a few months.

#### **AGENDA ITEM TEN:**

**SHRIVASTAV:** Thank you, David. The floor is open for questions. Elizabeth.

**HOUSWORTH:** Out of sheer curiosity, how much, how many homeschoolers do you get? How hard it is it to evaluate their applications?

**THIEME:** So the question about homeschooling. It's not a significant percentage. I don't have the exact count right now. But with homeschool students, the way that they are expected to demonstrate that they have completed coursework that matches our required coursework. So we will get statements of work from their education provider. Sometimes that is a family member, but sometimes that's a consortium or a co-op. So we're seeing, there are also organizations that provide those credentials. So we do ask for demonstrated proficiency in those areas.

**SHRIVASTAV:** Other questions? Yes. Go ahead.

[Unintelligible—too quiet]

**BIELASIAK:** [repeating the question] Demonstrating whatever the languages. I'm always suspicious of such vague terms. So can you give us an idea of what kinds of courses we're talking about?

**THIEME:** Absolutely. Well, the top two courses at work are currently, the alternative courses, are finite mathematics and statistics. Those are the top two. They're submitted most often. Other courses would be IB math analysis or IB math applications, and those are courses that we're reviewing with the math department as well. From then it gets into the principles component. So it is, schools across the country are calling things advanced college math, math for college readiness, things like that. So there isn't a consistent course that we could lift up every time, but we can work with, again the math department, to identify the principles that are there. But we're pretty, we're pretty restrictive on how that is applied. What this additional language is allows us to do is over the next three years, honor that there will be additional changes and that we can continue to identify outstanding students. So it does give us a little bit of flexibility, but it's, again, we are working with the math department to make sure that the principals are there. Yeah.

**JOHNSON:** And Sasha, I'll just add that, you know, elsewhere in the policy it says that admissions has the discretion to make exceptions as a profession. As a professional in admissions



and we have presented to this group before in terms of the high 90% who meet the math requirements and it's only a few students who have who have exceptions and this just puts in writing alternative courses. We were already practicing exceptions and we will continue to do so given the discretion that we've been given from this body, and this just puts it in a little bit more clear line of sight because we will continue to see you know the new finite mathematics or whatever that would be.

**THIEME:** David, I'm glad you mentioned this. One of the things that I failed to mention is one of our concerns is that when a student, who's often, looks at across Big Ten institutions, my concern is when they get to IU, they see our requirements and say, I didn't take trigonometry or pre calc, I'm gonna go to Michigan who doesn't have that on their website, which seems interesting. And so we want to make sure that we are attractive to all of these outstanding students, and again they are outstanding—GPA of a 3.9—who have just taken an alternative path but are still well prepared. We want to make sure that we're attractive to them. So with this being built into policy, we can put that reference on our website confidently and be again more attractive to students. While also retaining the transparency that our faculty believe these courses are most preparatory.

#### **AGENDA ITEM ELEVEN:**

**SHRIVASTAV:** Other questions? OK. Thank you, David and Sasha. This will come back at a future meeting for a vote, So thanks. Next item on the agenda is a new plan for revising BL ACA H21, which is IU Bloomington Academic Calendar Principles, and BL ACA H29, Examinations. Kelly Eskew, co-chair of EPC. Kelly? Oh, there you are.

**RECK:** [unsure of speakers] Three minutes. Right. What?

**ESKEW:** That's an eloquent presentation, isn't it? I just wanted to let everybody know that the EPC really appreciated the long discussion we were able to have at the meeting two weeks ago. In regard to implementation of a new finals policy, and what we've decided to do is withdraw the policy because we think we need to do some more data analysis. Now in order to do data analysis, we need to collect data, which means that the people who, really all people, not just the people who were worried about the two hour time slot, but everyone, needs to respond when the survey goes out. EPC is working with Mike Carroll, the registrar, and we are going to send out a very short survey, three to four questions, that will look like the survey we would send out in a new system. We're evaluating how many people are giving finals, how many people want to give a two hour final, and how many people would actually use their regular classroom and class time. So when that is ready to go out, I will make sure that it is communicated to the entire BFC, and I implore you to please encourage your constituents to respond, to complete it, we'll leave it open long enough to remind and nag several times, and then we will use that data to write a new policy from scratch, hoping to fix some of the concerns and problems that faculty have with the way we do finals week now, and bring it back to you for a new first reading. We're starting over.

#### **AGENDA ITEM TWELVE:**

**SHRIVASTAV:** Thank you. I assume there are no questions. The next item is proposed changes to BL ACA B10, Bloomington Faculty Council Committees. This is by Rachael Cohen, our chair of the Constitution and Rules Committee, and this is an action item. It will need a vote at the end of the discussion.

**COHEN:** Alright, so I am back for a vote. Just as a reminder for anyone who may not have been here last meeting, this is the last step of adding the Student Academic Appointee Affairs Committee or S Triple AC as I call it. Making it official. So we have added it to our constitution. We now need to add it to our policy of committees. And so, we have added that charge to B10, and then we have also added that, because this committee is slightly unique, it has three co-chairs: one TT, one NTT, and one SAA. And those were the only changes we made. And this is just finalizing everything we need to do. So, questions?

**AGENDA ITEM THIRTEEN:**

**SHRIVASTAV:** It's open for discussion, questions and discussion. I think this is the third time we are bringing this up. Third time's a charm, so. No questions. I see no questions. I assume we are ready to vote. Do we need a motion to vote? No, it's coming from the committee, so there is no need for a motion. Let's go straight to the vote. All in favor of making these changes, please raise your hands. I think we are in near unanimous, thank you very much. The motion passes. The next item is upcoming changes to pandemic guidelines and proposed changes to BL ACA H32 This one, unfortunately, Dennis Groth, our vice provost for undergraduate education, is unable to be here today, so I have consulted with Lana. I think we have time on the next meeting to move this over, so we will not be doing that today and we will bring it up, put it on the agenda for the next meeting. That actually brings us to the end of this meeting agenda. This is amazing. You can, you can, you have an entire 45 minutes of your week to finish those last-second teaching and research papers and grants you're working on and get to the airport sooner for your spring break. Thank you all very much and have a great break.