

Indiana University
BLOOMINGTON FACULTY COUNCIL
August 29, 2023 | 2:30 – 4:30 p.m.
Presidents Hall – Franklin Hall

Attendance

MEMBERS PRESENT: Ahlbrand, Ashley; Anderson, Dana; Asher, Sofiya; Bala, Hillol; Bridges, Chandler; Brinda, Chelsea; Buggenhagen, Beth; Butters, Rebecca; Cavar, Damir; Cohen, Rachel; Daleke, David; Dekydtspotter, Lori; DeSawal, Danielle; Docherty, Carrie; Eaton, Kristine; Eskew, Kelly; Freedman, Seth; Furey, Constance; Gahl-Mills, Karen; Giordano, Anthony; Grogg, Jane Ann; Herrera, Israel; Hojas Carbonell, Virginia; Housworth, Elizabeth; Johnson, Colin; Kravitz, Ben; Kubow, Patricia; Lalwani, Ashok; Lanosga, Gerry; Lion, Margaret; Lochmiller, Chad; Loring, Annette; McCoy, Chase; Michaelson, Jonathan; O'Brien, Travis; Raji, Aaliyah; Raymond, Angie; Reck, Cathrine; Sapp, Christopher; Shrivastav, Rahul; Silvester, Katie; Sinadinos, Alison; Tanford, Alex; Thomassen, Lisa; Torres, Vasti; van der Elst, Louis; Walton, Christi; Whitworth, Cale; Wyrzynski, Stephen

MEMBERS ABSENT: Chen, Xin; Cole, Shu; Courtney, Michael; Dalkilic, Mehmet; Dau-Schmidt, Kenneth; Ivanovitch, Roman; Koda, Marsha; Lammers, Sabine; Mather, Tim; Northcutt Bohmert, Miriam; Perry, Brea; Ramos, William; Rutkowski, Leslie; Sela, Ron; Siek, Jeremy; Terry, Herbert; Tracey, Dan; White, Tameka

GUESTS: Al Hosni, Samira; Arthos, John; Cailles, Andi; Calvi, Elise; Dayhoff, Dee Dee; Gayer, Jamie; Graber, Kate; Hanes, Madelyn; Johnson, David; Marsh, Moira; Morrone, Stacy; Nolan, Bethany; Prather, Anthony; Thieme, Sacha; Van Kooten, Rick; Waller, Matt

Agenda

1. **Approval of the minutes of April 18, 2023**
2. **Memorial Resolution for Patrick O'Meara**
3. **Executive Committee Business (10 minutes)** Colin Johnson, Faculty President
 - B1-2024: Bloomington Faculty Council Members 2023-2024
 - B2-2024: Bloomington Faculty Council Committees 2023-2024
 - B3-2024: Summary of Actions Taken 2022-2023
4. **Presiding Officer's Report (10 minutes)** Rahul Shrivastav, Provost
5. **Question/Comment Period (10 minutes)** Faculty who are not members of the Council may address questions to Provost Shrivastav or President Johnson by emailing bfcoff@indiana.edu. Questions should be submitted no less than two business days before the meeting.
6. **Report on SCOTUS Decision (15 minutes)**
 - Anthony Prather, Vice President and General Counsel
7. **Questions/Comments on Report on SCOTUS Decision (10 minutes)**

8. IU Efforts at Undergraduate and Graduate Levels following SCOTUS Decision (15 minutes)

David Johnson, Vice Provost for Enrollment Management

David Daleke, Dean of the IU Bloomington Graduate School and Vice Provost for Graduate Education and Health Sciences

9. Questions/Comments on IU Efforts at Undergraduate and Graduate Levels (10 minutes)

10. Report on Implementation of IU Bloomington Strategic Plan (15 minutes)

Rick Van Kooten, Executive Dean of the College of Arts and Sciences

Stacy Morrone, Dean of the School of Education

11. Questions/Comments on Implementation of IU Bloomington Strategic Plan (10 minutes)

12. Introduction to the Bloomington Chapter of the American Association of University

Professors (5 minutes)

Moira Marsh, Head of the State AAUP Conference

Transcript

Johnson, C. (00:04:56):

We're off and running.

Shrivastav (00:04:57):

Good afternoon everybody. Welcome back. I have been advised we have quorum, so let's get this rolling. The meeting is officially on, right? Awesome. As we always begin, we will begin first with the approval of minutes from the April 18th meeting. It's been a while, so I hope somebody's taken good look and reminded themselves of that. I need a motion to move that forward. Okay, Colin makes a motion. Anybody to second that? We have a couple of people. Second, it seconding the motion to approve minutes. All in favor, please raise your hands. I think the motion passes. Thank you. As we begin most meetings, I will call upon our new VPFAA, Carrie Docherty to read a memorial resolution for our colleague Patrick O'Meara.

Docherty (00:05:59):

Thank you.

(00:06:03):

Patrick O'Meara passed peacefully after a brief illness on March 30th, 2021 in his Bloomington home at the age of 83. A celebration of his life occurred at Indiana University on September 2, 2021 with the sharing of fond memories and recognitions of his accomplishments at IU, director of African Studies, dean of International Affairs and the inaugural vice president for international Affairs. O'Meara had a great vision and a keen insight. Unvaluable service thrived in personal interactions and made friends in all corners of the campus and throughout the world. Patrick was generous and kind offering thoughtful comments and helpful advice to students, faculty, colleagues, and administrative staff. Joining the IU faculty in 1972, O'Meara was a scholar of comparative politics and international development who rose to professor in

the Paul H. O'Neill School of Public and Environmental Affairs and the Department of Political Science in the College of Arts and Science. In several administrative roles, O'Meara sustained, enhanced and launched initiatives associated with IU Global Engagement. Professor Emeritus and Vice President Emeritus. O'Meara retired in 2011, but continued to serve as a special advisor to President Michael McRobbie. Professor McRobbie

(00:07:43):

Mentions O'Meara's leadership and I quote, for many decades, Patrick O'Meara was truly Indiana University's ambassador to the world, representing the university with extraordinary grace, intelligence, professionalism, collegiality and distinction, and helping to elevate IU global reputation to new and remarkable heights. In his various academic and administrative roles, he greatly expanded the range and depth of international activities at IU in recognition of the rapidly increasing importance of international and global dimensions of higher education in our students, our faculty and the communities we serve. Patrick valued arts and music, film and theater, modern architecture and historical buildings. His breadth of interest was evident when he interviewed guests as one of the host of WFIU's profiles. We warmly remember Patrick, our beloved colleague, mentor and friend for his kindness and generosity, his wit and charm. Thank you.

Shrivastav (00:08:49):

Thank you Carrie. In remembrance of Patrick, if you're able, please stand for a moment of silence. Thank you. Let me now invite our new BFC President Colin to give his executive committee's report.

Johnson, C. (00:09:26):

Thank you. Welcome back everyone to what I hope will be a very productive and exciting year. We know it's going to be a hot year because it's been hot so far, but I hope it will also be cool in a different way. So when I was elected president and served last year as presidential elect, I had these kind of fantasies in my mind of what my first kind of day presiding as president of the Bloomington Faculty Council would look like, and I had this dream that I was going to give you some sort of carefully wrought, prepared, inspiring statement I know, but unfortunately then reality sunk in immediately over the summer and I realized that the first order of business is actually kind of dealing with a whole bunch of logistical matters that arose over the course of the summer. So I apologize in advance that I don't have kind of a prepared inspiring speech to give you this afternoon, but I do have a lot of business that we need to get through.

(00:10:24):

The inspiring speeches will come later in the semester when things calm down a little and everyone's kind of energy is flagging. I do want to start this afternoon, however with a few words of thanks. As a point of personal privilege, the first group of people that I would like to offer parting thanks to are all of the members of the council and the officers who served last year, and that includes especially Marietta Simpson, who I had the pleasure of being able to recognize at the end of last year. She just concluded her term as past president or as I'm increasingly sort of imagining for myself dower president. That's the sort of title that I'm going

to claim when I move out of this position. And she has left us. She has gone, but she has not forgotten. But I think Marietta deserves one final round of thanks for all of her many contributions over the three years that she served as council.

(00:11:22):

I would also like to thank frankly all of you, some of you're returning members of the council. Some of you are newly elected members of the council, many of you are newly elected members of committees and some of you are newly elected officers and it takes a great deal of commitment and a great deal of time and a great deal of energy and a great deal of passion and a great deal of genuine concern for this institution and for your colleagues, for people to step up and undertake that kind of work. And I'm enormously grateful to all of you for having done so. Thank you all very much. A round of applause for you as well I think is deserved.

(00:12:04):

And finally, I would like to take a moment to thank Lana Spendl and David Taylor who are the staff associated with the faculty council offices. It's a little early in the year for me to be rhapsodizing about their many contributions from your perspective, but from my perspective, they have already done an enormous amount of work to help me maintain my sanity since the proverbial launch codes were transferred to me on July 1st and I'm enormously grateful to them for their professionalism and their commitment above and beyond being enormously capable. They also share our values and they're deeply committed to the enterprise of shared governance, so we really cannot thank them enough and kind of honor their service sufficiently as far as I'm concerned. But I figured I would try to start today and of course thank you to all of the administrators and the various staff and other appointees who we work with throughout the course of the year to try to advance the project of this council and also of this institution.

(00:13:05):

So I will start there. Speaking of Lana and David, the first matter that I want to kind of attend to today are some basic orientation matters, having to do with the kind of operation of the meetings they have asked me to remind all of you or to inform you if this is your first time participating in a BFC meeting, that there are a few seemingly simple but nonetheless very important logistical matters that need to be attended to for the council to operate effectively. Chief among these are the need for everyone when they enter the room to sign in, there's a green sheet at the back of the room where we keep attendance at the meeting, not because we're giving you a grade, but because it's actually an important thing for posterity, for record keeping and also it's really essential for us to determine that we've reached a quorum.

(00:13:53):

So if you could please make an effort to do that. Also, it looks to me like everyone figured this out, but there are name tents on the table in the back when you come in and it's important for everyone to grab those and bring them with you. If you haven't, please take a moment to do so. And I think those are all the logistical matters. Yes. Okay. Oh, I would also remind all of you that these meetings are recorded and transcripts are made. So just bear in mind that everything you say is being recorded for all of history, but we do that for a number of reasons, including creating a record so that we can understand the origin of the actions that we've taken many

years later if we need to. And also obviously to make the business of this council more accessible and available to our colleagues who are not members, but who clearly are interested in what we're doing.

(00:14:42):

Alright, so with those matters attended to, I do want to take a few minutes to remind everybody, including our colleagues who will receive notice of the business conducted at today's meeting about how the council operates. Just really quickly, it's important to remember that although this body ultimately is the body vested with the authority of evaluating propositions brought before us and adopting them through the democratic process of the vote, much of the work of the council, probably the most important work actually happens on the various committees. We have 16 standing committees, multiple elected committees, campus committees who ultimately end up doing most of the thoughtful labor to work through questions that are put to the council to develop precise policy language that is kind of thoughtfully wrought before it is brought to the council for consideration. And so that's important for you all to know. Obviously many of you, all of you are serving on these committees in one capacity or another alongside your colleagues.

(00:15:42):

It's also really important for our colleagues who are not serving on the council or serving committees to know because there are, I think very importantly multiple kind of doorways into the BFC by which faculty can express concerns, can raise issues, can request assistance or recognition of matters that concern them. One of them obviously is the executive committee of the council. The executive committee is made up of the officers of the council and also chairs of select committees. And the executive committee serves in multiple functions including approving and setting the agenda for our meetings, but also in instances where the full council is not able to respond to particular issues quickly enough. The executive committee is empowered by the terms of our bylaws I believe, or the constitution one of the two to act on the council's behalf in instances where expedience is an important matter.

(00:16:38):

But the important thing to know is that anyone can direct inquiries toward members of the executive committee and those will be dealt with systematically and as quickly as we can get to them. But it is also possible for people to direct inquiries, questions, ideas, proposals to the chairs of individual standing committees. So there really are multiple ways into the council if people have ideas to offer questions to pose or issues that they would like to be considered under the auspices of the council's authority. Alright, so one of the bits of logistical business that I need to deal with at the first meeting is to provide all of you with a kind of brief report of the business of the council over the summer. Some of the matters that we have dealt with even before the beginning of the new academic year. It will come as no surprise to all of you that one of the major tasks that we undertake during the summer is the population of all of our many committees.

(00:17:38):

I'd like to take a moment to thank the nominations committee, which is responsible for dealing with that. As I said, we have 16 standing committees, I believe nine campus committees, something on the order, five elected committees. So that actually involves hundreds of people and it involves talking through candidates for those positions, looking at who's volunteered to serve on different committees and populating all of those. So that was a sizable chunk of our work over the course of the summer every year some of you attended it. We also, before the year begins, we run an orientation program for newly elected members of the council and newly appointed chairs of committees and that does require a fair amount of planning. I want to thank everybody who took time to attend those programs before the year began. I, in my capacity as president of the council, was invited to participate in the provost retreat before the beginning of the year.

(00:18:27):

So I was able to kind of gather information and be part of I think some very important and productive discussions having to do with the priorities for the year. And I was fortunate to have the opportunity to chat with many of the academic needs and a number of vice provosts who were in attendance at that and most recently, on Friday of last week, I as is kind of the custom and the prerogative of the co-chairs of the University Faculty Council of which I am one. By virtue of being the elected president of the Bloomington Faculty Council, had my opportunity to address the board of trustees for the first time in a kind of association with my fellow co-chairs from the regional Carolyn Schultz from the regional campuses and Phil Goff from Indianapolis. I'll tell you that I spent a bit of time introducing myself to the board members and it was a pleasure to have the opportunity to do so.

(00:19:26):

I took the opportunity on behalf of my colleagues here to express our enthusiasm about the beginning of the New year enthusiasm about many of the proposals and projects contemplated in the IU 2030 strategic plan. But I also took a moment on behalf of all of you to communicate to the trustees some of our needs. I think as faculty and these included a need for greater attention in my estimation to the increasing demands that are being made on faculty members time, given the growth and the complexity of the institution and the demands that are being made on us in an era when I think a fair amount of institutional changes afoot. I stress the need for faculty especially to be freed from unnecessary distractions so that we could focus our attention primarily on what it is that we are here to do, which is to teach our students to conduct our research and to make the various contributions, service contributions that we want to make to the various communities that we're associated with.

(00:20:31):

And I ultimately stress the need, I think on behalf of the faculty to receive assurances that the near and long-term stability of the institution is safe and being considered at every moment. And they were, I think very kind of receptive to those comments and appreciated them. President Whit was there and also came up to me afterwards and thanked me very much for my comments. And so that was sort of what I spent last week preparing to do and doing. So there are a whole bunch of other things that we've done, but those are the kind of highlights I guess from the last six weeks. One of the other really quickly matters that I need to attend to it

is the obligation of the executive committee to inform the council the disposition of inquiries and proposals that have been forwarded to us. So we received a number of those over the course of the summer.

(00:21:27):

I will really quickly go through them. As some of you may be aware, our colleague Alan Bender, submitted eight questions and proposals of the course this summer. I'm just going to walk through very quickly and apprise you all the disposition of those matters. The first was a proposal to change BFC policy on gen ed and to clarify for the purpose of clarifying responsibilities of each school with respect to each shared goal, the executive committee discussed this proposal and decided that at least initially, the best response to it was for a number of reasons was simply to note that as it stands right now, the sustainability literacy learning goal is essentially being treated under the terms of existing policy. Like every other component of the gen ed curriculum. There may be opportunities in the future to reconsider whether or not additional consideration needs to be given to that or additional conversation needs to be had about the function of the general education curriculum generally.

(00:22:23):

But for the time being, we're satisfied that the current policy governing gen ed is sufficient to incorporate the newly adopted sustainability literacy goal. The second matter was a proposed change to the BFC bylaws concerning policy proposals submitted to the BFC Executive Committee. This matter has been referred to the Constitution and Rules Committee for further consideration. The third was a proposed change to the Constitution of the Bloomington Faculty Council to clarify, which retired faculty have BFC representation. This matter has been referred to the Faculty Affairs Committee and will be brought up for further discussion with the Vice Provost for Faculty and Academic Affairs. The fourth was a proposed Bloomington Campus policy on faculty salaries. This matter has been referred to the Faculty Affairs Committee and the Budgetary Affairs Committee for Simultaneous Consideration. The fifth was a proposed revision to the BFC policy on online course questionnaires.

(00:23:18):

This matter has been referred for initial consideration to the executive policy committee. The sixth was a proposal to explore the possibility of reducing the total number of categories of general education, sorts of requirements for students in the college. This matter will be referred to the general education task. Oh, sorry. This matter has not yet been referred to a particular standing committee for consideration because of the fact that the general education task force that was convened a number of years ago by the Bloomington Council is still conducting its work and we are expecting a finalized report from them later on this semester. I just conferred with them so that matter is still ongoing. It seemed premature consequently to go ahead and undertake specific policy considerations at this point on that matter. Alan subsequently sent an additional inquiry a question to me about the status of that task force in its report.

(00:24:08):

As I've just told you, I've been in communication with them and we can expect to see a final version of it in fairly short order. The seventh matter was a proposal to create post and archive records of meetings for standing committees. This matter was discussed within the executive committee and I will say, well, there was a general recognition of the potential desirability of having a complete historical record of every discussion that happens under the auspices of any element of the faculty council. There's also a very real recognition of the fact that we simply don't have the resources right now to produce a thorough transcript of every single conversation that happens. So as much as we appreciate the sentiment of it, we just don't think it necessarily makes sense to be passing policies that we already know. We do not have the kind of resources to satisfy.

(00:24:55):

We will continue to work diligently to try to ensure that the council operates effectively, but I don't necessarily think that legislating and then failing to meet the expectations of that legislation is the appropriate way to do that. And finally, a proposal to post an archive PowerPoint slides for BFC presentations. This was discussed by the executive committee as well and a decision was made not to entertain that, not because we failed to understand the potential usefulness of that, but because of the fact that frankly, when we invite people to present to us, it is a huge, I think they helpfully not only provide slides, they also provide context. That is why we have in-person meetings and the idea of obligating people who volunteer to give their time to make presentations to us, to obligate them, to essentially have those materials circulated broadly without any kind of context we think would actually probably have a counterproductive effect.

(00:25:47):

Those are the eight proposals that were provided to testify. Professor Bender. We also received one inquiry from our colleague Damir Cavar, asking us to make inquiries about ip, conflict of interest, conflict of interest and intellectual property in instructional materials. The executive committee is in receipt of that has not yet disposed of it, but it is on our agenda for the next executive committee meeting. Very quickly I point of personal privilege. I would like to make two announcements. The first is on September 14th, between five and 6:30 PM in the IMU Dogwood room, a new LGBTQ plus faculty and staff group council will be having its first organizational meeting. I have a personal interest in publicizing that and encouraging all of our colleagues to participate in it. It's something that I've kind of been trying to get off the ground for a number of years and I'm happy to say that our colleagues, Vivian Halloran in the College of Arts and Sciences and Bruce Smail, who's the director of the LGBT Culture Center, have taken the lead and really put the energy in to try to make that happen.

(00:26:49):

So I would encourage you to encourage any of your colleagues who might be interested in that to attend. And last but not least, I would like to make you all aware of the fact that on September 12th, am I getting that right? On September 12th between 3:30 PM and 5:00 PM in the Wittenberger Auditorium? Yes, in the Wittenberger Auditorium, the Bloomington Faculty Council will be hosting what is, I guess now because it's happening for the second year. It's annual town hall meeting for the entire faculty. As you may recall, this was done last year partly

because we wanted to create a forum for people to talk about some particularly urgent matters of concern to the faculty. Our experience last year was that it was actually a very useful event. We're not quite facing as many urgent matters this year in some respects, but I think we're all convinced that giving our colleagues the opportunity to come and kind of give us a sense of what's on their mind as a productive use of our time certainly and we hope theirs.

(00:27:50):

And we would really encourage people who have ideas that they want to share to attend that. I've asked all the committee chairs to be in attendance if they can, so that they can listen to what their colleagues are thinking about and begin to translate what they hear there into agendas for the standing committees this year. And I will say I personally think that shared governance is a really important kind of vehicle for producing a sense of belonging, investment connection and kind of civic life amongst ourselves and amongst our staff colleagues and amongst our students. And I'm very hopeful that people will take the opportunity to participate actively in that by way of participating in this town hall. That's really the intent of it. So with that very long-winded introduction and with apologies for going well over my allotted time, I will conclude my remarks and I'll turn the floor over to Provost Shrivastav.

Shrivastav (00:28:43):

Thank you, Colin. As you can tell, he's had a very busy summer and I know he'll continue to work at the same pace, so thank you. Next on the agenda is the presiding officer's report, which would be me. So I'd be, let me first of all welcome everybody back again, all returning members and I see several new faces and it is a pleasure to have you here and it is a privilege to work with each and every one of you. I had a wonderful meeting a few days ago with the new executive committee and I hope we will continue to make good progress over the course of the year. I hope you had plenty of rest and relaxation over the summer because we are really gearing up to have an exciting year ahead. The fall semester is off to a wonderful start. We had an exceptionally smooth move in and the beginning of classes, we had a very, very busy welcome week.

(00:29:52):

I know several of you and your teams participated in that. It has been an overwhelmingly positive experience for new students, new parents, and I just want to take a minute to say thank you to all the faculty and the many staff across multiple units at the university that made it possible for a smooth be of the semester experience that launches a student's academic year in a very positive way. It was also wonderful to attend the new faculty picnic that Carrie Docherty and the VPFAA's office organized. We have about 350 new faculty joining us this semester and about 12,500 new undergraduate and graduate students joining us this year. Thank you to everybody who helped make that possible. I'm honestly energized by the leadership that this group, including Colin, Cate, and Danielle, have brought to the team and I know the executive committee will continue to keep that pace going as we have a lot of things to accomplish this year.

(00:31:18):

So a really big thank you. I know this is a lot of time for each and every one of you. I know many of you volunteer your talent and time for this and I appreciate your efforts in making shared governance work as effectively as it does here. Let me start with a few updates from the summer. The largest or the most important one is the progress we are making towards the implementation of the 2030 plan. Over the course of the summer, our executive leadership team chaired by Dean Morrone and Dean Van Kooten, as well as Vice Provost Vasti Torres, they're here today, have made tremendous progress in working with faculty, students and staff. And I know later in the agenda there is a report from that group. Think of their work so far as the plan to implement the plan and now we are basically ready to hit go and start working on the three pillars of student success, transformative research and creative activities and service to our communities.

(00:32:32):

I also want to thank Colin who was a big part of these discussions and the many faculty members, including some of you who've been in those meetings throughout the summer. Several academic deans and faculty leaders outside of this group have also been participating in it. And as Colin mentioned, we had a retreat where we went through some discussions and further refinement of this plan. I want to stress that the plan, the executive leadership team as well as BFC leaders, and that includes many of you, will continue to be a part of this implementation process. Many of our goals have to go through faculty governance process. That is an essential part of this plan and I hope you are ready and on standby to get these activities up and running for us to be able to achieve the goals we've laid out for ourselves amongst others.

(00:33:33):

Some key topics include those related to experiential learning, curricular elements of the first year experience, inclusive teaching and pedagogical changes, as well as many other topics that are central to faculty life and on this campus. So as a campus, we count on all of you to be critical leaders and collaborators in making this plan a success and it will take all of us to work together and to reach higher to make this plan a success. Other news you probably heard of IU Innovates, which is finally ready for launch this semester. We had announced this late in the spring semester and several of you have been part of the effort to develop this, write the proposal around it and even submit an NSF grant to make this a reality, we are thrilled to announce Julie Heath, who previously served as the vice president of entrepreneurial ecosystems for the Indiana Economic Development Corporation has accepted the position to lead the hub as its executive director.

(00:34:53):

This is a great hire for IU. It has already received a lot of attention within and across the state, within IU and across the state, and I anticipate Julie to bring a lot of energy and positive attention to IU Innovates. IU Innovates will kick off in Bloomington, but it is designed to assist students and faculty across the entire IU enterprise. Our goal through this initiative is to provide a more holistic and integrated infrastructure to support entrepreneurial activity, particularly for faculty and our students. As the hub gets going, I encourage all of you to get engaged and take advantage of this exciting resource that we are investing in. We are also

working quickly towards the second phase of the faculty 100 hiring initiative. This phase is focused on existing and emerging areas of opportunity, especially the transformational research areas that have been identified through the IUB 2030 strategic plan.

(00:36:05):

It will also focus on some academic areas of growth on the Bloomington campus. It is an amazing chance to bring in leading scholars with the experience, network and expertise to significantly enhance our collective research and creative capacity as well as impact and to advance our instruction and student success efforts across the campus over the summer. We have also made significant progress led by David Daleke and his team on amp IU, which is our initiative to strengthen our offerings of accelerated master's programs and new programs are in development, are under development in 26 areas and seven of the existing 24 degrees are being expanded to include more overlap in their credits, which ultimately benefit our students faculty interested in learning more about this should email amp iu@indiana.edu or reach out to David with more for more information on the topic of coursework, I want to highlight that we are moving this year, our summer registration to fall.

(00:37:20):

This will be a new change and Vasti Torres, our vice Provost for undergraduate education is leading that effort. The goal here is to bring summer and fall advising at the same time to our students instead of breaking it up into two different sections. This will allow our students to better incorporate classes into their summer plans and include summer coursework in their degree plans. Our goal is to increase summer enrollment and improve our four-year graduation rates and time to degree. We really request our faculty to support this effort by determining what courses will be available for the summer as early as possible so students can select and plan the summers as early as their fall. Advising schedules will allow and I encourage you to think about offering coursework that are required for degree programs and particularly offering courses that have registration bottlenecks in the fall or spring semesters so students can complete these courses without sacrificing other coursework that they may need to take in the fall or spring semesters.

(00:38:35):

We understand many of these sections will be online, which will be helpful for students to take while they are doing their summer programming. And as you remember, our IUB 2030 calls for a significant enhancement of experiential learning activities. So more summer coursework online will allow our students to participate in internships or study abroad or other opportunities without missing a beat on their academic coursework. Finally, I want to give you some updates around other key appointments. I mentioned Julie Heath for leading the IU Innovates hub, but we also have hired a new vice provost for student life that is Lamar Hylton. He begins on campus next week. He's an acclaimed national leader in student life and we are ecstatic for his leadership and insights for bringing together the student life experience. And I want to take a note here to thank several of you who participated closely in hiring that and especially Danielle and others who are very well connected with that professional side of higher ed.

(00:39:55):

So thank you for helping bring a really, really stellar leader, well known on the national stage to lead this new unit. This week will be the first also for David Tolchinsky who will be the new dean of the media school. He's a wonderful creative scholar and practitioner who I believe will be transformative for the school itself. And finally, last week we completed interviews for the associate vice president and vice provost for research. I hope many of you participated in the town halls and panels for that one. We hosted four excellent and very well qualified candidates for that from across campus and I'm hoping we will announce that higher within the next few days and certainly before the next time this group meets. We are also continuing our search for the dean of optometry. I am grateful to Rowan Candy who has stepped up to serve in the interim capacity as that search progresses.

(00:41:09):

And finally with the dean of the, we are about to embark on the search for the dean of the Hamilton Luger School. The search committee invitations have already gone out and the charge meeting for that search is planned next week. Thank you particularly to the BFC Executive Committee for helping us identify the search committee for this one. In closing, thank you as always for everything that you do. The work on teaching research and service requires incredible dedication and effort and the impact that you continue to have on our students, on our community and the community well beyond Bloomington is invaluable. So my great appreciation for everything that you all will do over the course of the semester. I truly look forward to working together with you all to realize our rather ambitious but certainly achievable goals that we have laid out through our strategic planning process.

(00:42:18):

I hope you will also take some time to gather and build community with one other one another and I'll take that opportunity to share with you that one of the campus venues for you all to get together is the new vault pub, which officially opens at the IMU this Friday. So if you get a chance, I hope you go out there and try it out and take the opportunity to use what it'll serve for the community as a whole. With that, best of luck in the year ahead. Please continue to let me know how we collectively can support you and help you be more successful in your own endeavors. As with Colin, there were a couple of questions submitted to the provost office, so I just want to answer those. The first was, who is the contact person for IUB 2030 Strategic plan initiatives concerning student success and opportunity, including the initiative to increase the use of evidence-based pedagogy and inclusive teaching practices.

(00:43:38):

To answer that question, the people facilitating this particular initiative, Vasti Torres Vice Provost for Undergraduate Education as well as the academic deans, other campus leaders, including those associated with the student success initiatives, include the graduate Dean, David Daleke, vice Provost for Student Life, Lamar Hylton. He'll be on campus starting next week and Vice Provost for finance and administration, Aimee Heeter. I also want to highlight David Johnson who's here. He'll be leading a lot of key efforts on enrollment and also the first year experience. So there is a team, these are big efforts and depending on the nature of your

inquiry or question or concern, these are the key leaders that will help you navigate on this particular issue. A complete list of our high level initiatives as well as associate facilitators is on the IUB 2030 website and we will continue to update it periodically as new committees or working groups or new leaders for specific initiatives are announced and these initiatives are launched over the course of the academic year. The second question is around covid and that is what are the current policies and procedures for reporting and responding to covid cases? The question goes on to talk about closed cases they have heard about amongst faculty, staff and students and have inquired around questions regarding reporting masking attendance in essentially the post covid policy era that we formally ended at a BFC meeting back in April.

(00:45:30):

I won't read through the question but the details of the question, but let me respond to that one. First of all, I recognize the discomfort and concerns that come up with the seasonal bump in covid cases that seems to accompany every time we see an increase in the campus population and I want to emphasize that our healthcare team led by Dr. Aaron Carroll continues to carefully monitor not just local but also state level trends very closely. All our covid information has been merged in a single COVID website, which can be found in the communicable diseases sections of the Protect IU site. We will put this in the minutes, the site itself, but if you search the IU website, you should be able to get that pretty quickly. We are still asking people to report cases both so that we can give guidance and so we can work through appropriate measures with students in residential housing.

(00:46:36):

Most of our COVID policies mirror what was happening at the end of the last semester with the exception that we no longer have a vaccine requirement. We still strongly suggest everyone to get vaccinated and we ask students to voluntarily report the status of the vaccine or the vaccination status. Chief Health Officer Aaron Carroll urges everyone with COVID to absolutely isolate for at least five days, which is per the CDC guidance. On that note, university policies mirror the CDCs policies for the most part with the understanding that the CDC policies themselves leaves many exceptions in how those are framed here on campus. Masking remains optional, but we encourage anyone who wants to protect themselves to do so with the best masks that they can. We do not unfortunately know the exact incidents on the campus because we have no way to confirm who is and who is not reporting when there is a positive test or symptoms.

(00:47:49):

That said, we fully expected to see a bump in cases when students return and the team including Dr. Carroll meets daily to monitor, discuss and plan for contingencies as they may arise. This team continues to stress that people should not come to work or class if they're sick. That has always been the best tool available. We have to be accepting of that if we want to limit the spread of not just COVID-19 but communicable diseases in general. If you have additional questions, I would encourage you to reach out to Dr. Carroll because we are fortunate to have a resource as good as he is and at the level of expertise that he brings. And if this group feels we need a broader discussion, I would be glad to invite him to one of these meetings.

Spendl (00:48:48):

And let me just say that he has confirmed today that he will be here at the next meeting.

Shrivastav (00:48:54):

Perfect. So those were the two questions. We are running behind on schedule, so if you have no other questions, I see General Counsel Prather is here, but I'll pause a minute to see if there are any questions from the committee. Elizabeth,

Housworth (00:49:11):

Sorry, I just have a brief comment. I'm fully in support of trying to get students through their degree program quickly and offering summer classes as part of that. Many of the bottleneck courses and especially the ones in the department that I chair, are taught completely by contingent faculty, people who are either graduate students or here on one year appointments and it's nearly impossible to plan for a significant number of them in the summer not knowing who's going to be here to teach them. In fact, I taught one last summer and I'm on record for teaching one this coming summer, not because I should be teaching them, but because I'm the only way to guarantee that one could be offered from my department. So this is just probably a global issue with trying to plan for summer in the fall semester.

Shrivastav (00:50:09):

Thank you for bringing that up. We will have to get creative and I'll work with Vasti and others to see how we can address that. Chelsea, I think you had a question.

Brinda (00:50:20):

Yes. So last week the graduate professional student government received numerous emails from graduate students staying that they could not find housing for this fall semester. And as you probably know, in the same week, the board of trustees accepted a proposal to build new graduate student housing after the housing working group I co-chaired was told this was not a possibility, but according to WFIU and the Herald Times, this project will not be completed until the 2026, 2027 academic year and expected rental rates will start at \$1,300 and according to the Herald Times, this rate is considered rent burden for individuals making less than \$52,000 a year. As you know, this is more than twice the minimum stipend of saa's and it also includes some campus staff who do not make that much. Last year our housing committee made several recommendations, none of which ended up in the final strategic plan. What steps will the campus take to make a serious commitment to understanding the plight of finding affordable accessible housing for graduate students that students are facing today and act on it so that we can feel really sooner rather than three years from now?

Shrivastav (00:51:28):

Thank you for bringing that up. I appreciate the concern. As you know, just as a reminder for everybody, housing was a big concern in the graduate student task force that I chaired year and a half ago. Dean Daleke led that effort and it had a number of recommendations. This

particular issue, this particular approval from the board of trustees is what Chelsea's talking about is one of many different things we are trying to do on the housing side. Housing is a major issue here in the city. It's not just for graduate students, it's not just for faculty, it is for our staff, it is for the city workers, it is for every major employer in this area. I've had conversations with multiple people and housing comes up amongst the top one or two issues in virtually every conversation multiple. This will require us to address this through multiple different angles and this is just one of many things. We have also looked at prioritizing housing owned by IU real estate towards graduate students. That work is already in process. We have been working with the city on exploring other ways to increase the housing stock in the area.

(00:53:05):

I wish there was a rapid solution, but this is a problem that is probably a result of many decades of decision-making in the area. If you have a solution to make it to solve this overnight, I'd love to hear it. But we do take our interest in solving housing issues seriously and this is one of multiple steps we continue to take. I don't know, David, if you have anything else to add to it, but I'll pass it on to you.

Daleke (00:53:46):

Thank you, Chelsea for raising the issue. As you know, there was part of the subcommittee is part of the task force and as Chelsea knows, I was one of the ones that drove us that actually asked that we create a subcommittee on this particular topic. And in discussions we had the students last year, it was one of the questions I raised and clearly discovered that there's an acute need that we all know about, but it hadn't risen to the top of our agendas. I do agree with everything the provost said, and thank you for pointing out that IU real estate did open up 365 spaces for graduate students for the fall. The last time I checked with Vice President Morrison, those were almost all full with graduate students. RPS also provided a very small number of units for emergency use, very small, so that really wouldn't have an impact I think on our students, but those would be used in cases of students who arrived on campus literally very late and had no place to stay.

(00:54:44):

And so if you ever do have a student that falls into that category, please let me know right away. One other thing that Chelsea's task subcommittee recommended is that we do a better job of putting information out there about what the housing opportunities are for students in Bloomington. I know that the GPSG, thank you very much, has information on their website. We are in the midst of revising the graduate school website for the new graduate school and we are adding a new page specifically for housing. And so we will have a few more resources to offer to students. And then lastly, I think this is an obvious thing. We all know that there are apartment buildings going up all over Bloomington and in Albertville and in other places in the region. I think that of course the idea is that perhaps that's going to open up less expensive housing or more affordable housing as those units get full, but that also will take some time. So it is a difficult problem. We're doing what we can from our side of things, but I also believe that this is a community issue and that only a collaboration between IU and the community will help to solve it.

Shrivastav (00:56:02):

Thank you. In the interest of time, I really need to move on. We have several items on the agenda. The next item is a report on the SCOTUS decision and I see Tony Prather has joined us. Thank you Tony, and I'll pass this on to you to give a quick report.

Prather (00:56:23):

Thank you and good afternoon to everyone and I appreciate the opportunity to be here. I was asked to come in and talk about the recent Supreme Court decision and the university's response to that. And so I'll take just a very few minutes to give you the 30,000 foot highlight of the decision. And let me start off by saying that despite 45 years of decisions, finding that a diverse student body was a compelling state interest and as a result, institutions of higher education could utilize race conscious admissions to reach that goal. On June the 29th, this year, the United States Supreme Court issued its decision in the students for fair admissions versus Harvard and UNC two cases regarding those university's consideration of race as one factor among many in the undergraduate admissions to advance their interest in promoting the educational benefits of diversity for all of its students.

(00:57:20):

The court ruled that both of those admissions programs violated federal non-discrimination law. The majority opinion was written by Justice Roberts and he articulated three primary reasons for the decision. First, justice Roberts stated that Harvard and UNC's race-based admissions programs were impossible to review because their goals such as helping students gain knowledge based upon diverse outlooks, creating a robust marketplace of ideas and preparing citizens ready to engage with the diverse world, were not sufficiently coherent or measurable. Second, justice Roberts stated that college admissions is a zero sum game and the racial admission systems inevitably use race as a negative characteristic and require racial stereotyping. The justice also criticized the racial categories used by the schools as overbroad arbitrary or undefined. He rejected the idea that colleges should receive unlimited deference in making racial judgements. And then finally, justice Roberts stated that both college admissions programs lacked a logical endpoint and while the decision has been seen as devastating by many, the decision is not as bad as it could have been.

(00:58:42):

When I listened to the oral arguments from the Supreme Court last fall, it raised concerns that while these two cases were narrowly focused on admissions programs in an undergraduate setting, some of the questions suggested that the court may expand its opinion to address other issues such as scholarships and financial aid. But that didn't happen. While the court did very narrowly and very clearly state that effective immediately public institutions could no longer use race as a factor in the admissions process, the court did not expressly address the issues relating to scholarships and financial aid outreach and recruitment pipeline and pathway programs, data collection, race neutral strategies or the employment of faculty and staff. So that in a nutshell is the decision, and I want to share with you just for a few more minutes, Indiana University's both preparation for the decision and the response to the decision.

(00:59:47):

So in January of this year, we established the race and admissions inventory and planning project and two of my very important and helpful team members sit to my immediate left here and we as a group were tasked with preparing Indiana University for the Supreme Court's ruling on the legality of those race conscious admissions programs. And at the time we recognized that there were a number of possible outcomes that could require the university to pivot and implement a race neutral approach with respect to not only admissions but possibly financial aid and other policies and programs. The project scope was to collect an inventory of race conscious policies, practices, and procedures, potentially affected programs and public information regarding the same across all of the campuses related to admissions, financial aid, scholarships, fellowships support and pathway programs and recruitment, and to also collect an inventory of race neutral policies, practices, programs and procedures currently in place that could be expanded, modified to help achieve diversity goals in the absence of a race conscious approach.

(01:01:02):

And I am truly grateful for the work done by that project team and thankfully the team did much more work than we needed to do because the decision was tied solely to the admissions question. I also want to share with you, and I suspect that a number of you may have already be aware of the statement, but I want to share with you President Witten's response to the decision that was issued within hours of the decision across Indiana University. We have long believed that the strongest learning environments equip students to learn from peers and colleagues with wide ranging viewpoints and diverse backgrounds that may differ from their own. This is true within academic programs, through extracurricular activities and in our residential communities. While we review today's ruling by the US Supreme Court, Indiana University reaffirms our commitment to fostering a learning environment that is enriched by students, faculty, and staff with a broad range of backgrounds and by robust discourse that draws on various perspectives and beliefs.

(01:02:10):

In creating this experience, we reflect the fullness of our state, nation and world and prepare IU students for lifelong success as citizens and contributors to the global economy. In the weeks to come, we will work to understand this ruling and what may be required to ensure that IU follows the law while also continuing to pursue the principles and values that have shaped the learning environments we seek across Indiana University. On the day that the decision was announced, the Biden administration announced that within 45 days of the decision they would provide some additional guidance. And I want to share with you just a couple of things that the Biden administration issued last week as it relates to additional guidance. On August 14th, the Department of Justice and the Department of Education issued a combined Dear Colleague letter and in that letter they state today the departments provide q and a to help colleges and universities understand the Supreme Court's decision as they continue to pursue campuses that are racially diverse and that includes students with a range of viewpoints, talents, backgrounds, and experiences.

(01:03:21):

The department stand ready to support institutions that recognize diversity is core to their commitment to excellence and that pursue lawful steps to promote diversity and full inclusion. With respect to admissions practices themselves, especially for the upcoming cycle, the departments encourage colleges and universities to review their policies to ensure they identify and reward those attributes that they most value, such as hard work achievement, intellectual curiosity, potential, and determination. Conversely, colleges and universities can't examine admissions preferences such as those based on legacy status or donor affiliation that are unrelated to a prospective applicant's individual merit or potential that further benefit privileged students and that reduce opportunities for others who have been foreclosed from such activities, excuse me, advantages, colleges and universities can also work proactively to identify potential barriers by exposing existing metrics that may reflect and amplify inequality disadvantage or bias. So I'm going to stop there because I want to make sure that we have time for questions and so that we can also share with you what we've done both from an undergraduate, graduate and professional school perspective with respect to admissions practices.

Johnson, D. (01:04:49):

Thank you, Tony. I'll be very brief just to add that from a practical perspective, if we are not to consider race in the admissions decision making process, then with the guidance from general counsel, we collectively across IU, made the decision to remove race from the application that a file review person would be seeing. And David can talk about the graduate side in a moment, and also removing race from the PDF of the individual's admissions application and the page in which anybody would be looking at for file review. So we feel like we are meeting the ruling in this regard and we are collecting race on the application. If it's self-identified, voluntary to give that information, we will use it for reporting purposes as we've done for decades, yet anyone looking at the student's application will not see that race or ethnicity information on the undergraduate side.

Daleke (01:06:13):

Thank you. I'll also be brief. As you may know, we have a unified graduate application for graduate programs across the university. So in collaboration with my colleague Janice Bloom in Indianapolis, the other major campus, other large campus of IU, we decided we had discussions about what to do. We looked at what other institutions were doing across the country. We even looked at what David's group had decided and there were really two approaches. One is to remove questions about race and ethnicity from the application or conversely to leave those questions in place and yet screen that information from admissions committees. The approach that David has taken for undergraduates and we've decided to take that approach as well. We also recognize that many professional schools have other applications, additional applications. Some of them are national applications that feed into their programs. We have checked with most of them and found that they also have taken either a similar approach.

(01:07:17):

Some of them have actually removed the race and ethnicity questions from the application. But regardless, we will be masking all of the information that goes to admissions committees that is regarding race and ethnicity. We do understand that race may be revealed to an admissions committee in a number of ways through personal knowledge of the applicant through interviews, auditions, personal essays, letters of recommendation. And so we are encouraging programs to, since they cannot use race as a basis for making an admissions decision, we're encouraging them to record the reasons why they admit an applicant. This not only protects the university but also protects the program. And I think it's in fact good practice for graduate admissions. And as we have heard in the advice that we've also received from the departments of and education, we can use race as a determining factor in merit-based analysis or in personal characteristics analysis for an application decision.

(01:08:30):

One of the things that I do want to point out is that we'd have to be careful in the decision. Justice Roberts also pointed out that universities may not simply establish through application essays or other means. The regime we hold unlawful today, which translated means you can't prompt a student to tell us what their race is and an essay and then use that as a basis for admission. So we're trying to be very careful. As a result, we are screening all of the secondary application questions on our unified application just to make sure that there's nothing in there that could be problematic. Finally, this does not think as vice president prayed mentioned, fortunately it doesn't affect our recruiting and fellowship programs. So once a admission decision is made, one units can make fellowship decisions based on race and ethnicity if they choose. Also, you can recruit based on base on race and ethnicity as well. And that was also at least where we stand today. Pretty welcome news. So thank you

Johnson, D. (01:09:36):

Affirm from the undergrad side too. I had only spoke really about the application, but from recruitment or pre-college pipeline process and admission into programs on campus and our scholarship programs, nothing is changing in that regard. Only on the application. And we already had essay questions. We didn't need to change those questions. They already give students the opportunity to share their lived experiences and if one's experience connected to one's race is impactful upon their hopes and dreams and aspirations, we would take that all into consideration based on what the students shared. But to David's point too, we're not prompting students to do anything different than we've already done in the past.

Prather (01:10:33):

Thank you both for that and obviously I know you're short on time, so I will invite anyone that has a question and would like to talk in more detail to feel free to reach out to me and I'd be happy to spend as much time talking as necessary. But thank you for the opportunity to speak this afternoon.

Shrivastav (01:10:52):

Thank you Tony and David and David, appreciate it. Once again, if you have, I think we could probably take one or two questions if you have any. Seeing none, appreciate it. Thank you very much. We'll move on to the next order of business, which is a report on implementation of IU Bloomington's strategic plan. I invite the two or three people leading the executive leadership team, Rick Van Kooten and Executive Dean of the College of Arts and Sciences, and Stacy Morrone, Dean of School of Education. And I know Vasti has been a key leader in this as well. And she's here and can do color commentary as needed.

Morrone (01:11:43):

Thank you very much. I was looking in preparation for today. I was looking back at when the provost gave us our charge this summer, and that was on May 23rd. And so we then had this ambitious goal. He actually gave us three weeks to get this done. It took us a little bit longer than that to get this done. I counted up the number of meetings that each of the three pillar committees met over a period of six weeks, and it was more than 20 meetings and they were more than usually typically two to three hours in length. And I know that Vasti had a lot of subcommittee meetings that we weren't even aware of. So it was an intensive amount of work in a short period of time. So before I begin, I want to just recognize the members of each of the working group pillars.

(01:12:37):

These were extraordinary people who worked really hard over the summer. Some of them joined from other countries, they were in different time zones and zoomed in for the meetings. And so it was, we simply could not have asked for a better group of people who would work with us this summer. And finally, I just want to recognize that the provost office did a lot to support us. There were people from the office who took notes and who attended meetings and dealt with the world's largest spreadsheet over the course of the summer. So we're grateful for their support. So as I said, we spent the summer working about six weeks in reality, and our charge was to create a roadmap and a high level plan. Ultimately, the provost wanted to end up with something that would look like a Gantt chart, all of the things that needed to happen in the strategic plan and when they would start and how long it would take to get them done. The implementation plan is mirrors the, of course, the strategic plan. So there were three pillars and three working committees within those pillars.

(01:13:51):

So I won't read all these names, but I thought it would be helpful for you to see the people who were on these committees. These were not overly large committees. We had people who have particular roles that were key here and good representation. So you see the student success pillar representation here, research and creative activity, a small group. Rick was deeply involved in that group and they met frequently throughout the summer as well. And I did more with the service to the state and beyond. And that was, you see the members of that committee there again, absolutely amazing people who gave generously of their time throughout the summer. So the way that the goals are structured and what was captured in a large spreadsheet was we already knew what the metrics were. So the metrics were specified in the strategic plan that you see on the web and there are primary metrics and secondary

metrics. So the teams really stepped back and said, these are the metrics, what would need to happen so that we can achieve these metrics. That largely framed how we did a lot of our work this summer. There is a campus assignee. This is someone who has some type of connection to the work as part of their regular duties and long, well, not so long, but lists of collaborators for a variety of different tasks that are part of these goals. And again, the start and end dates.

(01:15:26):

So within each pillar there are tasks and then lots and lots of subtasks. So this is where the detail really came into play. And so what we did is some of these tasks, in fact quite a few of them, we decided that what was needed was working groups. These were people who would starting this fall, begin this work on many of these tasks. The suggestions for who should be on these working groups came from the executive leadership team. We also asked deans, vice provost, and some of the members are also people who were part of the strategic planning working groups that happened last summer. Some of the tasks are assigned to individuals or units at IU, and each task or subtask has an associated timeline that will create the Gantt chart. And again, the metrics are part of the strategic plan that are connected to the tasks. So it was a way to look at what needs to be done, who should be involved to help with the next step in this process, and then how do we achieve the metrics.

(01:16:35):

So the provost team will report our progress to the president's office on the first of every month. So this is a plan that is actionable and measurable in terms of our progress, and that is exactly what the provost wanted and also to hold ourselves accountable for making progress. So there is in fact an expectation that we will make progress on those things that have started and make measurable progress towards the end. The end date there is a software tool called Smartsheet that we really hoped we would have today, and we're not quite there about a day off from that that the president's office has acquired. This will be the software that will take this large spreadsheet that we have right now and allow us to show, basically create the Gantt chart.

Van Kooten (01:17:36):

Okay, so there's going to be a lot of slides here and it's essentially laying out the tasks in each of the pillars. And I'm not going to go through them all, but they're there for reference. First of all, I'm happy to be back here. I was in my prior role, I was an ex official member of the BFC, so it's good to be part back into the mega square in this room. So this one is as Stacy was saying, that there were some that cross cut across all the pillars. One of them is this reviewing this faculty success and incentive structures for faculty. And this is something which when we talk about incentives, one of the very primary ways to do that is via tenure promotion. And each of those pillars, tenure promotion issues came up and this is just putting them down. And this is one of the few that I'll just go through in the teaching mission of tenure and promotion of somehow rewarding more faculty that are using evidence-based pedagogy in their teaching to call out specifically in research and creative activity of including impact and society.

(01:18:41):

And that impact in society could include translational research, entrepreneur activities, patents, licenses, just saying that this counts if the department wants it to count, it's not going to be essentially required, but a discussion on how to incorporate these into tenure promotion activities and startup companies, including those that may not be financial, but just beneficial to society overall. And then service to the state, including economic development, broadening that out where it's not so much services state, but adding that as an expansion. Then going through the different pillars. There's student success and opportunity. And here I wanted to deeply thank Voi who played a big role in this. Vasti came in about two weeks into the process and led this, and both Stacy and I would attend those meetings, but then we broke it up also that I did research and Stacy did service to the state.

(01:19:39):

So again, this is the overall goal for the student success and opportunity and realize the goal is essentially the main tasks. And again, going through the tasks, and I'm not going to go through in detail. This essentially as Stacy was saying, every one of these will have either it's identified working group or a body that will do it and identified contacts or it'll be a working group with lists of names. And those list of names were garnered through the executive leadership team talking to faculty that were part of the evidence, the ELT, the executive leadership team. And we brought in deans, vice provost who then talked to departments and their schools or the college to come up with names. Now this list of names are in place, but if there's any name that's missing is that these working groups can always call upon other people in on the campus to provide input to that working group as they do the implementation.

(01:20:36):

So it's not that these names are, that's the only thing to happen. The working group itself can sort of pull in for one or two meetings, any given people on campus. So there's student success and opportunity, something like 13 tasks. Each of those tasks has subtasks. That's what Smartsheet is good for. You pop on something and it pops out the subtasks and then instead of this spreadsheet that would take about four of these monitors to actually go across, it does it in a much more effective way. Then the other one, transformative research and creativity, same thing. The overall goal, the metrics, the metrics were not changing can have internal metrics that might be different, but the overall metrics will still remain the same. And again, the same thing of tasks. Each can expand it out to subtasks each with names involved start and end date so that again, the output is a Gantt like chart tool. And then finally service the state and beyond. Did you want to take this one? Sure.

Morrone (01:21:41):

So this is the overarching goal. And this particular pillar was a little bit different than the student success and the research pillar because we spent a lot of time talking initially about all the things that were happening at IU, but the fact that we didn't necessarily know all the things that were happening. So one of the things that first bullet actually took some time to think through how we might create an infrastructure that would allow us to easily know who's doing what and to have a way to capture that in a clearer way than what we have today. So you'll see some of the other tasks that are here on these slides. Again, working groups were assigned and

it was I think a particularly nice group of people who were very well connected to the state already. So they were able to have conversations with the state as part of our process as we began to develop the plan. And still more here. There you'll see bullet number two, global expertise in economic development within this pillar is also, of course it makes sense service to the state and beyond would include international engagement. Hillary Kahn did some work just recently to update this part of the plan to include more international,

(01:23:12):

And you'll see the global gateway network right there on the next slide. So here's where we see a lot more of the things that Hillary was suggesting in her role as interim VP for international affairs. So next steps.

Van Kooten (01:23:31):

So another thing is important is essentially this body is that all these, what's essential are is faculty input on this BFC input on this. A very good example is the student success. There's all sorts of curricular changes there, experiential learning, all of which that have to be considered by the BFC. So this is something that requires this group and we really, really rely on you. And we've been involving faculty and looking for faculty governance throughout this process, even during, as we work through the summer. And this has to continue through this year as the implementation actually happens. Again, this is a roadmap and an overall structure to put things in, but now we're calling on faculty and other staff and people on campus for putting into place so that the implementation, a lot of these things will start this fall. And so what will happen is they'll be reaching out to the working groups or the memberships and we'll share the members of those groups when we get them all to agree to who's actually going to be in working groups, who's available. And again, faculty can continue to be pulled in. They may not be in a name in a working group, but they could be called in by the working group for more information. So again, we count on all of you to make this the best that we can make it essentially as working all together on where we should be for a campus strategic plan.

(01:24:56):

So with that, I think we'll open up for questions.

Shrivastav (01:25:05):

Yes, go ahead.

Furey (01:25:10):

That's it on. Thank you so much. This is amazing what you all have done. And I wonder if I could go back to that first slide, Rick, the one about student success and one of the, and I realize this is just in a way to sort of suggest how important faculty involvement will continue to be, but I wonder about the one. It was the one that talked about in societal impact. So it was this slide that talks about the changes in the tenure right here. Process that one. Yeah. I've always wondered, and maybe I wonder in part because I was an hour late to this. I spent an hour with a student talking about a very difficult text that we're reading together. I wonder about impact

on society if we're teaching students to think deeply about complicated ideas without takeaways or clear action items as a result of that thought. If that counts as societal impact.

Van Kooten (01:26:00):

Well, it's something that's not required that every one of your activities absolutely does not have to require a societal impact. It's just that if somebody is doing work that does have societal impact, that it can account towards tenure.

Furey (01:26:15):

And that totally makes sense. And I do understand that's basically the way this is understood. But I guess I just guess it does seem to me that reaching students in a classroom is societal impact.

Van Kooten (01:26:27):

Oh yeah, that's a good point. Yeah, sure. Everything we do has societal impact. That's absolutely

Shrivastav (01:26:31):

Good. It is. That

Furey (01:26:32):

Seems to me a reason for the kind of teaching that we're doing is that teaching in a public university is our societal contribution.

Shrivastav (01:26:41):

I just want to say that is why we have teaching as its own big criteria, tenure and promotion. Ben,

Kravitz (01:26:54):

Hi. Thanks for all of this work. It's going. Given how expansive all of these plans are, it's going to be very difficult for all faculty to be involved in all things. Will there be reporting to the faculty or the ability to access progress?

Van Kooten (01:27:15):

You'll see? Yes. So the provost team will be reporting to the president's office. There's going to be dashboards available, dashboards available, and I imagine there's going to be some regular update even through to this body. I don't know what, it's probably not once a month, but on some basis. But the dashboards should be in place that are publicly accessible by everybody and that would show percentage achieved where we are in each of these goals and contact information people to contact if you're ever concerned about something that might be missing to have input in that way.

Shrivastav (01:27:49):

Yeah, the IUB 2030 website is already out. You, if you have a laptop, you can pull it up and we try and update progress almost as quickly as we get a formal report. So my hope is that we'll continue to do that, but we can bring a periodic report to BFC or other venues as well. Elizabeth.

Housworth (01:28:19):

So for the tenure and promotion criteria, it seems a little top down. Are you going to be asking departments to try to implement adoption of things related to using evidence-based teaching practices and societal impact in their evaluation of a candidate's tenure and promotion? And can I just say that it's possible that that won't necessarily work so well that departments have ideas about what's research and teaching in their fields for if you mean tenure track, tenure and promotion, not non-tenure track, tenure and promotion.

Van Kooten (01:29:17):

Oh yeah. So I'm sorry, this is talking about tenure track,

Housworth (01:29:20):

So it seems a little top down. And I was wondering how you were going to try to encourage departments to adopt things like this.

Van Kooten (01:29:32):

So it's a chicken and egg type thing. Is it for tenure promotion that happens at the campus level as well. And then departments p and t criteria have to align with that, but could be a lot more specific. However, is that in the alignment of strategic plan period, the schools and the college can start having these discussions. And in fact, we have a college policy committee and we met yesterday and there's a list of things and it includes this of having departments start talking about these issues. And if the department makes criteria and it doesn't align with the campus, then there's an issue. So it's sequencing, but I think it helps that everybody has this discussion of p and t criteria.

Shrivastav (01:30:20):

Go ahead, Colin.

Johnson, C. (01:30:22):

First of all, Rick and Stacy, I want to thank both of you for all the work that you've done on this. I've had a number of conversations with you describing the great spreadsheet and all that it represents in itself will go down in history as a contribution to society and it will outlive all of us, I'm sure. I guess the question that I have for you, it's really an invitation, I guess, for you to provide even more explicit assurances to our colleagues about the fact that this is a process, not a series of isolated act. So I think one of the things that I've heard from our colleagues when they hear even the language of implementation, it is I think perhaps understood by a lot of

people who are anxious about what this is going to look like as the act of change kind of right now.

(01:31:08):

And obviously sort of change and evolution and leaning in the direction of the goals articulated in the strategic plan is the ethos of this undertaking. But I think it's important for people to understand or for you to affirm that when you say for example, well this is about starting these conversations so that there is space for people to, for example, weigh in on what they're willing to accept, what they think the virtue is in, for example, rewriting campus level p and t guide write policies that this is the beginning of the conversation, not necessarily a set of foregone conclusions that are going to be rammed on people's throats as things that just simply have to happen by fixed gate on the spreadsheet. I think it's really important if you can offer assurances that this is kind of a process and not a series of kind mandates in which there's no room for discussion, debate, kind of evolution even of our thinking about those goals. I think that would be very reassuring to people.

Van Kooten (01:32:09):

Yeah, I agree a hundred percent with the way you framed it and we'll do a better job actually,

Morrone (01:32:15):

And I think Rick said this at the beginning, this was a plan for us to begin the planning process. So the work of what actually do we need to be thinking about. We also knew when we went to the retreat with the dean's retreat, the committee had done its work over the summer, but we knew that we didn't know everyone. And so the deans were all stepped up to say, this is someone from my school who would be an excellent person to engage in this process. So very inclusive. Virtually every school added people that we had somehow missed. And I think that this process of it's going to evolve, people will be brought into the conversation when needed and then it could grow. But ultimately it's just simply the beginning of a roadmap that gets us where we want to be. And I believe deeply in faculty governance.

Shrivastav (01:33:14):

I may add

Van Kooten (01:33:16):

Finally, I like to, I was remiss thanking two people, Matt Waller and Carrie Docherty were a big piece of this. And Caroline Gilley, if she's around, she's probably not, but we can relay the thanks to her. Huge thanks.

Morrone (01:33:29):

I think we can also give a shout out to Cate Reck. I failed to note that her name was underlined on one of the slides.

Van Kooten (01:33:38):

Cate probably recognized

Morrone (01:33:41):

It. That was important. Cate's voice was so key to the work that we did this summer. You were trying to do a whole lot of other things at the same time and we deeply benefited from your input student success and research. It was truly, truly helpful. Thank you Cate.

Van Kooten (01:33:58):

A lot of zooming from some nice place.

Shrivastav (01:34:06):

While we are all heaping praise on Cate, can I just remind everybody that this is not Cate's first rodeo? She co-chaired the strategic planning committee. This is just her next step. So thank you Cate. Other questions?

(01:34:25):

Okay, if none. Thank you, Rick. Thank you Stacy. That was a huge job and it has positioned us really well. To response to Colin's concern and many of your concern, I encourage you to look at the plan in a lot of steps. The first step is create a working group four. And if that isn't faculty involvement, I don't know how else we would get this done. So be assured that that is a priority for us. But I also want to signal we have to be action oriented, not just discussion. We cannot spend years planning. We have to start implementing. And so I will be pushing a little bit for us to move forward with some actions because it's 2030, we have goals to achieve by 2030. A lot of these, if we don't begin implementing things now, there is no way we can achieve four years graduation rates or six year graduation rates because that begins with the incoming class this year. So again, I would just say buckle up, but I know we can all do it. So thank you. The last item on the agenda is introduction to the Bloomington chapter of the AAUP invite Moira Marsh, head of the state AAUP conference to give us a quick update on that. Thanks Moira.

Marsh (01:36:02):

Great. I will be very quick promise. So thank you all for the invitation to come and speak to you briefly about the AAUP, I was hoping to have some flash handouts were actually off prints for you all, but they did not materialize. So perhaps later we'll have something for you. Along those lines, if you don't know, there are many AAUP members here in this room. I can spot them. I dunno if you want to self-identify, maybe not. But they're here, trust me. Can't identify 'em.

Absolutely not

(01:36:43):

Against the rules. Okay. But they are here. The AAUP is the national organization was formed over a century ago with a mission of supporting and defending the principles of academic freedom and shared governance and tenure. I don't really have to talk to this group about what these things mean, what these things are, but just as a reminder, that's a very bad slide. I dunno if you probably can't read it. That's the a's official position about what academic freedom is for

our university shall be so free that no fair-minded person shall find any excuse for even a suspicion. See how I turned it into a poem that even the utterances, that the utterances of university teachers are shaped or restricted by the judgment of inexperienced and poorly or not wholly disinterested persons. In other words, academic freedom is a social contract between society and the professoriate in defense of free open inquiry as a public good. And that last I stole from former provost Lauren Robel. That was her phrasing for it. I think it's very good shared governance. I don't have to tell you all what that is because you're all here. You're doing it right. Thank you for that.

(01:38:13):

But shared governance as a reminder is a different way of doing governance from any place else in our society. Because as I've often said, it's really a partnership. Ideally a partnership between administration and board of governance and faculty because we're engaged in the same project and then tenure, whoops, I didn't. Tenure of course is the best tool that we have. Not the only tool, but the best tool that we have to ensure that those other two parts work in a robust and disinterested way. So the AAUP at Indiana University, like I said, the AAUP National was founded around 1915. There were IU faculty there at the beginning, at least two of them. We've had a chapter of the AAUP here in Bloomington for longer than I've been alive. I think currently we have 69 members. There are other chapters and also at large members on the other IU campuses around the state.

(01:39:19):

So the total membership for IU around the state is currently 98 members. We have the IUB chapter has a large executive committee, which is just a form and is meeting tomorrow night to run things. We currently don't have a chapter president, but we hope to fix that very soon. We also have here in Bloomington, a committee A on academic freedom, which is an AAUP body that exists to help individual faculty with matters, having to do with academic freedom or shared governance and so forth. We serve as advisors, consultants in many different ways for individual faculty. All you have to do is reach out to us and we've been doing that for many years as well.

(01:40:14):

I'm here because I am currently the president of the state conference of the AAUP chapters. So around the state, you might be interested to know, there are over 400 members of the AAUP currently in 12 chapters and representing 32 institutions. Some institutions do not have enough members to form their own chapter, but there are still members and we still represent them. I dunno if you can read that slide. I put this up here, this the second to last one. This was our numbers in last spring. Bloomington had 81 members. I was very proud of that because Purdue only had 79. Unfortunately, as of now, Purdue has more than we do. They've got 76, we've got 69. This cannot stand. So my last slide join right now. Right now it is not terribly expensive. The due structure is based on your annual salary. You can pay annually or in the monthly installments. So it's really quite reasonable. But we do encourage everyone to join and you do not have to be a tenure track faculty member, to join, all faculty are invited to join. And that's all I have to say. Happy to take questions.

Shrivastav (01:41:42):

Questions? Okay. Thank you, Moira. That was the last item on our agenda, the great start for the committee. We are finishing 20 minutes early. Maybe we can get some of those working groups going. Well, thank you everybody. I hope you have a wonderful semester and look forward to working with you all. The meeting stands adjourned.