

Transcript
BFC Meeting
January 13, 2026

[Shrivastav]

Good afternoon, everyone. Welcome back. Happy New Year. Welcome back to the first meeting of 2026. I will call this group to order. And as we always do, let's begin with approval of minutes from the last two meetings. We did not formally approve minutes last time, so we have two meetings minutes to approve. So, I need a motion for those if somebody, hopefully you've read it and are in agreement with it. Up here as nobody's read it.

[Ramos]

Motion to approve.

[Shrivastav]

All right. We got a couple more. Any questions or concerns? If not, all in favor of approving the minutes as written, please raise your hands. I think that's unanimously passes. Thank you very much. We begin every meeting with a memorial resolution.

[Ramos]

Did we do both sets of minutes together?

[Shrivastav]

We did do both sets of minutes together for the record, yes. We begin our meetings with a memorial resolution for our colleagues who have passed away. And today's resolution is for Moya Andrews, who served as the Dean of Faculty and Vice Provost for Faculty Affairs. Many of you may know she was my PhD advisor and mentor. She was the very reason I came to IU. And so, thank you, Carrie. I am taking the privilege of reading the memorial resolution myself. I also want to point out Julia Rademacher is here. Julia and I both work with Moya and I think we both owe a lot in our careers to her. So, this will be special. Thank you for being here, Julia.

Moya Andrews, a beloved former Indiana University faculty member, passed away in Bloomington on March 26, 2025, at the age of 86. Moya was Australian by origin and was born in 1939 in the seaside city of Rockhampton in the state of Queensland. She attended the University of Queensland from which she graduated with a B.A. in 1964. After graduating there, she came to the United States, first earning a master's degree at UC Santa Barbara in 1967, and then a doctorate in speech pathology and audiology from Columbia University in 1971. The same year, she took up an

academic position at IU where she spent her whole career, rising to become a full professor in IU's Department of Speech, Language and Hearing Science in 1986. She retired in 2004, although she continued her academic involvement at IU for many years afterward. She was a highly regarded and distinguished researcher and teacher in audiology and speech who published extensively in these fields. She was in constant demand all over the world for much of her career for conference keynotes and invited lectures and kept up a heavy schedule of travel for much of her academic career. She wrote a series of books on voice therapy which were reprinted numerous times in new editions. In 1989 she was elected a fellow of the American Speech and Hearing Association, one of the highest honors in her field. Moya had a deep commitment to academic excellence and integrity. She believed it was essential that faculty contribute to the governance of a university by ensuring there were policies guaranteeing that the highest academic standards were maintained for faculty teaching and research. In this regard, she served with great distinction as the dean of the faculties and vice chancellor for academic affairs (effectively the chief academic officer) for the IU Bloomington campus from 1999 to 2004. Before this, and while maintaining a demanding academic career, she also served in numerous other positions in faculty shared governance and campus administration. Moya had a lifelong interest in horticulture and had qualified as a master gardener. On her retirement, she was able to devote much more of her time to this and hosted a regular and popular WFIU Public Radio program, "Focus on Flowers," for hundreds of episodes until her passing. Recordings of all of these in her wonderfully distinctive tones can be accessed through WFIU. Her garden in Bloomington was widely admired, and she opened it up regularly as part of local horticultural events. She also wrote two books on gardening and flowers. Moya's husband Stan Stockton, also a long time IU faculty member, predeceased her in 2017. She is survived by their son Alistair and his wife Jennifer, and her grandson Carson. Any university anywhere in the world would have been proud to have had a person of her quality, decency, and integrity as a member of their faculty.

Thank you. If you're able, please stand for a moment of silence. Thank you. Ready. Ready. Ready. I now invite executive committee business from the faculty president, Bill Ramos.

[Ramos]

Head table. One, two, three. Happy new year. And I apologize for the glitter. It was not easy to find these two weeks after New Year's. Happy New Year and welcome back. And staff, I'll be cleaning up the ... Nobody has to clean the mess. That's on me. Welcome back as we come together today for this fifth of 10 meetings that will constitute the 25-26 session of the Bloomington Faculty Council. With a reminder that this year, the BFC has invited Chancellor Reingold to present the state of the campus address, which will be during our March 24th meeting. The spring semester is upon us, and I feel that what were new processes like posting syllabi for open viewing and attesting to SEA202 compliance are still not the norm, but they have provided us with an opportunity to take them for a test run. And it's my hope to keep them top of mind for ongoing review and discussion around suggested adjustments.

In a recent meeting with President Whitten and the co-chairs from the UFC, we were reminded that the processes are in our hands and if they're not working, we should work to adjust them. As I've mentioned previously, I've asked policy chairs and deans to do a review and consider updates around SEA 202 and confirm with each other that we're on the same page within units since that's where the documents are housed. One week from today, January 19th, we will witness the final game for our football Hoosiers battling it out for a national championship against Miami. For those invested, you know it's a huge deal. And for those not so inclined, I'll quote our former BSC president, Colin Johnson, "yay, sports ball." But also, let's not forget the day January 19th has a longer standing tradition as the time to remember the

work of Dr. Martin Luther King Jr. I thought somebody needed it. "I strongly encourage you in the current climate to take personal ownership of the day if it holds meaning to you and play out the day of service that has become synonymous with it. These are the grassroots ways we keep our commitment alive during the current political climate. As I've told many, regardless of what may happen politically, nobody can legislate out of you your personally held beliefs and ability to play them out. So, play them out. The BL-CPC process for policies and procedures is now established per requested timeline in UA08, and we're currently working with the chancellor's office to get members on the committee finalized and up to speed so we could begin to take that for a test run as well. I'll note that the more I become steeped in the alignment process myself, I can begin to see the eventual positives, mostly around clarity for everyone, including faculty on many levels, but the lift is a large one.

Speaking of policies, many have expressed concerns over the review of BOT34, the Conflicts of Interest and Commitment policy, and due to the level of concerns the university ALC has put together a task force to take a deeper dive. Dr. Ben Kravitz remains engaged from our campus, and I have full faith in his ability to represent. The other policy on the table, many of you are aware, is around the syllabus. Actually, the policy is separate from what's happening on the work in the syllabus, but many of you are familiar with the current work on the syllabus that is also now under a working group and our own Chad Lochmiller is leading it, I think. Sort of, kind of. Okay. So, we have campus representation, and please look for upcoming requests for more feedback. We're going to funnel faculty feedback through the Faculty Office, and then Virginia will compile that, and we'll make sure it's all pushed ahead.

In December, just before the break, the three co-chairs of the UFC presented to the Board of Trustees with updates from our campuses. I would like to say that I'm finding them and particularly Chair Hormuth to be thoughtfully listening, openly curious about our comments on climate and culture, and sincerely attentive to our words. Most notably from that meeting was the open commentary by several board members on the interest in signing onto the Chicago Principles as a healing moment for the IU community. In regards to that process, task force members were chosen from each campus and UFC co-chair Susan Popham is leading the development of an initial ask to the BOT to formally sign on. The UFC executive board will review what's created before it's sent forward. Again, everyone sees us as only the first step. Current discussions are to then move strategies for implementation and stewardship down to the campus level. I'd like to send a special thanks to Drs. Amanda Rutherford from the O'Neill School and Steve Sanders from the Mauer School of Law, who are lending their voices to the process from the Bloomington campus.

Another thanks goes out to our parliamentarian for taking time over break to think through feedback that you provided on our new business section and how they align with Robert's rules. You may see some small procedural differences today when we get to the new business section, but it's nothing that will keep anyone from having a chance to put something on the table.

Before I wrap up, a bit of housekeeping from our director. The committee volunteer form is available on our website. Please take some time to mark your intentions for next year. The FBR special election is open. You should have received notification and also nominations for president elect are just around the corner coming later this month, so be thinking about that.

Rounding out my report, I just want to close by saying I am still every day so grateful to have the opportunity to serve the faculty of this campus, and honestly, I'm really enjoying it. So, with that, as always, I thank you for sharing your time and talents through faculty governance, and I turn it back over to the Provost.

[Shrivastav]Thank you, Bill. Next on the agenda is the campus leadership report from Chancellor Reingold.

[Reingold]

Thank you, and happy new year to all. I trust everyone had a relaxing and restorative winter break and is back and energized for the semester in front of us. All of the Bloomington community has been energized this fall by the historic success of our football program, and I want to offer my congratulations to the student athletes, student managers, student trainers, coaches, and athletic staff who have all united in their efforts to produce a team and a season the Indiana University community will not forget. It's been a special time here at IUB as we've experienced one of the seasons for the record books complete with an undefeated season, a Rose Bowl victory, a Peach Bowl victory, and a Heisman trophy for Fernando Mendoza. And it's not over yet. I know many of us will be watching and cheering as our team takes to the gridiron in Miami next week to compete for a national championship. I know with my 30-year history at the university, I don't think I ever would have imagined this happening. Even as we celebrated that achievement on Saturday, we mourned the loss of Lois Eskenazi along with her husband, Sidney. Lois left an indelible mark on our campus thanks to extraordinary philanthropic support of the IU Eskenazi Museum of Art and the Eskenazi School of Art, Architecture and Design. Her generosity and commitment to Indiana University Bloomington will resonate through the ages, supporting generations of Hoosiers for decades to come. I know you will join me in expressing our support and for her generosity and resolve to honor her legacy.

In December, IU Bloomington conferred 1,914 degrees as another group of students joined the ranks of IUB alumni launching their careers or future studies. I want to congratulate and thank all of you and all of our faculty and staff who supported these students during their academic career with us.

As the new semester begins, I'd like to thank the many faculty who came together to help reimagine an array of degree programs on our campus this past fall. Your hard work and fresh approaches are greatly appreciated as we work through that process, and the campus will be reviewing those new degree proposals shortly. I'm confident our current and future students will be inspired by these new degree options. At mid-semester, this coming semester, we'll be joined by our new Dean of Public Health, Kurt Ribisl, who begins work here March 1st. He joins us from the University of North Carolina Chapel Hill, where he is a distinguished professor and department chair of Health Behavior. We look forward to welcoming him to the IUB community, and I want to thank the chairs of the committee and members of the committee of the search committee who managed that search process to a successful conclusion.

During the last BFC meeting, it was shared and was just mentioned that President Whitten asked the UFC and BFC representatives to weigh in on the possibility of Indiana University adopting the Chicago Principles. I know that Bill Ramos is involved in those discussions along with faculty and student representatives to explore the advantages and implications of such a decision. I want to encourage those with questions or insights to connect with him on this topic. And late in the fall semester, two other items attracted attention and comment. The first are proposed changes to the university Conflict of Interest Policy that became evident during the public comment period. In response, as was just mentioned, there's a working group that's been assembled to review the draft policy and to address many of the concerns that have been raised. The second involves proposed changes to the academic calendar, again, was just mentioned. As some of you may be aware, there is an interest in creating a common calendar across all Indiana University campuses. Building upon previous study of this question, a working group is being convened to address opportunities and implications across the academic and administrative functions of the university, as well as the Bloomington campus. There will be no change to the 2026-2027 academic calendar. So, this group will focus on potential changes for future academic calendars. IUB representatives on this committee will be Danielle DeSawal from the faculty and registrar Mike Carroll from the staff. That group is expected to make some recommendations by March 1st, and I encourage all to engage with them as we work through some of the issues that are before us on that.

In response to the recommendation of the fall semester working group, I've established the Bloomington Campus Policy Committee or the BL-CPC. This committee will be tasked with reviewing and improving campus level policies to identify the criteria for procedures that need to be created and maintained at a campus level. This committee aligns with BOT2, Policy Development, Revision, and Retirement. It will identify when units need to create, revise, or retire policies and procedures in alignment with BOT2, identify procedures to be created, revised or retired at the campus level, and to outline workflow process for procedures. Once again, I want to thank Danielle DeSawal and Bill Ramos for their leadership in getting us to this point. In this vein, and in a related vein, SEA202 procedures were much discussed during the fall semester. It is important to note just as a reminder. Again, it was just mentioned, but I want to reinforce it, that those procedures are locally managed in the College of Arts and Sciences and across all of our schools. As such, if they are to be revisited and updated, they are to be done so at the discretion of each unit as best reflects and supports our core values around freedom of inquiry and disciplinary integrity.

As has been mentioned here and noted as part of a national celebration in 2026, our nation celebrates the 250th anniversary of the signing of the Declaration of Independence. At IUB, we will commemorate this milestone with a series of events across the spring semester, and into the summer. We will have a kickoff on the Bloomington campus of a celebration of America's 250th in February centered around the display of the Lilly Library's copy of the Declaration of Independence, which is one of 23 known Dunlap Broad sides in existence and one of only three west of the Alleghenies. Printed the evening of July 4th, 1776, this is a rare and special document, a treasure for our campus and a centerpiece of our efforts to celebrate the 250th. I'm grateful to many units and colleagues who responded to our call for proposals to create campus programming around the 250th. The response is both significant in number and rich in variety. We will fund as many of these as we can and we'll share those details soon. It will be a semester of meaningful dialogue and celebration around the civic and community values that unite us.

That concludes my report as we begin another academic season. Thank you for your service here and your great service as members of this campus. Together, we make Indiana University of Bloomington one of the most relevant and important public research universities in the country. I am mindful, we did get a few questions which we want to try and address. Some of them are related to some data on 202 and I'm going to hand it over to the Provost for a response.

[Shrivastav]

Yeah. The 202 question related to 202 is asked for data, so I'm happy to report the data from the calendar year 2025, so January 1 through December 31st. As a reminder, complaints can come in via ethics point or through the bias reporting system. They may be attributed, or they may be anonymous. In the 2025 calendar year, we received a total of 10 reports. This is for Bloomington only; does not include anything that went through Indianapolis or regional campuses, of which seven of those ten have been resolved so far. Only one was found to be substantiated. The others were not substantiated. The remaining three remain in process under whatever local policies are overseeing that issue or federal policies. As each case is an individual personnel matter, I'm unable to report in any further granular detail because of privacy. Is there any other question you received?

[Reingold]

I think that was the totality of the questions that we received.

[Shrivastav]

With that, we have a few minutes open for Q&A from the floor.

[Hopson]

Yes, Hobson. I'm curious about the number of 202 complaints, because I've seen reports that there were as many as 50 that had been filed. I don't know if that's limited to just this calendar year.

[Shrivastav]

I have seen that in the newspapers. I don't have a source for that number, and that may be reporting overall IU numbers, and it may also be adding numbers across calendar years. I don't have a breakdown for that.

[Hopson]

Okay. Thank you. May I ask a follow-up, please?

[Shrivastav]

Sure.

[Hopson]

To date, I've seen that Purdue has had zero reports, and I'm wondering what is different between IU and Purdue having ... I believe ten is a pretty significant number, and then Purdue has such a lower number. And so, the question would be, is our faculty unnecessarily woke or are our students unnecessarily snowflakey? Or are the procedures too easy at IU or too difficult at Purdue? I was just wondering if you had any thoughts on that. Thank you.

[Shrivastav]

I really don't. Next time I meet the Purdue provost, I'll certainly have this conversation, but that process is a little different. And here we chose to create the process we did. And as both Bill and Chancellor Reingold just mentioned, we are free to change the process.

[Ramos]

And Andrew, I'll bring that up at the policy chairs meeting because that might be a great question for them to start pursuing so that we can get moving. Because I will say I've not had any ... It was late in the semester, but I really haven't had any action as far as the deans and the policy chairs moving on it. So that might be a way for me to ... We can dive a little bit deeper into it and ask some questions.

[Shrivastav]

Diane?

[Henshel]

Rahul, you didn't clarify how many of those were confidential or with names. So how many of those were anonymous? How many of those were not?

[Shrivastav]

I don't have that data in front of me.

[Henshel]

Could you please get that data for the next meeting?

[Shrivastav]

I can try, but only if there's reason to believe that will not disrupt privacy in any way.

[Henshel]

All we're asking is quantification.

[Shrivastav]

Probably.

[Henshel]

Thank you.

[Shrivastav]

Any other questions, Ben?

[Robinson]

Yeah. Thank you, Rahul, for the report. I was wondering, given the 37 reported, I think that was as of last of nearly 50. I think it was 46 reported cases, and 37 of them were dismissed as frivolous. Again, this is as of last April, so not the calendar report that you're giving to us. But I do find it's surprising that there not have been any frivolous cases reported given that the vast majority, 37 of them as of last April 2025, were frivolous. And it's really important, I think, for faculty to know which cases are dismissed as frivolous and which are determined to have standing, because we don't know the process by which a case is determined to have standing. I mean, I know through personal connections, I won't bring it up

here, but I know of at least one case that was held not to have standing. And it is mysterious, the discretion, the criterion, the deciding bodies, who decides when a case is standing to go forward for investigation and when not. So that would be really, really helpful data. I don't know. I mean, my guess you can confirm for me, is that your data didn't include those cases that weren't held to have standing. So that's the piece that's almost the most important. And then it's not a question more a request, if that wasn't included, to find out which cases don't have standing. The second request is the appeal process. The one case that's been heard but hasn't been dismissed as unsubstantiated, I'm curious about the appeal process for that. I heard from the Vice Provost that the appeals process in the unit would not be binding on or would not be advisory on disposition of the sanction. And so, I'm wondering if there are committees meeting to talk about unit policies on SEA202. What is the status of the appeal process within a unit? So, the college, for example, has a complaint review committee, I do not know if that's been convened. It should be by policy. I do not know if the finding of the complaint review policy will be heard by the Vice Provost or by you, Rahul. So that's the question. What is happening to the appeal process within the unit for SEA 202 cases? Thank you.

[Shrivastav]

Well, again, just as a reminder, these are done locally and these are local policies for each school as they have chosen to do it. And I would encourage BFC and Bill ... I mean, Bill's encouraging it himself to go back, look at it and develop it so it's effective a year into the new law. It is a good moment to take a bird's eye view on these things.

[Ramos]

Yep. I'll add that to the list for the policy chairs, because again, that's the level at which we need to check. So, if you're involved in the College and you don't know that there is something that we need to check on. I was also just reflecting on the fact that this is an unusual situation where it went directly to home units and departments and colleges, and we have nothing at the campus level around it. Am I correct? We just don't. So, this body operates at-

[Shrivastav]

Purdue does.

[Ramos]

Purdue does. They held it at the campus level so it could be general, understood, and then kind of like what we're trying to do with the process here, the procedures could be individual within the schools. We currently have nothing at the campus level because we went straight passing it down, which I think was great because there's individuality and systems are different, but it kind of leaves the BFC in a strange place because we don't have that moment in the process.

[Robinson]

There is a reporting obligation to ICHE. So, the campus and the university should be collecting this data. So hopefully we can have that data that's mandated to be collected to have that data shared.

[Shrivastav]

Yeah, that is collected and reported at the end of, I think it's in May or August. I forget when it is. There's a stipulation on when-

[Docherty]

March.

[Shrivastav]

March.

[Ramos]

Okay. As we're looking at models, and I'll bring up what Andrew just brought up, if we think there's a better model somewhere and that model is to hold us at the campus level, maybe we need to have that discussion, maybe not. Where...

[Robinson]

To get rid of the policy?

[Ramos]

As I wave my powerful hand as president, no. Yeah, wouldn't that be the ultimate goal? But while we're working in the framework, let's figure out the best way and the best strategy for us to make this work.

[Shrivastav]

Okay. Moira, I thought I saw your hand up.

[Marsh]

This will be quick. We recently learned that a federal court ruled the IU's Expressive Activity Policy unconstitutional and ruled that any disciplinary letters relating to that should be expunged rather than rescinded from individuals filed. So, question is, has that happened? And if not, will that happen? When will it happen?

[Reingold]

So we are absolutely going to comply with the judge's order and are currently working with the General Counsel's office to make sure that we are in full compliance and we'll report back at the next meeting that we are actually in full compliance, but this just happened on, I think, Friday? So, we want to make sure that we are in full compliance before I say that we actually are, and that will be done here by the next meeting.

[Shrivastav]

Alex?

[Lichtenstein]

Yeah. A quick follow up to that. And then the question I was going to ask that I assume, David, you can clarify in a minute, would apply to anyone who was reprimanded under the Expressive Activities policy, whether they were part of the lawsuit or not.

[Reingold]

That would be my understanding, yes.

[Lichtenstein]

Okay. Thank you. So, this goes really to Bill's point about the syllabi. We still seem to be in the test drive phase. In other words, once again, this semester, faculty complied, submitted their syllabi to get up there online a week in advance so that students could see them, and they are not there. So I guess my question is, how long is the faculty going to be expected to comply with this mandate if the university doesn't do its part, which is to make sure that the students get to see the syllabi a week in advance, unless there's another purpose, but I assume it's for the students and not for somebody else. So, when will the compliance occur at the administrative level this time around and when can we expect all the kinks to be worked out of this?

[Shrivastav]

I understand there was some technical issue with CourseLeaf that delayed the public access to it, but the syllabi were posted up on time for the most part.

[Lichtenstein]

They're not there.

[Shrivastav]

I believe they are on. I don't know.

[Lichtenstein]

You can look. Every single course says syllabi not posted. I just looked it up.

[Shrivastav]

If it isn't, then it's an ongoing technical issue with the outside vendor. It's not our internal issue, but I can look into it.

[Ramos]

I think some more follow up. That's why I was saying in my comments, we can't just let these become norm if we have concerns. So, this was to be a temporary process. So, checking in to see what we think the permanent process should look like. I think we agreed, although some, again, many voices, some loved that we go into Canvas and pull it because it's convenient. Some faculty felt it was very intrusive. So, I think there still has to be a lot more conversation there all the way to, does it need to be public facing or not? That was a question in the chaos of all this happening that was still on the table.

[Shrivastav]

Okay. I thought I saw another hand up on this side, but maybe not. Okay. All right. Seeing no other questions, I will move on to the next item on the agenda. That is a report on University Websites policy and presenting that is Kate Wehner, Director of Web Strategy and Taulbee Jackson, Executive Director of Web and Digital Strategy. So, whenever you guys are ready.

[Wehner]

Am I? Yes. Great. It's very obvious if you're audible. Fantastic. Hi, everyone. Thank you so much for having us at this meeting. Is my clicker going to work? I did. Do I need to point it somewhere? No.

[Ramos]

While they're getting things ready, I'll just preface with, I had made the request for them to come in because several of you had emailed me with concerns over the policy that went, this was one of the first that went through the policy revision and several of you had concerns about the scope, what this means for websites in your area. So hence the invitation to maybe do some clarifying. And if that should ever be the case with another policy going through and we want to do that, please feel free to make that request.

[Wehner]

Absolutely. Okay. I think we're in good shape now. So, quick introduction. A little bit about me, if you're curious, who is this person talking about this website policy? My name is Kate Wehner. I have multiple IU degrees, so, shout out to, of course, our academic units who are the source of my education here. I also have the immense privilege of being an adjunct instructor in the Luddy School, and I've done that for the last 10 years. My team is responsible for managing the four most, I would say, prominent in terms of strategic priority websites at Indiana University, including the IU Bloomington main campus website. And we're in the process of redesigning that, which will be fun. And I've been involved in, I use digital ecosystems since 2011, and so I've had a really incredible time seeing things from both a faculty perspective, as well as a staff and ecosystem perspective, and instead at the university level in university communications and marketing. So don't just get the Bloomington view, of course, also get the university view.

So wanted to give you first a little bit of background about the web at Indiana University. It has evolved over time, but more rapidly, I would say, within the last 18 months approximately. There was almost no governance for the web until this past summer when this initial version of the university website's policy was passed. As a result of that lack of oversight and governance, we've seen some, I'll describe it as chaos, mild level chaos. We are third in traffic in the Big Ten, or third to last, excuse me, in traffic in the Big Ten, which means that the amount of traffic we get from search engines like Google or artificial intelligence is not where we would like it to be. We would, of course, like people to find our content more often than they are. We're also seeing many cases where the same content is being hosted on multiple websites, causing a lot of duplication, also resulting in search issues, conflicting details, which is quite problematic if students are finding different information that conflicts with each other. We've also created many custom solutions to solve the same problem, and partially this is a result of people simply not knowing the tools that are available to them, which has resulted in there being a lot of fragment in user experience. We also find that many websites are not properly using the IU brand, and that's even the case when things are being hosted in IU infrastructure being built with our tools. And we also, as a result of non-standard technical implementation, have the potential to expose us to risk, including potential security risks.

So wanted to provide that additional background about where we've come from and where we are headed and where we would like to be. So, a little bit of history of the timeline of this policy. The initial draft was created up through May of 2025. The first version of the policy was approved over the summer that was before the new policy review process was established. We went through policy revisions through July through October of 2025, presented to the Policy Executive Committee in October, went through, of course, the new review period, and the current version of the policy was approved and posted just in December right before the winter break.

I did want to acknowledge the policy feedback that we received, of which there was much, and truly, and quite frankly, I was so incredibly grateful for the quantity of feedback that we received. I went back through my inbox to unearth how many emails I received during the policy review period, and it was over 120 different emails from folks across the entirety of the university, met with many people as a result of those conversations and feedback. And either all of that feedback was directly addressed and incorporated into the policy or questions that came about as a result of that feedback were clarified, including a lot of language that required a little bit of additional detail or just more clarification to ensure that the policy was accurately representing what the intent was. So, a few key highlights. First, I wanted to thank the IU libraries for ensuring that they called attention to the fact that we were treading onto things that could have been misconstrued as academic freedom issues. And so that language was revised to ensure that nothing related to academic freedom was part of the website policy. And we also incorporated information regarding website retirement to ensure that previous versions of websites are

captured if they are retired, which is great for posterity's sake to ensure that we can go back to those previous versions and also to clarify that Canvas is one of many tools that can be used to store instructional materials, the previous version of the policy listed Canvas only. And of course, as I know that you all know, Canvas is not the only place where instructional materials are stored and can be housed.

So next, an overview of the policy. I wanted to keep this fairly high level. Of course, this is a large group and I didn't have a ton of time, so I did want to just include things like goals and a few key highlights. So, the first is that this is in alignment with best practices in higher education for the web. We have a lot of competitors who are doing really great work in this landscape, and our previous lack of a web policy was a bit of a gap in what the university was doing. And so, we wanted to ensure that we were going to align with what our best practices are for this industry. One of our biggest goals as a result of our low search ranking is to improve search engine optimization and optimization for artificial intelligence when people are information seeking. We of course want to improve the user experience of our digital properties and ensure that people can both find and discover content. Those two things and user behaviors are different. We also want to reduce content duplication, to reduce the risk of us having out of sync information and therefore potentially incorrect information, and we do want to reduce or eliminate potentially, if possible, single use technical solutions so that people can begin to use the same tools when it is relevant for them.

So, the scope of the policy includes anyone who plans to create an IU website, which includes several categories. First, anyone using the copyright or trademark of Indiana University, anyone who is using our content management system, anything that is hosted by Indiana University, and anything that uses IU funds that will result in a website. So that might be a vended product of some sort, for example. And so, you all know, and after much conversation, student media was excluded from this policy intentionally because of the ... I don't think I need to elaborate on that, but we didn't want to misconstrue student media sites for being represented as university websites.

Policy compliance. Any websites that are not in compliance currently, there's not a timeline yet. That information will be forthcoming. We'll be notified about next steps and what that timeline will be for taking action. There will not be any action taken without the full knowledge and consent and involvement of website stewards for potential changes to your website. So, in other words, nothing will happen on anyone's behalf without your full knowledge and involvement. So, I wanted to make sure that that was made clear.

And finally, if you do have questions, I know that many of you potentially will if this situation arises. Of course, you're welcome to email me directly. My email address is on the slide, of course. We also do host weekly office hours, and that includes not just representation from me, but also colleagues from UITS as well for technical representation. So, if you have questions about any sort of topics related to the web, whether that is, I don't know how to update something, I need to understand how to use our content management system, or I don't know the best approach to ensuring that my information remains compliant or gets in alignment with compliance for the website policy. Any and all questions, you're very welcome to stop by. That's every Tuesday from 2:30 to 3:30 on Teams. It's actually happening right now and I had to let my group know that I had to miss, but otherwise I'm there every single week. And I believe that is everything. Yeah. I'll leave it back on the contact information in case you have questions. And I think ... Did I do okay on time?

[Shrivastav]

You did great. Thank you very much. This is open for your questions, if any. I have a question. Go ahead, Noah.

[Stoffamn]

Could you clarify, what does it mean to use the Indiana University trademark? So, if I have a personal website that's not hosted at IU and I say I work at Indiana University, have I used the IU trademark?

[Wehner]

It's a great question. I would probably defer the full details of that to my friends in licensing and trademarks. From my understanding, and this is just my read of the Licensing and Trademarks policy, is that if you're using the IU Trident, our logo, and I'm happy to dig out the link to the copyright or Licensing and Trademarks policy for more information. That is admittedly not my area of expertise.

[Stoffman]

Understood. It seems like that's a pretty important ... I mean, that sort of would define whether or not a faculty member whose website is hosted elsewhere as mine is. Like what exactly determines whether the policy applies to the website or not? I suspect faculty would want to know that.

[Wehner]

For sure.

[Shrivastav]

Yes, go ahead.

[Sabry]

So, here. Yeah. I'm with cyber computer science. So, I used to have ... Well, I still have a website where, for example, I have software that people can use. The Canvas is not very good for many things we do, like active websites, and I was told all of this will be terminated. I mean, it's making it worse for our teaching and research. So, is there provision for individual websites to host software, to host things like that, to have our own class material?

[Wehner]

I would love to know more about your specific use case.

[Sabry]

But in general, is there, or is it all ... I mean, it seems the policy was very rigid. It's like you have to approve this and it's not going to be pre-approved.

[Wehner]

Sure. So, the approval process, of course, does exist for websites. I will say that since this summer, there have been over 30 faculty lab websites that have gone through the approval process, and all have been approved to use our content management system and to create websites. For things that require custom functionality or things outside of simply words on pages, for instance, I'd be interested in what specific use case you might have. For example, could that be hosted on GitHub? There might be some other solutions. Certainly, this policy is not meant to be in the way of being able to offer the information you want to offer. It's simply trying to help ensure that everything that we produce on the web is fully compliant, that's accessibility and all sorts of things. So, I would say that if a no was being told, it wasn't by me. So, I would love more information and you're welcome to email me or stop by office hours. I would love to chat with you some more about that.

[Shrivastav]

Thank you. Of course. Washburn in the back.

[Washburn]

Thanks for that. I saw in the policy that if websites are decommissioned, people can request that they be archived and that the request could be denied, but I thought I heard you just say that they were all being archived.

[Wehner]

We are linking to a knowledge base article that needs to be updated. So if you clicked a link from the policy that said to request it and it may not be approved, I had a conversation very recently with the libraries and anything that's Bloomington, they've said they, to their memory, have never disallowed an archival of a website. So, I think that's just a content update we need to make.

[Washburn]

But is it necessary to request it, or are they all going to be archived when they're decommissioned?

[Wehner]

Oh, great question. So that will be part of the retirement or decommissioning process is that that will be automatically part of the steps that are taken when the website is retired. In other words, people shouldn't have to individually decide to request that. It should simply be part of what happens on their behalf.

[Shrivastav]

Let me go to Hardesty first and then Ben.

[Hardesty]

This is a little bit of a follow-up on that. So, this is a university level policy, but that archiving is only happening for the Bloomington campus. Is that correct?

[Wehner]

There is a team in Indianapolis who provides the same service for IU Indianapolis. We are following up with the regional campuses to ensure that they have coverage.

[Hardesty]

Okay. So that's kind of still getting worked out on the regional side.

[Wehner]

It is.

[Hardesty]

Okay. Thanks.

[Shrivastav]

Ben?

[Robinson]

Yeah. It's also just a brief follow up, and I guess it's whether these sites are automatically archived. I mean, part of the reason for my concern, and I suppose others of us, is that we've had experience recently of websites being disappeared. So totally. So, I think of Xiaoping Wang and other cases, and I know the FBI is involved with that, but it's still disturbing that before there are any charges presented or anything that there were actions taken. And so I just am curious whether there's any assurance that these websites will be recoverable at all.

[Wehner]

That is a great question. I think I might have to follow up with my UITS colleagues on that. That strays a little bit more into the technical realm.

[Robinson]

Okay.

[Shrivastav]

Okay. Diane?

[Henshel]

This is, I think, a suggestion. I think the way the policy is written is extremely confusing because it says that the following are not going to be approved, and that includes things like sites for a conference or sites for blogs, et cetera. And then you, in the next paragraph, give a vague reference to alternative options and you never explain them. And so, it looks like there aren't options, and you could make this policy much clearer.

[Wehner]

Thank you. That sounds like there is a link that's missing.

[Henshel]

No, the link is there. It's just the policy reads through as if you are not making alternative. It's so easy to miss it. There is no reason for not explaining. We are referring to this and the whole ecosystem of websites refers to this. And so, we are only referring to this piece. That should be at the very top of the policy.

[Wehner]

That's great feedback. I'll put that in my notes for ... Policies are never done from my estimation, so I can note that as something that we can improve for wording. Thank you.

[Shrivastav]

Alex.

[Lichtenstein]

Alex Lichtenstein, History. This is something of an ignorant question, but we keep talking about when the websites are archived, where are they archived and how do we find them? So, we just-

[Wehner]

Wonderful question.

[Lichtenstein]

I just noticed an old website that had disappeared. I just found it on the Wayback machine. That's fine. But I assume we're talking about something more official than that or perhaps not.

[Wehner]

I love that you mentioned the Wayback machine. So, Indiana University has a paid license for the Wayback machine. So, for all intents and purposes, it's that tool, but IU libraries tells the wayback machine, "please archive this website at this time".

[Lichtenstein]

Time." But if you search the thing, the website ... I mean, I sent you an email about it, but if you search for this particular old site, it just doesn't appear.

[Wehner]

Fascinating. So, if you search IU Libraries Archive It, you should find the directory, and it allows you to search for different URLs in their list and that should be more comprehensive than using the public version of the Wayback machine. I'm hoping you found it.

[Shrivastav]

Okay. Any other questions? One more, Moira.

[Marsh]

Not a question, but a follow up because I've been having conversations here about the Wayback machine and the internet archive and so forth. And I'm thinking my library colleagues here may have thoughts on this that perhaps we could organize a little workshop maybe for BFC or somewhere else just on what is in our internet archive collection and how to use it, how to search it.

[Shrivastav]

I think that'd be a task for the libraries. I'm sure the libraries would be happy to do that, right?

[Shrivastav]

Okay. Bill?

[Ramos]

What show was the Wayback Machine featured on? What cartoon show? Rocky and Bullwinkle.

[Wehner]

It has saved me so many times.

[Shrivastav]

Diane, one more.

[Henshel]

Just one other point. If you are trying to up the public views and you make the archives private to IU, then you are not going to up public views of things that get referred to that have been taken down and that will not help us being publicly noted.

S[Wehner]

I'm glad that you mentioned that. So, the Wayback machine intentionally doesn't get what is called indexed by search engines, meaning it can be found if you know what you're looking for, but it is not something that will come up in search results. And that is intentional because those are out of date and no longer active websites and are truly being used for historical purposes. The search engine optimization is meant to target content that is live and active, and we want to be found because it is up to date and correct. So, hopefully that's enough of a distinction between those two categories of information.

[Shrivastav]

Okay. Well, thank you, Kate. I appreciate your time and please follow up with them. The email was on the screen if you have more questions. Let's move on to the next item on the agenda that is a report on student life, and I invite our very capable Lamar Hylton, Vice Chancellor for Student Life to deliver that report.

[Hylton]

Good afternoon, everyone. Thank you so much for the invitation today for the opportunity to provide an update on student life at IU Bloomington. I want to begin by acknowledging the essential role that our faculty play in shaping the student experience. And while student life often operates outside of the classroom, our work is deeply intertwined with academic success, student persistence, and the learning environment you help to create every single day. Today's update is intended to do three things. First, it's to provide some transparency into the scope and direction of student life. Secondly, to highlight how our work aligns with institutional priorities, such as retention, persistence, graduation, belonging, and

wellbeing. And third, to identify some concrete opportunities for collaboration between faculty and student life.

I'll begin with a brief overview of student life and the values and pillars that organize our work. I'll then share some highlights from our new strategic plan, which sets direction through 2030 and was developed collaboratively across campus. From there, I'll provide a snapshot of our reach and impact through key data points, numbers that help illustrate how student life supports students at scale. I'll then turn to our priorities for this academic year and close with specific academic engagement opportunities. And I've intentionally designed this presentation to balance information with invitation. And so, my hope is that it sparks questions, dialogue, and continued partnership.

Our vision is to create a premier and thriving student experience. That vision is intentionally broad because student experience is shaped by multiple environments, academic, residential, social, and personal. Our mission speaks to how student life contributes to that experience by championing student success through care, belonging, and wellbeing. These are not secondary outcomes. Research consistently shows that students who feel supported and connected are more likely to persist and succeed academically. Our values, community, integrity, learning, partnership, and being people first guide how we show up as an organization. And I want to underscore learning and partnership in particular. Student life provides a very powerful co-curricular and experiential learning opportunity, and those experiences are strongest when aligned with faculty expertise and academic goals.

This slide outlines the four pillars that structure student life. Administration and community includes our cultural centers and infrastructure that supports belonging, identity, development, and institutional accountability. Care and advocacy reflects our commitment to supporting students through moments of challenge, academic, personal, or behavioral, while maintaining fairness and developmental integrity. Health and wellbeing encompasses mental health services, physical health, recreation and recovery, all of which directly affect students' capacity to engage academically and involvement and belonging includes residential life, student organizations, leadership development, and signature campus experiences. Together, these pillars reflect a holistic approach to student success, one that recognizes students as whole people navigating complex academic and personal lives.

Last spring, when I had the opportunity to present to this body, I shared that we were in the midst of strategic planning, and I'm pleased to share that in September of 2023, we completed that work. Our strategic plan, Cornerstone of Student Success, provides a clear roadmap for student life through 2030. This plan was developed through extensive engagement with students, faculty, staff, and community partners. It reflects not only where we aspire to go, but how we will measure progress along the way. The plan emphasizes alignment with institutional priorities, shared accountability, and evidenced informed decision making. For faculty, this means clear connections between student life initiatives and outcomes such as retention, persistence, graduation, and belonging. Importantly, this plan is not static. It is designed to evolve in response to assessment, research, and campus dialogue, including input from our amazing faculty on this campus. I look forward to the ways that our plan will shape the experiences of our students over these next several years.

Here's a small snapshot of Student Life's scale and reach. In the past year, we supported more than 11,000 academic accommodations, directly enabling access to learning. We distributed over 112,000 pounds of food, addressing basic needs and security that can otherwise derail academic progress. We facilitated over 23,000 student health appointments, recorded 1.25 million uses of rec sports facilities across the campus, and welcomed more than 2.2 million visitors to the IMU. Additionally, over 6,500 student organization events provided leadership and engagement opportunities. These numbers are not about volume for its own sake. They represent infrastructure that supports learning, wellbeing, and student persistence across this academic lifestyle, life cycle, excuse me.

Our priorities for this academic year are intentionally focused and aligned with our strategic plan. We're working to create a more cohesive and equitable first year experience for both new and transfer students, recognizing that early connection is critical to long-term success. And I want to give a great shout out to my colleague across the room, Luoheng Han, our Vice Provost for Undergraduate Education, who I work with very closely on the first year experience work. We are strengthening the residential experience as a site of learning, belonging, and academic support, and we're also elevating leadership development, deepening our culture of assessment, and telling the student life story more clearly, grounded in evidence, outcomes, and impact. Finally, we are embracing generative AI as a tool for innovation, which is seemingly catching fire across our Indiana University ecosystem. Every staff member in student life has been asked to complete the Gen AI course with the goal of identifying innovative ways to elevate our work. This includes improving operations, re-imagining engagement, and exploring new ways students connect, learn, and thrive, an area where faculty insight has already proven to be invaluable to us.

Uh-oh. I think I messed it up. I'm so sorry. Okay. Let's go all the way ... Go here. Yes. Speaking of technology, right? So, I want to spend some time on this slide around getting faculty and academic leaders connected to our work in Student Life. And I would be remiss not to, once again, acknowledge the importance and the value that having that bridge between the academic sector and enterprise of our campus connected to student life, how important that is to making sure that students are set up to thrive. We are in the midst of a student code of conduct procedures review that is being led by the Student Affairs Committee of the BFC. They are in progress with standing up colleagues, faculty colleagues, and others to review parts of our code of conduct procedures. Right now, we have some interim measures that are in place that we're examining their efficiency and efficacy through our conduct process, all with the goal of making sure that our code of conduct is streamlined from the ways that our procedures read and are deployed in matters of student conduct.

We're also strengthening our coordination between Student Life and the respective schools. There are faculty and other administrative leaders within the schools that are doing student life work that we want to make sure is aligned with the broader context of student life across the campus. There is a council on student affairs that brings together that group of colleagues on a monthly basis. That group is convened by our dean of students, Dr. Kathy Adams Riester, to make sure that what is happening in the schools and the out of classroom experiences that are coordinated through the schools are very much aligned and connected to what is happening outside of the school context. There is a strategic plan, IUB 2030 strategic plan group that is focused on belonging. Some of the outputs of that work include, again, tapping into those school professionals to make sure that belonging efforts that are being designed within the respective academic homes are known and can be supported even when students are not in their academic settings.

And then new this year, we are looking at a framework for how we think about health and wellbeing, and our leadership team in health and wellbeing has met with key school officials at all of the school levels to talk about how health and wellbeing shows up for their students within their respective academic homes, whether that is through physical health or mental health or any other form of, or dimension on the wellbeing framework, wanting to make sure that there is cohesion in how students are able to access and support their own health and wellbeing needs across the institution. Beyond those opportunities, we're exploring deeper integration of faculty into Student Life experience, exploring through a potential faculty fellows program, and by connecting faculty research and assessment to student life work. These partnerships strengthen both the academic mission of the institution and also the practice of student life work across our institution.

I do want to thank you again for your time, for the leadership you provide, and for your commitment to our students and to our campus as a whole. We know that student success is a shared endeavor, and

the strongest outcomes occur when academic and student affairs work is in alignment informed by evidence and grounded in mutual respect. I welcome your questions, feedback, and ideas, and I look forward to continuing our partnership into the future. And again, thank you so much for the opportunity to present this afternoon.

[Shrivastav]

Thank you, Lamar. It's open for our questions. Bill.

[Ramos]

So, it seems like one of the pieces that's missing, and this is a conversation I'm also trying to move forward, is one of the other documents in our hands are promotion and tenure documents. So, I think we need to have a discussion about how do we provide gateways, acceptable doorways, incentives, and ... So these things count towards, because what I often see is in the hunt, and I apologize for the moment, I'll talk tenure track faculty, in that crazy hunt, these types of things don't get you much, but they're vitally important, vitally important, and part of what we do here as academics. So, I think that's a conversation for all of us because again, we own the documents, but what could we see in writing? Does it fall under service? Does it fall under teaching as mentoring? But there has to be something structurally changed so that that gateway opens, because I know you struggle to find faculty involvement.

[Hylton]

Absolutely.

[Ramos]

But I don't think that's because faculty don't-

[Hylton]

Don't care.

[Ramos]

Care.

[Hylton]

Absolutely.

[Ramos]

I think it's the rat race. So, it's just something to think about.

[Hylton]

Absolutely. I will say from a personal ... I'll take a point of personal privilege. I am married to an IU faculty member in the School of Education, pre-tenure. And so, we have these discussions routinely as we're thinking about how do I ... I'm constantly picking her brain. How do I get more faculty involved? How do I get more faculty engaged? And it comes back to this point that Bill is making around what does it count for and how is it being incentivized, particularly for those faculty members who have not yet achieved tenure and that are going through the process of really trying to make sure that they can build a credible enough case to achieve tenure and promotion at the designated time. And so, Bill, I wholeheartedly agree with continuing conversations. Certainly, there are opportunities replete within Student Life for faculty to engage, but we want to make sure that it's incentivized in a way that entices them to want to take part in supporting students outside of their classroom environments.

[Shrivastav]

I think Sandy went first and then Joe.

[Washburn]

Thank you. In the fall of 2024, the Office of Student Life had a expressive activity support team. Does that still exist?

[Hylton]

It does. Yes.

[Washburn]

And who oversees that?

[Hylton]

That's overseen by the Dean of Students Office.

[Washburn]

I see. Thank you.

[Hylton]

You're welcome.

[Shrivastav]

Joe.

[Varga]

Yeah, thanks. Thank you, Dr. Hylton, for your presentation and your work. I'm sure it's not easy, and I'm going to try to make it harder right now. I want to point to the irony that the university is in the process of debating whether to adopt the Chicago Principles while one of our student groups remains under a vague cease and desist order, the Palestinian Solidarity Committee. I asked about this in fall, really didn't get much of an answer. I was wondering if you had any update on what is going on with the investigation. We were told last fall some vague references to dangerous activity, but it seems at this point that it's more about a very unpopular point of view that has been told to cease and desist on this campus. So, if you have any kind of update on what is going on with that case, I would appreciate it.

[Hylton]

Yeah. I don't have an update for you today other than that they're still moving through the student conduct process. I try to keep myself out of the weeds of those deliberations for a lot of process reasons, and so I don't have an update, substantial update, other than I know that that process is still undergoing the process that is outlined and stipulated in our documents for that group, along with many others.

[Varga]

I mean, it is coming up on six months. We've had fraternities that get suspended and then reinstated within a month for basically illegal activity, and now we've had nothing on this. So, if anybody else wants to comment on that, I would appreciate it. We just have no idea what's going on with it.

[Shrivastav]]

Gerhard.

[Glomm]

I do wonder if you have data on how many students here are lonely, despairing, hopeless, marginalized, isolated, feeling they have no purpose.

[Hylton]

Yeah.

[Glomm]

And I guess a follow-up question, do any of the programs that we have, do we have any evidence that they make any difference for those of our students that are here?

[Hylton]

Yeah, it's a great question. We do have data that every year we are collecting around student loneliness, depression, kind of mental health related, and those numbers continue to increase, as does the national trend of those numbers, even outside of IU Bloomington. And I would also say that we do have data that supports that our programs are impacting students in positive ways who are maybe identifying in those categories. There's some qualitative data around, if I hadn't had this program or this experience, it would have gone very, very bad for me. This program connected me to people who I know care about me, and that's what I needed at the time. And so, we do have data on both fronts. I do think that there is still more work to be done in that area to make sure that we are meeting the evolving needs of our students and certainly let me underscore the importance of hearing from students directly about their experiences, which is something that we are committed to in Student Life to make sure that the programs and the services and the experiences that we're designing are actually going to meet the needs of what students want. And when they don't, we're able to pivot to the things that they actually do indicate that are important to them. I know I won't put my colleague on the spot here, but I work pretty closely with Zach Goldberg and any student leader to give kind of voice to what do you need in that experience and then how can student life play a role in that experience for you.

[Shrivastav]

Thank you. Any other questions? I'll go to Sandra there, and then back to you, Ben.

[Kahl-Mills]

Let's see if I can make this work. I think I heard you say in this wonderful presentation, over 11,000 requests for accommodation were processed over the year. That sounds like a big number. I know all of us are dealing with lots of requests like this and hearing that there's a long time between a request for accommodation and when it is received. I know there's a lot of important paperwork that must be done. Do you have the resources that you need to meet this growing need? Because I don't imagine that number's going to get smaller as we move forward and, no, I was not a plant to ask this question, but I think we all struggle with this whole process and we know your office is wildly understaffed and I heard that 11,000 number and thought, "Oh good Lord, how are we going to manage that? So, what do you need to be able to serve students when the need is only growing?"

[Hylton]

Yes, it's such a great question. So first, let me say that we have invested specifically in accessible educational services. There have been more people brought on to help with the accommodations process since I arrived in September of 2023. We have been able to augment the staff in that space to

be more aligned with the ratios that we need to support academic accommodations. Having said that, you are absolutely also correct that we don't anticipate that these numbers will slow down at any point. And we also are very, very aware that the likelihood of continuing to get staff at the number ... We'll never be able to hire our way out of this, I guess is probably the better way to say that. Similar to how we experience counseling appointments and other mental health appointments that students are partaking in. And so, we have had to be very thoughtful and strategic about how we deploy our resources. I think the question you asked is what do we need? We need time and innovation, ways that we can continue to think about how we can provide this critical service to our campus in a way that is most efficient for the campus environment. I'd love more people. I'd love more money. I think anybody would answer that question and say, yeah, I'm not going to turn that down if it's offered. The reality is that that probably will not happen. And so how do we still provide a quality and needed service for our students and meet the needs of that critical population with the resources that we have and how do we tap into other expertise, other collaborations and other partnerships to make sure that we're still meeting the needs of our students?

[Shrivastav]

Thank you, Lamar. Ben?

[Robinson]

Yes. Yeah. Thank you, Chancellor. Hilton, I have a question about ... It's actually a segue to our next report to our representatives from the IUSG. The question is last spring when the IUSG elections were going on, I was approached by one of the slates to present to my large lecture class. And I checked with Jessica Lester and the VPFAA office whether that would be possible. And that was in turn checked with Tony Prather. And I got the message back that it would be a violation of SEA202 because it would bring material into the class that might be political views that are not relevant to the course topic. So, it seems like we have a problem in policy where student wellbeing, engagement, the context of learning, the context of IU are being hindered with impacts on student sense of belonging by the SEA202 policy. And what I asked the VPFAA office for, and maybe I misdirected it, it should have gone to you, is can we get clarity on that? Because there is another IUSG election coming up and would be wonderful if faculty had reassurance that they could bring student affairs student politics into their classroom to help build community through political participation. And it would be wonderful if we could get ... Yeah, I guess my question is, it's more of a request. Can we get, would it be possible to get clarity on the way faculty can interact with representatives from undergraduate student government?

[Hylton]

So, student government, and I don't want to steal the thunder of our students because they do manage their own election processes and procedures. And so-

[Robinson]

But can they ... I guess the question is going to Bill Ramos's question too about faculty engagement with undergraduates. Is it allowed for us to invite student campaigns, student representatives into our class

to speak on the issues important to them? Or is that considered bringing views and political opinions not relevant to the course into our classroom? In other words, does SEA202 prevent us from addressing the context of student life on campus?

[Shrivastav]

I think that's more a legal question than a student life question. So, unless you want to respond to it,

[Hylton]

No, that would be my response.

[SHrivastav]

I think that is a question you address to the right people.

[Robinson]

Yeah. So less an answer from you at this point, but it would be great. I mean, also to you, Rahul, I mean, just clarity on that because that election is coming up, and I think a lot of us would like to engage students on that level. And unless we have a clear answer, I don't think we'll be able to do that, and we'll have negative impacts on student life on campus. So, more request for clarity.

[Ramos]

I'll take charge on following up on that because I'm really curious about that line as well. I know Lisa-Marie Napoli has a program that goes around promoting voting and there are fine lines there, but if it's okay, I'll take that one because I'm curious as well.

[Shrivastav]

Thank you. All right. Seeing no other questions. Oh, there's one more, David.

[Daleke]

Hello, Lamar. Thank you for the presentation and also for all what you and your colleagues do. It's a tremendous amount of work and it really is, you're doing a great job from, at least from our point of view. Thank you. You probably know what a question I'm going to ask. I do. You serve all students on the campus, including the 20% of our students that are graduate students, and I think they probably don't know what are the things that you do for them. And I was wondering if you could just give a couple of examples of things that graduate students could take advantage of through your office.

[Hylton]

Sure. So, one of the ... Thank you for the question, and we do serve all students. One of the most critical ways that our graduate students are engaged is through our graduate assistantships. And we have a host of graduate students that are providing direct service and experience to our students, whether that be in our residence halls or through some of our activities programming areas. So, they are paraprofessional staff members within student life, we treat them as such, and they really are on the front lines with our students, making sure that the goodness and essence of student life reaches as many of our students as possible. So that's one main way. But they also are supported by the very experiences and supports and resources that we provide. There are graduate specific groups within our counseling center as an example. We try to, as much as possible, include graduate students when we are convening large groups of students to give voice to matters that affect student life, our cabinet of student leaders as an example. It's similar to what I do with IUSG, I also do with GPSG in terms of meeting with the leadership there every year to make sure that there's connectivity. And so not only are they providing a service, but they are also the recipients of quite a bit of the experiences and resources that we deploy in student life as well.

[Shrivastav]

Thank you. Thank you everybody. Thank you again, Lamar, for that presentation. Let's move on to the next item, which is a report from IUSG and it's up on you, Zach and Maddie.

[Goldberg]

Perfect. Thanks. So, I'm Zach. I'm the student body president over at IUSG. We'll give you guys a kind of a brief rundown of what we do, some of the programs that we have, as well as like a general overview of our history and then ...

[Sponsel]

Hi, everyone. I'm Maddie. I'm the chief of staff of IUSG.

[Goldberg]

Perfect. So, to get started, IU Student Government is one of the oldest student organizations here on campus. We're well over a hundred years old and we were founded on December 5th, 1912. We have had a long history of advocacy and programs, so things like the student legal services or even the SRSC had a long-winded history of being involved with IU student government throughout the years. An authority for student government was affirmed on April 1st, 1944 by the Board of Trustees upon approval of our constitution and authorities further reinforced by Article 1, section E1 of the Code of Student Rights, Responsibilities and Conduct that essentially states that students have the right and reserve the right to be kind of self-governed by their own peers.

[Sponsel]

Yeah. So, our structure has three branches of government. And then in addition to that, we also have our election director who serves outside of the three branches of government in order to be neutral. And then we also have our first-year internship program, which offers first year students the ability to kind of shadow anyone in those three branches. And it's an amazing opportunity.

[Goldberg]

Yeah. So, getting into a little bit of the structure of the executive branch, we start at the top with the student body President and student body Vice President. This essentially kind of talks through with our directors and elects people who will be in cabinets. So, we kind of nominate people, and they go to our Congress and are confirmed into the Executive Cabinet. We then have Chief of Staff, which is Maddie. And Maddie oversees kind of all of our departments and offices. And so, she does one-on-ones with all of our directors weekly or biweekly. And we have a Congressional Secretary that keeps us updated on whatever our Congress passes, such as like legislation and comes to cabinet to keep us informed. Our Congressional Secretary also kind of keeps track of legislation that Congress passes in terms of like when we have to give them something, so like deliverables or partnering up with directors with the relevant Congress members.

From our department standpoint, we kind of offer a wide variety of departments that span across campus and different programs we do. So, that goes anywhere from academic affairs to technology, to our treasury and kind of all of these government relations roles that we also have. And then offices wise, we also have our freshman intern program, our services, and also like our different funds that we have that help us fund activities in perpetuity. And then finally, as somewhat of an aside, we have committees for all of our directors. So, for example, our Academic Affairs Director would have a committee for students to join. The main point of these committees is to extend student government to students overall. So, we recognize that departments and the executive cabinet may be somewhat limited and that there aren't a whole lot of people that sit in the executive cabinet. It's somewhere around 20 to 30 every single year. And so, committees are supposed to extend that out to the student body. So, students much like kind of BFC committees can have a voice on these committees without necessarily being a member of the general body.

[Sponsel]

Yeah. In our other branches, we have Congress. They are led by the speaker and then they have the steering committee, which is made up of their press secretary, recorder, parliamentarian, and then the committee chairs. And then the way Congress is broken down is three different types of seats that students can fill. There is the academic seats which are elected in April. There are residential seats which are elected in October, and then there are multicultural seats which can be appointed at any time during the year. These give students the opportunity to kind of dip their toe into whatever they want when they're in Congress, but those students are representative from different student groups. And then the executive branch is kind of the flip side of that, right? We have students who can come from any group on campus or any residential or academic area, but then they have a specific focus as a director. We also have our court, which is led by our chief justice and then her 10 associate justices. And then our election director, as I said earlier, who is separate from our three branches.

[Goldberg]

Perfect. So, for some of the fun part, we have student representation on 45 plus university committees. We've highlighted some of the ones that we found particularly meaningful throughout this year. So that includes the All University Student Association, which I now chair, which kind of has representation from all of our IU campuses or those that sit on the committee, as well as with the student trustee. And so, we have communication with the Board of Trustees as it pertains to kind of student communication and desires. And so we'll utilize that for resolutions and had recently passed one on supporting the Chicago Principals and the adoption of those principals for the university. We also have, obviously we have appointment on the BFC where we have some of our directors as well sitting on subcommittees like the DEI committee or educational policies. We had a seat on the IU Bloomington 2030 Executive Leadership team. And then we have seats on things like the university faculty council and had one on the IU Bloomington Chancellor Search Committee, which was really meaningful and obviously we thank the university for the ability to represent students at such a high level and it's a great honor for us to be able to do so. Some of our budget, we get our budget from CFR, which is the committee for fee review and comes out of student fees. So, our projected CFR income for the fiscal year 2025 was just north of \$193,000. This is income we get from student fees and is designated essentially on a per student basis when we get our letters from the committee for fee review. We had rollover from the full year of 2024, which was just north of \$50,000. And so, our budget for this year that we're somewhat kind of spending or constrained by is around \$250,000. Now, we have a credit card foundation account, which has around \$160,000 in it, but we don't spend that credit card foundation account much because we kind of let interest accrue on it as a form of income. That being said, we spend around five to \$6,000 from that credit card foundation account every year or so, but for the most part, we are trying to leave that there so it can accrue interest and we can essentially make money on it. And so that leaves us with budgetable assets around \$400,000 every year if we need to create programs for students or essentially spend money on anything. And then we have some general funds. So, like our IU student government foundation, our fund generally is just for programs. And then we have a healthcare fund, which is currently being used for prep access at the student health center. So, students can utilize the healthcare fund through our foundation account and get free medication for prep and kind of access that they need. However, if anybody has ideas for different programs, we always are taking ideas and are happy to work with kind of any groups on campus to try to figure out different programs as that's some of the most meaningful work that we do and our directors really do enjoy kind of going around campus, hearing about different ideas and trying to implement them.

[Sponse]

So, this year's administration is the action administration, and we ran on the pillars of community, safety and success, which are things that we are actively implementing in the student government and across the student body today. Our former vice president Ava Smith is now actually abroad. She got that opportunity late last semester. And so, we have our new student body vice president, Luke Carman, who's in the back. Luke, if you want to give everybody a wave. He's also here with us today. So yeah, Zach, if you want to go ahead and ... We kind of wanted to touch on some of our current initiatives that the student body can take advantage of because we think that marketing is one of our biggest struggles and just letting the entire student body know what we have available to them. Some of those being the Maker Space, which is on the first floor of the IMU located in the club hub. These offer all of the items listed on there for students to come check out or use. These can be individual clubs or student projects for academics. Either one, the only limit is internally for student government. We try to not be self-serving with that. So yeah, this opened in the fall of 2025. Additionally, we have our calculator loaner program, which has over 100 different calculators or a hundred calculators available for students to

check out. They can check these out on a use by use basis. So, if they have three exams, they can come check one out three times throughout the semester, or they can check one out for the entirety of the semester. We also offer them to be checked out over the summer as we're aware that summer courses are also in need of calculators.

[Goldberg]

Perfect. Some of the other programs we offer, the Empowered Scholarship. The Empowered Scholarship is kind of like a Pell Grant of sorts, so students apply for their textbooks or necessities in a classroom that we'll cover. The opinion behind the Empowered Scholarship was that students should pay the full cost of their education and tuition. And so, we want to help them kind of cover those extra fees that might come up. So, books or things that might cost students extra money, we try to help them cover. Last year when we launched the program, we had 84 applications with over \$18,000 spent on aid. This year we have more applications. We just spent north of \$10,000 before the semester ended, and we're going to continue to try to keep that pace for next semester. So, try to reach that full \$20,000 in budgeted aid. We also have a partnership with Princeton review. So, we offer 25% off prep courses and we also do test prep, so we do mock exams with students. The purpose of that is to prepare them for graduate school if that's where they want to go and also alleviate the burden of potentially studying by themselves or paying the full cost of that. And so we try to do these meaningful partnerships by allowing students to essentially get access to resources for a lower cost.

Next, we also just opened the Crimson Closet over at the Walter Center. The Crimson Closet offers free access to professional attire, so students can come and loan out dress clothing for interviews or balls or whatever they need it for and return it to us where we will dry clean it. We chose the Walter Center because of the kind of headshot booth over there, so students can take professional photos as soon as they pick up their clothing. And we viewed this as a way to, once again, kind of alleviate a financial burden on students. That way if they need something like dress clothing for any occasion, they don't have to worry about buying it directly from a store. We can kind of provide it to them. And we got a ton of donations for the Crimson Closet as well, which was really great to see. And then we also offer mock exam days. So, we do that with Prince Interview as well. We try to do those three times a year with a little bit of standard variation there. Sometimes we do a little more, sometimes a little less. Those mock exams, we'll do kind of the LSAT, the MCAT, the DCAT. And we also hand out prep books in our office for free as long as students just fill out a survey. So that could be any type of professional book that we'll provide to students.

[Sponsel]

Yeah. So, some current initiatives or ongoing projects that we have. First, we stay strong on our support for student media. We support the IDS, IUSTV and WIUX. We are currently working on a student wellness space. We are trying to find a space, our health and wellbeing director, that's one of her passion projects this semester and is an ongoing one. Next, we are proudly a part of the Association of Big Ten students, which is a collaboration and an organization with all of the Big Ten school student governments. We have three conferences a year, as well as ongoing weekly meetings to kind of collaborate on initiatives, ideas, and also talk about ongoing problems that are facing our different universities. We actually have our biggest conference this coming March in DC, ABTS, Big Ten On The Hill. We also just had a partnership with a compost dehydrator. Additionally, we are a part of the Indiana

Student Government Coalition, which is similar to the university one. However, it's not IU campuses, it's all state universities and colleges within Indiana. I believe there are seven schools currently a part of that. We're roughly new. This is only the second year that this organization has been around. And we actually have our conference coming up in January as well. We continue to have sustaining student focused funds and various projects that are ongoing. We also have our Know Your Rights campaigns, which currently have five different campaigns. And these are booklets and pdfs of 10 to 20 pages, letting students know of their different resources or rights in a specific area. For example, housing. We push that one out in about August, September every year, so students can know their housing rights and options. We have the same thing for free speech. We have one for finances and our student rights director is actively working on a new one as well.

We also have our informed student newsletter, which comes out every month. And this breaks down not only internal opportunities for students to get involved. It also highlights our resources like the ones we've been going on in the past couple slides. We have our city, state, and federal directors who all like to give students city, state, and federal updates in this newsletter. So yeah, we use it as our direct line of communication to give the student body updates about what's going on with us. So, yeah.

[Goldberg]

Perfect. Well, thank you guys for listening to kind of our presentation. And if there are any questions, which I heard some pending ones potentially about elections, we're more than happy to answer them. So, thank you.

[Shrivastav]

Okay. Thank you, Zach. And Maddie, it's open for questions and Bill's eager to ask the first one.

[Ramos]

One. How do we donate to the Crimson Closet?

[Goldberg]

Yeah. So right now, we actually ran over with donations. So, we're trying to work with the Walter Center to do more of a permanent closet as well because we have in our own office space now, we have a bunch of clothing from donations. So, we're looking at potential expansions into other areas of campus and then also this permanent donation program. And then I'll send out a link or I might actually work with Student Life on that as well to send out potential donation links around campus. But right now, I think they're at over capacity with the closet as it's kind of flooded into our office as well. But once we have space for that again, we will open it back up.

[Ramos]

Yeah, that's good news though, right? Good problem to have.

[Shrivastav]

Alex?

[Lichtenstein]

Thank you for that presentation, both of you. So, this is really a question about free speech. I think if you ask the people around this table, many of us would say that's the central issue on this campus, whether it's permitting art exhibits, disallowing what we can and cannot say in the classroom to you guys, what's printed in the print edition of the IDS, what student groups are permitted on campus, as my colleague just alluded to a few minutes ago, and one could go on. So, could either one of you talk a bit about how that comes into your purview, what you do around free speech and how this is an important issue for the students? Because the students are the ones who are cheated when the faculty are muzzled.

[Goldberg]

Of course. Yeah. So, I appreciate the question and opportunity to speak on free speech. Obviously from a student government lens and supporting students, free speech is like one of the pillars and milestones of things that we focus on like in our day-to-day. I'd say it comes up every Sunday in cabinet and every Monday at Congress. And I think IU Student Government, one of our main priorities every year is ensuring or trying to push for more free speech for students on campus and particularly kind of everyone on campus, but as students being our main focal point is those that we support. As it comes to student groups, obviously we're here to try to support and speak with any type of administration that we can about potentially supporting student groups as it relates to free speech. And we have a long history of supporting student media as well. So, we upgraded our donation to the IDS by 12.5% this year, up to \$9,000 and then we also supported them, obviously when we had run-ins with free speech and student media this year, I spoke with a couple of the members of the Board of Trustees the week that that happened, and waited for them in the hotel before the football game so I can meet with them. And so, we try to make sure that we come up with creative ways to figure out things for free speech. I know that sometimes at the university we have to do things in person. And so, figuring out creative ways for us to uphold free speech and really hear from students what their concerns are because there's so many students and faculty on campus that sometimes we don't hear everything at the fastest time. And so, it's really important to us when people come to our office or talk to us about concerns that we really sit down and listen to them and try to understand and fix those problems. And I think that there's plenty of examples of that, but one that particularly comes to mind was last year we put out red cards, especially when there were concerns about ICE around campus so students could have those kind of know your rights and that kind of went over their constitutional rights as it pertained to free speech and talking to people as well about unreasonable searches and seizures. And so that was something that really comes to mind with free speech, but any type of advocacy for free speech that comes to student government, we try to help out with.

[Lichtenstein]

Thank you. I hope you can liaise with the faculty on many of these issues. Perhaps you do and maybe with the American Association of University Professors, which is working on these things as well. Thanks.

[Shrivastav]

Drew?

[Pickett]

Yeah. Thank you so much for your presentation and for the work that you do. One of the programs or projects that I'm really most excited about that y'all have taken on in the last two years is the Empowered Scholarship. It's a fantastic program and really seeks to address an acute need for students. It's those sort of short-term grants. And the examples given on the website are things like textbooks or lab fees, things that are really acute right at the start of the semester and impede student success. I have promoted this in slides on day one in my classes ever since it started. Two semesters ago, I think it took about eight to ten weeks for our students to actually get the funds. Obviously if they're using it to purchase a course textbook, something like that, that's a real challenge. It seems like that time may have gone down, but just this morning I had a student who tried to, sitting in class, apply for the scholarship on her phone and couldn't get the mobile to work. I wonder if you could talk a little bit about the sort of logistics of that program and how we can help support making that a real time thing, because I think it's really important that those funds get dispersed quickly. Because it's such a great program.

[Goldberg]

Thank you. So, I actually just looked at this morning, so that is a good time on the question. It was so interesting that the mobile didn't work. I'll have us take a look at that after this. So, thank you for that notice. As it pertains to kind of the Empowered Scholarship, normally what we do is we have all the applications go out and review it on a semesterly basis because our advisor sends out all of those kind of scholarship requests. So as students, something that comes up with like the Empowered Scholarship is that we can't like look at the scholarships and confirm or deny them because it's somewhat of like a Student Government program, we have to like leave it open. And so, if someone applies, we essentially have to accept the request unless it's something that's like a computer, because sometimes we get requests for things that like shouldn't be on the scholarship like Netflix subscriptions or computers or people that are just applying for things. It happens. So, we review that periodically, though I do agree that I would love it to be more timely and we've tried to have discussions about that. I know that the university next year is looking at something called BAM, I believe, someone correct me if I'm mistaken, but that essentially makes it so like students can't review some of these scholarships and it would be more of like a faculty setting. However, right now our advisor does send out most of those scholarships as it comes in. I've had a couple conversations about speeding up that process, especially because we get emails about that quite frequently, about students who purchase textbooks. And obviously this is meant to be something that helps them financially. And so, I'm very sensitive to the fact that students really do need this and we try to make sure that that's done in a timely manner. From an organizational perspective, it is easier for us to do it on a semesterly basis, though I would love to see next year try to move to more of like a quarterly system and try to make like incremental improvements in our timing just because I know last year we sent that out on a semester basis and we've reviewed them a little quicker this year, but we're still sending out on a semesterly basis just because of the logistics behind

everything and trying to make sure that we can get as many applications in as possible before we send out more of these funds. And the reason for that is sometimes students, we offer them to, I believe up to five items on the scholarship. And so, if we run over the \$20,000, what we'll do is send people like their first two items that they requested. And if we sent out scholarships on a rolling basis, like if you request five items and we send it out and we keep doing that, we might be able to help out less students than we would if we had just waited and then helped it the first two items. Although we are trying to increase the budget item for the Empowered Scholarship year over year. And so, this becomes less of a concern as we kind of roll out the program more and more and get more support. And this seems like a good time. I really love that it's on your slides in your classes. And so, if anybody else is interested in having that program, we're more than happy to send out kind of everything that we have for that solution so you guys have it for your classes because we find it to be a really meaningful tool. And a lot of students have come to us and thanked us in the office about it. So, thank you for the opportunity to speak about it.

[Shrivastav]

Thank you. We have one minute left on this agenda item. So, Diane.

[Henshel]

I really appreciate your talk. Thank you. I would like to follow up on something that you more alluded to than anything else. We used to be pretty upfront about the undocumented students on campus and now that they've been being harassed, obviously that's not quite as easy. What's the situation?

[Goldberg]

Yeah. With undocumented students, you're saying.

[Goldberg]

Yeah. Obviously a lot of that information to us isn't like publicly available for Student Government. I don't have all the numbers as it pertains to undocumented students. As it pertains to student government support, all of our programs are available to every student on campus. And so, we try to make sure that we can give support to those students. We also hold open office hours. So, if students have concerns about something with their rights on campus or anything that's happening, we're there to support them and add just for like the red card program that I alluded to earlier, we still have those in our office as well as all of our resources for students who may be running into issues like that. We're here to support them in any way. And so, if there are concerns that we don't specifically know about, we're more than happy to help if they come to the office and give us kind of the opportunity to do so. But I don't have specific information on the undocumented students. And I can follow up and see if I can get that for you though.

[Sponsel]

Those red cards were also distributed to all the dormitories as well.

[Henshel]

I mean, but you do get undocumented students coming to you for help then? I mean, I know they also go to Student Life, Lamar. I do understand that.

[Goldberg]

Of course. And most of the time, I can't remember a time when a student has come to me and said that they were undocumented, not like specifically outwardly with it. I'm not sure that that's information that they'd be revealing to me a ton. Now there are students that are on H1B and stuff like that that will come up and talk to us about issues, and that definitely is something related. I mean, we talk a lot about like job posting portals as well with students and especially work around the university. Earlier, maybe last year or in the summer as well, people had talked about work on campus and having a job to be able to support their...because they were coming from a different country, it was hard for them to have the funds to like afford rent and such. And so, we talked about this program called like the lease gap scholarship program for international students. I just worked with the Biddle on the lease gap program, so that'll take place this upcoming summer. The lease gap program essentially is the students who are like international students that come back to campus who might have like a lease gap in between their rent from like right now up until next year. We'll help them cover that so they can stay at the Biddle kind of on us. That way they don't have to pay for like the difference between the rooms. The reason for that is that we saw a lot of students who are international come to us and kind of say that the difference in rent and the flight prices got really expensive near that like early August frame. And so, we try to provide support from late July up until like the school year starts to try to alleviate that burden again.

I think a lot of the work we've been doing recently kind of does fall on that financial barrier just because we find it the kind of most tangible impact that we can make on students right now. And so, we tried to focus on that. I'm happy to help out and try to find programs and ways that we can help out international students more or undocumented students. But right now, I think the lease gap program is probably the best example of a way to help out international students that comes to mind for me.

[Henshel]

Just as a comment to my fellow BFC members, there used to be, there still exists in principle, a fellowship for our scholarship for undocumented students that we can fund. It's specifically a BFC fellowship or scholarship. It's run through the foundation and if you want to support it, it still exists and you can send your money to the foundation, and it's supposed to go to undocumented students.

[Shrivastav]

Thank you. Thank you, Zach and Maddie. I appreciate your time today. Let's move on to the last item, last formal item on the agenda that is a discussion on memorial resolutions. Bill, take it away.

[Ramos]

Great. And just a note for our guests, you're welcome to acquiesce out at any point. Should have said that earlier. Student Government, you need to stay. So, this comes from a discussion with Executive. And I think at this point in the year, we've heard and seen from most of the people who are compelled through policy to come, budget is still probably one, is one that will still be joining us. So, as we look towards the remainder of the meetings and items for the agenda, Executive sets the agenda. You were all sent a notice and a link to a place that you can post suggestions. I'll be following up on those. We are working from the next meeting on to move those items forward onto the agenda as exec sees fit. And one that came up was a discussion around memorial resolutions. So, what I'm looking for today is, this is how I think the process should go, a discussion around how people feel about it, what should we do with it? And that can be anything that is a spectrum from leave it as it is to we never hear another one again and everything in between. My hope is to collect concepts, ideas, thoughts. If you don't feel comfortable presenting those today, you're welcome to email them to the office. I will then create a poll that coalesces kind of themes around that. Come to you next meeting with the poll and then we can talk about a vote to what to do with them. And again, the conversation came forward because some think we shouldn't have them all together, there may be another way to do it, uses up time in the meeting and our conversation, I will say exec was all over the map too. So, this is really just an open discussion around how we feel about the memorial resolutions if needed. I think Carrie might be willing to chime in on how the process works and the work that goes into that. So, I just open the floor now for a general discussion on memorial resolutions.

[Shrivastav]

Maybe Carrie can kick it off by just walking us through the process because nobody's ... Oh, Beth has a comment. Go on, Beth.

[Buggenhagen]

I don't mind if you want to ... I think it's a lovely gesture and I understand that it's something that's rather new. I wonder if it could be thought about in terms of a different platform for a wider campus community, because I know when someone does pass away, there's maybe a need for a wider expression across campus beyond just the BFC.

[Ramos]

Now maybe Carrie.

[Docherty]

Yeah. So, we typically coordinate these out of the Vice Provost for Faculty and Academic Affairs office and facilitate the writing of the memorial resolution. My experience has been that it's very meaningful in the local units and that the individuals that have the privilege to honor these faculty by writing them, it really means a lot. I know many units use these memorial resolutions for other purposes throughout the year. So, what I've tried to do, and again, I don't know exactly how my predecessors have managed this, but some of them are quite lengthy and so I've tried to reduce them down to between 250 and 300 words to try and get it to two to three minutes. So again, maybe doing both and like we get to take a

couple minutes to honor these folks. And just this year, the BFC staff have added the images that can be presented, which I think also is a really nice gesture.

So again, happy to do whatever the body thinks is most appropriate here, but what we've tried to do is shorten them, so it takes a couple minutes at the beginning of the meeting to honor these individuals instead of sometimes reading a much longer resolution that's been drafted.

[Ramos]

And I guess I, again, see us as the amplifier of information and an archival place. So, it's not just the BFC, it's documented in minutes, it's part of the historical record. I don't know. I personally, in the meeting, again, bringing it back into the room, I like the moment. It reminds me, I'm often amazed and think I need to get to work from when I hear the things that people have done. And maybe if time is one of the issues, a shortening would be an option. Again, everything's on the table.

[Shrivastav]

Yes, Jackson.

[Jackson]

Hey. Yeah, so I'll just chime in to fill the air, but I agree with you. I tend to agree with you that I think it's a fine gesture. I'd be curious to hear from anyone that does feel like it's like taking up too much time, just like your perspective on that, just because I'm not sure, because it's two to three minutes you said, Carrie. That doesn't seem like an egregious use of time. So, I'd just be curious to hear if anyone's skeptical of why or where you're coming from.

[Shrivastav]

Heather?

[Akou]

Sure. I'll offer an alternative point of view. So, I have no problem with memorializing faculty. I actually think that's quite important. And in fact, I would suggest that we put them on our website and archive them in a really appropriate and permanent way so that people outside of the BFC can really find and use them and really feel respected. I, in general, okay, yeah, maybe it's two or three minutes here in this meeting, but we've heard more than one report today that was just reading from something that was already published and I don't think that's a good use of our time. I'm capable of reading and I can read things on my own. I really would like to have more time here for spontaneous conversation about meaningful issues and not just reading reports that could have been emails.

[Shrivastav]

Moira.

[Marsh]

So, warning, I'm a folklorist speaking here. I think I get the part about distinguishing between communicating information in written form versus just reading a thing that was already distributed in written form. I think the memorial resolutions are a little bit different and I think that the ritual part of this is important and it's a constant sort of active physical reminder to all of us that we are a human enterprise at the end of the day, that we are a community. So often what we do as an organization or as individuals of an organization seems to be boiled down to either piles of paper or metrics of one kind or another. And this is a regular, not too lengthy and very ritual, but a significant reminder that we are a human community. Well, most of us, anyway.

[Shrivastav]

Yes. Go ahead.

[Michaelsen]

Yeah. I couldn't agree more. It's the sharing in the community that's important. Yes, I can read, sure, but it's us doing it in community. We can shorten it. That's fine, but I think it's really important. That's mine.

[Shrivastav]

Any other thoughts? Yes.

[Jackson]

Yeah. Maybe just another quick, because I understand where you're coming from, Heather, that we have a lot of time spent maybe less fruitfully than it could be otherwise. Has there been any thought like we could take time away? Is there a reason why every meeting is scheduled to the brim? We could have like shorter meetings that allow more time for say new business, right? The new business rule is that it's 10 minutes minimum. We use up whatever time we do have remaining. And so, I'm not sure, I mean, what goes on in the Executive Committee is kind of a black box to me, but I'm just curious if like that could be another way of providing more time for unscheduled discussion.

[Shrivastav]

We're talking about time. We are past time for this discussion. So, I think I will end the discussion here. Again, as Bill said, please email him, or call him, or catch him as he's leaving the door so he can get your perspective. We will move on to the last item, which is new business and is open. Now you wanted to share something about changes to new business?

[Ramos]

No, I think the first item that comes up for new business will help us walk through. All right. Again, it's more procedural. It's not stopping anybody from a moment, but this has also come from, again, some feedback and reading Robert's rules. So, if nobody has any, I can have Noah maybe run through it, but I don't want ... We're already kind of behind on the ten minutes for it. So, I would do rather ... Oh, go ahead. There we go.

[Henshel]

Oh yeah. I'm going to open my mouth for a second. I don't know about anybody else here, but I'm feeling fairly overwhelmed by the life outside of our university, not just the crap happening inside our university. And I think it's affecting our students. It's certainly affecting me. I think it's affecting other colleagues, and I have no idea what we can do. I don't want something high level. I'm just wondering, it's got to be affecting everybody, right? This is like every other day, some other major catastrophe happens. Our lives are totally upended without being totally upended, if that makes any sense. Can we talk about it?

[Ramos]

Thank you, Diane. So how do you want this to run?

[Stoffman]

I'll just quickly say that the basic problem is that we are bound to operate under Robert's rules, which is not actually designed to allow a free-flowing conversation among a group of 80 people. But I think what, Diane, what I think you want to do, and everyone else can learn from your example, is you want to move that we informally consider the issue of how the world sucks. And then the chair of the meeting will ask if there are any objections and seeing none, we would then ... Oh, by the way, sorry, you would propose a certain amount of time, perhaps five minutes of discussion, informal consideration of that issue. If there's no objection, we could immediately move into that. And that would be a time when there would be sort of a little bit of a suspension of the rules and people could sort of talk. Still, the chair will recognize people to speak. If on the other hand, Diane, you actually wanted this body to do something to pass a resolution or something, you would have to make a different motion. But based on ... I think what you want to do, Diane, is move that we informally consider, and I think Mr. Chair, you want to see whether there's any objections.

[Henshel]

Okay, so moved.

[Shirvastav]

So, is there an objection to discussing how the world sucks for the next five minutes? Seeing none, I know Joe has a comment on it.

[Varga]

Yeah. I just want to ask a procedural question. Is it proper under Robert's rules to make a motion to suspend Robert's rules for a considerable period?

[Stoffman]

It is, but that's not quite what we're doing here, and this is better and there's a long conversation we could have, but I think this is a better solution.

[Shrivastav]

So, let's go back to the motion currently on the table, seeing no objections to that motion. We have four minutes left in the meeting. I will open this up for four minutes for open discussion.

[Ramos]

Diane, do you want to reiterate?

[Henshel]

I think we all know all the shit that's happening. Are you serious?

[Lichtenstein]

Alex. Well, I'm troubled ... Everyone can hear me. I'm troubled by the level of ignorance that we have in the country. And one of the things driving that ignorance perhaps is a lack of general education. So, I would like to hear from Danielle the state of discussion about general education on this campus, which in some way perhaps might solve some of the problems that we're alluding to.

[Shrivastav]

Danielle, go right ahead.

[DeSawal]

So, the General Education Reform Committee has been meeting throughout the fall semester. We will be meeting on the 23rd to finalize a new structure that then we will make public for feedback. So, you are just slightly ahead of the committee at this point, but you should expect to see something in the next couple of weeks.

[Lichtenstein]

Thank you.

[Shirvastav]

Any other comment, Beth?

[Buggenhagen]

This question is for Bill and the Executive Committee. I'd like to request that discussion of gen ed makes its way onto our agenda soon after the 23rd.

[Ramos]:

It's scheduled to be on the agenda.

[Buggenhagen]

Okay, great. And if I may ask a follow-up question, I think there's a larger concern about the way that policy is made and that there's a ten-day window for us to review policy and provide feedback, but that doesn't include a discussion at the BFC meeting. So, we've kind of cut ourselves out of the process. And now we have this cAmpus Policy Committee, which I always thought of the BFC as the campus policy committee.

[Ramos]

So, I'll also be presenting on an update about the policy committee that's on the next agenda as well. You're reading my mind. You're reading my mind, Beth.

[Shirvastav]

Noah, go ahead.

[Stoffman]

I guess getting back to Diane's point, I have a lot of interactions with different people with all different kinds of views on ... I mean, I don't think anybody's happy about what's happening in many parts of the world. But one of the things that has really troubled me in the last couple years is it feels like there's a certain manufactured adversarial interaction that happens a lot. And it seems to me, like a lot of times when I think I disagree with somebody or maybe I do disagree with somebody on some thing, but then you kind of sit down, you talk for a while and you realize actually maybe 80% of the stuff we're sort of agreeing on. And I wonder, Diane, if going to your point of one of the ways to make ... I mean, maybe we as faculty need to think about more opportunities for creating opportunities for people to talk kind of informally and not sort of in an open way that ... Because I guess my point is, maybe it's an optimistic view, but I think that there's maybe less ... Maybe things aren't quite as bad as it feels like they are, at

least here at IU. And maybe if there was a bit of a ... try to take the temperature down a little bit in some situations that might sort of facilitate more clear and open communication. I don't know. It's just a ...

[Shrivastav]

It is 4:30, so maybe we adjourn the meeting here. I know there's several hands up, but we may have to bring this back up again. Thank you very much. Our meeting adjourned.

[Ramos]

Thank you all.