

Indiana University
BLOOMINGTON FACULTY COUNCIL
November 16th, 2020
Presidents Hall - Franklin Hall
2:30 P.M.- 4:30 P.M.

Members Present: Jim Ansaldo, John Applegate, Karen Banks, John Carini, David Daleke, Allen Davis, Madeline Dederichs, Anna Deeds, Danielle DeSawal, J Duncan, Kelley Eskew, Jackie Fleming, Jason Gold, Lucia Guerra-Reyes, Israel Herrera, Colin Johnson, Douglas Knapp, Ben Kravitz, Robert Kunzman, Jessica Lester, Sally Letsinger, Scott Libson, Margaret Lion, Nany Lipschultz, Annette Loring, Theodore Miller, Eliza Pavalko, Chuck Peters, Rob Potter, Catherine Reck, Dan Sacks, Steve Sanders, Elizabeth Shea, Jim Sherman, Marietta Simpson, Kashika Singh, Rebecca Spang, Dubravka Svetina, Lisa Thomassen, Samantha Tirey, John Walbridge, Erik Willis, Stephen Wyrzynski, Jeffrey Zaleski, Kurt Zorn

Members Absent: Toni Arcuri, Hussein Banai, Carolyn Calloway-Thomas, Rachael Cohen, Constantine Deliyannis, Kaitlin Doucette, Lessie Frazier, Ky Freeman, Brian Gill, Anthony Giordano, Nandini Gupta, Justin Hodgson, Larissa Jennings Mayo-Wilson, Pete Kolbaum, Valentina Luketa, Pedro Machado, Jill Nicholson-Crotty, Miriam Northcutt Bohmert, Courtney Olcott, Massimo Ossi, Angie Raymond, Katie Shy, Thomas Sterling

Guests: Aimee Heeter, Jon Trinidad, Mary Ann Valenta, M.A. Venkataramanan, Lem Watson

AGENDA:

1. **Approval of the [minutes of October 19, 2021](#)**
2. **[Memorial Resolution for Della Jeanne Patterson](#)**
3. **Executive Committee Business** (10 minutes)
Marietta Simpson, Faculty President
4. **Presiding Officer's Report (10 minutes)**
John Applegate, Interim Provost
5. **Question/Comment Period** (10 minutes)
Faculty who are not members of the Council may address questions to Interim Provost Applegate or President Simpson by emailing bfcoff@indiana.edu. Questions should be submitted no less than two business days before the meeting.
6. **IU Bloomington budget process overview** (15 minutes)
Scott Libson, Co-chair of the Budgetary Affairs Committee
Jon Trinidad, Co-chair of the Budgetary Affairs Committee
Venkat, Executive Vice Provost for Finance, Budget, and Strategy

Aimee Heeter, Associate Vice Provost of Finance, Budget & Strategy
[Discussion Item]

7. **Questions/comments on the IU Bloomington budget process overview** (15 minutes)
8. **IU Bloomington-IU Health Regional Academic Health Center update** (15 minutes)
David Daleke, Vice Provost for Graduate Education and Health Sciences and Associate Dean of the University Graduate School
Mary Ann Valenta, Director, Alignment & Integration, Indiana University Health
[Discussion Item]
9. **Questions/comments on the IU Bloomington-IU Health Regional Academic Health Center update** (15 minutes)
10. **Update on IU Bloomington diversity, equity and inclusion initiatives** (15 minutes)
Lem Watson, Associate Vice President for Diversity, Equity and Multicultural Affairs
[Discussion Item]
11. **Questions/comments on the update on IU Bloomington diversity, equity and inclusion initiatives** (15 minutes)

TRANSCRIPT:

APPLEGATE: Good afternoon, ladies and gentlemen. Welcome to the November 16th meeting of the Bloomington Faculty Council. We have a pretty full agenda today.

AGENDA ITEM ONE: APPROVAL OF THE MINUTES OF OCTOBER 19, 2021

APPLEGATE: We begin with the approval of the minutes of October 19, 2021. Do I have a motion to approve?

JOHNSON: So, moved.

APPLEGATE: There we go. My trustee interim parliamentarian here has saved me and probably will throughout the day. Do I have a second?

Go on.

APPLEGATE: I have a second, great.

Any changes, corrections?

Seeing none, all in favor, please say aye.

BLOOMINGTON FACULTY COUNCIL: Aye.

APPLEGATE: Any opposed? The minutes are approved, thank you very much.

AGENDA ITEM TWO: MEMORIAL RESOLUTION FOR DELLA JEANNE PATTERSON

APPLEGATE: The next order of business is a memorial resolution for Professor Della Jeanne Patterson. Eliza, please.

PAVALKO: Wonderful. Thank you very much.

Jeanne Patterson, retired associate professor of public and environmental affairs, of Orr's Island, Maine, died at age 78 on September 30, 2013, following a long illness. Her many contributions to Indiana University over a thirty-year career include several notable achievements, some of which endure today.

Jeanne was born in Billings, Montana, on November 7, 1934, where she attended public schools and graduated from Billings High School in 1952. After attending the University of Montana for two years, she transferred to the University of Colorado from which she graduated in 1956 with a B.S. in business administration. Following two years as a civilian employee for the U.S. Army in Portugal and The Netherlands, she pursued graduate work at Indiana University where she completed an M.B.A. in 1960 and a D.B.A. in 1967 with her dissertation defense on the topic, "Local Industrial Development Corporations in Indiana."

During her graduate school years and while sailing on Lake Lemon, she met and in 1964 married James M. Patterson, marketing professor in the Kelley School of Business. Together, they continued their sailing lives, first, as local Thistle sailors for thirty years, followed by living part-time in Annapolis, MD, where the family of four—including, son Marshall and daughter Julie—maintained a condo and a Tartan sailboat. Sailing continued after her 1998 retirement when they bought a second home south of Brunswick ME, where they moored their boat at their waterfront property on Orr's Island, and, for about ten years, split the year between their Maryland and Maine homes, finally becoming full-time Mainers in 2009.

Jean was a charter faculty member of the School of Public and Environmental Affairs (SPEA), founded in 1972 as a comprehensive professional public affairs school with a broad public service charter that included environmental science and engineering—at the time, the only applied science mission at Indiana University. Her SPEA appointment grew out of three years (1968–1971) of research work as a senior research associate at the business school's Bureau of Business Research during which she worked on a variety of topics related to Indiana economic development, substate regionalism, and state and local finance. In 1971, when IU President John Ryan appointed research bureau director, Charles F. Bonser, to chair a feasibility study committee to assess the prospects for establishing a new school, Jeanne became Chuck's chief assistant. With Chuck's appointment as SPEA's founding dean and Jeanne's subsequent appointment to a tenure-track position, SPEA acquired its first faculty member.

Jeanne played a critical role in the launch of a new school whose intellectual foundations had yet to be fully specified and laid. In those early years, she was particularly thoughtful in welcoming and orienting new faculty—especially those who came from other parts of the country—to life in Bloomington. Most importantly, she chaired the committee charged with developing the proposal for an undergraduate degree program and when, in 1972, the IU trustees approved

SPEA's Bachelor of Science in public affairs degree, Jeanne became the school's first director of undergraduate studies, serving from 1972 to 1977.

Problem one on the new director's desk was the establishment of a new undergraduate program of Big Ten university scope and scale for which myriad design puzzles loomed. For example, complex public sector problems, by definition, are not the intellectual property of any single academic discipline. Thus, to have thrown undergraduates into the interdisciplinary collaborations required for an examination of real-world problems, the design of action options, and an analysis of both the sequence and substance of required decisions and their execution would have presented a curriculum challenge that undergraduates were not prepared to meet without first acquiring a basic education in the core disciplines with substantive ties to public and environmental affairs. Even the most capable undergraduates would need a place to start their post-secondary educations and continue building knowledge, skills, and abilities that could serve equally as an entry to the workplace or as a basis for professional education and training.

Jeanne's founding notion that the BSPA must provide "a liberal education with a professional focus" provided a simple but workable formulation that steered the undergraduate program away from the traps attached to disciplinary purity and unattainable professionalism. In doing so, she and her committee leveraged the intellectual course of the entire school, stimulating new research programs and requiring the development of new courses and materials that would serve a multi-disciplinary school with an inter-disciplinary, public service approach to public problems. The result was an undergraduate curriculum that mirrored the demands of many different work environments and, in the bargain, provided a framework for recruiting and retaining the new faculty needed by growing programs.

Jeanne's contributions did not end with the initial design of the BSPA program. She carried a prodigious service portfolio that touched both the school and the larger university in many ways. Within SPEA, her committee load ranged across at least a dozen curriculum committees and task forces, including service as chair of the Faculty of Finance and Economics from 1986–89.

Beyond SPEA, she served on key committees of the National Association of Schools of Public Affairs and Administration (NASPAA), the main accrediting body for SPEA's peer institutions, and became a NASPAA Faculty Fellow in 1977–78, assigned to work in Washington, D.C., with Coastal Zone Management in the U.S. Department of Commerce. NASPAA assignments included her chairing the undergraduate programs section in 1976 and the NASPAA Committee on Public Service Internships in 1978–79. Her Faculty Fellow recognition and NASPAA service helped SPEA make internships an integral part of its undergraduate curriculum. Later, in spring 1992, she served as the resident faculty member for SPEA's well-established Washington (D.C.) Leadership Program.

Jeanne did not stint on her service to Indiana University. She was elected to the Bloomington Faculty Council (BFC) from 1982–86 and 1990–95 and the University Faculty Council (UFC) in 1985–86, serving on the BFC fringe benefits committee, as chair in 1991–92 and as chair of the UFC fringe benefits committee. She also chaired nominating committees of the BFC and UFC, among many other committee assignments. Notably, IU President Thomas Ehrlich appointed her to chair the IU athletics committee from 1991 to 1996, having served as a committee member

from 1983–89. In 1995, she received formal recognition for her “Contribution to IU Women’s Athletics.”

Beyond her long and distinguished service record, Jeanne made important teaching and research contributions. As a specialist in public finance, who had studied the uses to which corporate instruments might be put in public policy and administration and who taught government accounting for thirty years, Jeanne understood the public ledger. She was part of SPEA’s widely recognized finance and economics faculty group in which she taught both undergraduate and graduate courses in government accounting and reporting along with a diverse array of courses in finance and budgeting, investing public funds, urban strategies, and the interactions between “the public and the corporation.”

Her research interests did not stop with retirement. She remained interested in corporate governance and explored many areas—such as, stock market operations, social investing, and pension fund management—where public and private interests overlapped. She also served as the editor of the then Portland (ME)-based Corporate Library’s research clearinghouse, and for years contributed research material to at least two editions of the widely used text by Robert A. G. Monks and Nell Minow (See, for example: *Corporate Governance*, fifth edition (John Wiley & Sons, 2011)).

Looking back on her life and career, close friends still miss her company, the sailing adventures on Casco Bay, and the excitement and pleasure she found in collecting bargains—lighthouses, boats, bird decoys, paintings, pictures, and posters found in the many Maine auctions she found all around her. As an avid collector, she took special delight in wrapping and presenting surprise, and often amusing, gifts to friends. As an institutional matter, however, what is clear in hindsight is that Jeanne added vision and stability when it really mattered to a school now approaching its fiftieth anniversary.

Thank you.

APPLEGATE: Thank you. Colleagues may I ask all who are able to just stand in honor of Professor Patterson.

Thank you.

AGENDA ITEM THREE: EXECUTIVE COMMITTEE BUSINESS

APPLEGATE: We now turn to Executive Committee Business, and I recognize Marietta Simpson, Faculty President.

SIMPSON: Thank you, John. At our last meeting, questions came from the Executive Committee of the IUB chapter of the AAUP. As promised, the BFC Executive Committee met to discuss those questions. We have a statement in response. I'd like to read the questions that exec received, make some brief remarks, and then read the BFC Executive Committee statement of response. The questions were, do the provost and faculty feel that the use of non-disclosure agreements (NDAs) in searches is consistent with either ACA-09 or AAUP statements on good university governance? Moreover, would it be consistent with good governance to honor requests to finalists to be considered only if named sole finalist for the position? Or does the

wording of university policy imply that more than one finalist will engage with faculty in the search process? Finally, is the administration able to clarify what it knows about the circumstances under which Hoover Hall Turner, LLP has come to demand Professor Sanders emails? Can the administration explain whether or not it or someone it was working for, engaged the firm for this purpose?

So, I'd like to start off by saying and these are my remarks, these particular remarks, not on behalf of the executive committee. I know that this body and the executive committee honors the right of every faculty member to think critically about the world we live in, and that includes the university. In fact, we encourage our students to do this every day and we fully support that our faculty have the right to do that too. For more than 75 years, shared governance in academic freedom and responsibilities have been a highly prized part of what we honor on this campus. We hope for it, we work for it, and we fully expect that all of those things will be continued to be mainstays of this campus and this university. In this room where we meet these two portraits, "Lux et Veritas". Many of us were here when they were dedicated. But we hope that those words, light and truth, will be more than models. We hope that they will be the way that this university continues to operate.

The statement from the BFC Executive Committee is as follows, "in light of concerns about last year's presidential search, the executive committee reaffirms that academic freedom is a foundational premise of shared governance and that it applies to faculty members' statements about the university, as well as to their research and teaching. We expect that the university as an institution would always stand behind faculty in supportive academic freedom, intellectual independence, and the exercise of their First Amendment rights. We would regard any violation by the University of its own policy on the privacy of faculty emails as an affront to the principles of academic freedom and shared governance. We hope and assume that the University would always be willing and eager to clarify its role whenever faculty correspondence was demanded as public records." Thank you.

APPLEGATE: Thank you. I think that comes as a statement of the executive committee not as a motion or anything.

SIMPSON: Yes.

AGENDA ITEM FOUR: PRESIDING OFFICER'S REPORT

APPLEGATE: Okay. Thank you. We now turn to the presiding officer's remarks. I've got a number of subjects to cover. The first is really just to report last Friday, we had a really wonderful ceremony in the Hamilton Luger School recognizing or dedicating a monument that now is between the Wells library and the school, that memorializes the university's apology for denying admission to 12 Japanese American citizens in the 1940s, in 1942 and afterwards in connection with the incarceration of Japanese Americans, primarily on the West Coast of this country during the Second World War. As you may or may not know, citizens who were incarcerated had only two choices to avoid this flagrantly illegal, unconstitutional incarceration. One was to join the military, and the other was to obtain admission to a college or university, and so by denying admission to these individuals solely because of their Japanese ancestry, the

university was complicit in this flagrantly and most regrettable incarceration of American citizens. The university at the same period discouraged people from even applying. President McRobbie has issued a formal apology for that on behalf of the university, and the remaining step, there are two remaining steps. First was this memorial that memorializes the apology, and the second was the establishment of a number of scholarships, 12 in fact, representing the 12 individuals who were denied admission that will phase in over the course of four years. It was very moving ceremony for those who were able to attend, and I want to especially thank the student Eric Langowski, who led this from research he did and did also in collaboration with Professor Ellen Wu. The committee that designed and drafted the wording for the memorial is, the committee was chaired by Professor Karen Inouye, and I want to especially thank her and that committee. If you have not had an opportunity to see this, it was recently completed, it's between the Hamilton Lugar school and the Wells library. It's a very lovely spot and a very simple and moving memorial.

Next, I've been discussing with the executive committee the question of our schedule of reviews under our policies of deans and vice provost. We're a little behind even before the pandemic and the pandemic put us at least another year behind. We have worked out a schedule that will in two years bring us up to date on that, and so I will begin that process. I think there will be two reviews in the coming semester and then more in the next two years. I just wanted to make sure the council was aware that we're paying attention to that.

I'm sure everybody is aware of the president's most welcome diversity hiring initiative for faculty. We've talked about this before. I believe you're also aware that this campus was able to supplement the three years of initial funding with longer term funding, which has made it, I hope, even more attractive proposition for schools to utilize. At this point, IU Bloomington accounts for about half of the requests across the whole university, which is wonderful as far as I'm concerned, and I would say it's about the right proportion even though the money is not specifically proportioned. But can I just say that in terms of identifying individuals who might be recruited to this campus with funding like this, it's obviously a matter for deans and associate deans and appointments chairs, but it's really a matter for all of us, and so I want to encourage each and every one of you and all members of the Bloomington faculty to use your networks, use your imagination, do some googling and searches to help identify individuals whom we might recruit to this campus.

The Regional Academic Health Center, the academic piece of this has been open since about the beginning of the semester, I'm looking at David Daleke, and the second part of it, the connected new Bloomington Hospital, will be open for business on December 5, which is a Sunday I believe. There will be a quite remarkable move of an entire hospital from its current location on 2nd Street over to the bypass. It's the most amazing logistical and organizational operation you've ever heard of. But it opens hugely exciting opportunities for the growth and development of health sciences on this campus, and I can't wait for it to be open. It is a remarkable facility. I don't think I can encourage people in an unqualified way to visit the new hospital because most people are not visiting it for fun. But it is a remarkable facility and I think will be a great boon to our community as well as to the university.

Another development I wanted to communicate is President Whitten has established for the Bloomington and Indianapolis campuses, a space planning committee whose goal is to provide a transparent and thoughtful approach to planning for space on this and the Indianapolis campus the committee is at work developing a set of forms and procedures that will be used to evaluate requests for new space. We're operating in a zero-sum game there. That is, we have done a lot of building of infrastructure over the last 10 or 15 years in case you hadn't noticed and now is the time to start using it and rationalizing where things are, so more on that as time goes by but I think that is a very positive development for the university and I wanted to share it.

Another concern that I have heard from many people, and it's one that I absolutely share, which is resources for student mental health. I don't know if you saw it, but in this morning's *Chronicle of Higher Education*, there was a lengthy article of the struggles that many universities have had with providing adequate mental health and wellness services. We have some of the same issues. We are working very hard to address them as best we can. I have authorized the Dean of Students to add resources, permanent and temporary, if need be, to address the mental health and wellness needs of our students. I will say that one of the things that we're often worried about in this area is the stigma of seeking help. If there is a silver lining to the struggle of many of our students, it is that they are not afraid to seek help and that is really good news. The rest of it is not so good news, but I wanted to again share that.

Finally, let's see, almost finally, some very nice news about student voting in the 2020 election. The Political and Civic Engagement program (PACE) that's led by senior lecturer Lisa-Marie Napoli in the O'Neill school, had a number of activities in 2020 to encourage students to exercise the franchise and the most recent data shows that more than two-thirds of eligible IU students voted in the 2020 general election, which was an increase of 22% from 2016, which considerably outpaced the national increase among students of 13%. I think we should be very grateful to the PACE organization and especially to our students who turned out in such large numbers.

Finally, a couple of personnel matters from my office. Laura Plummer, who is the director of the scholarly writing program, is going to be retiring at the end of the semester. We'll have other opportunities to honor and thank her. The Scholarly Writing Program has been terrifically successful on this campus, and it will certainly continue and there is an active search underway for her successor by Eliza Pavalko. The second is that Susan McCammon, who knows everything there is to know about academic policy and practice on this campus and all campuses and then some, is also retiring at the end of the semester. She is an incredibly important part of what keeps us going and if you've ever served as a chair or associate dean or dean, you know just how important she is. There too, there is an active search for her successor. That is the end of my rather lengthy report. But there was a lot to catch up on.

AGENDA ITEM FIVE: QUESTION/COMMENT PERIOD

APPLEGATE: The next item is the question comment, period and I believe I have two, somewhere hiding here that were submitted in advance. One is from, Karl Weinberg, that is basically the same question that Marietta answered. I really don't have anything to add to her answer to it. I will just say that there were some pointed questions asked about the conduct of searches. We have four ongoing dean searches and I do want to assure the council that they are

being and will be conducted in accordance with the policies that were stated and will be in the standard way that is, finalists' plural, unless there's some very extraordinary circumstance which I can't now imagine. Finalists' plural will be coming to campus for the regular kinds of interviews and time will be allowed for full input from those who have a chance to visit the candidates before a final decision is made. For the searches that the campus runs, I can again assure the council that we will follow the procedures that we all know and are comfortable with.

The second was from Anna Deeds, of the Kelly School and she asked about and expressed frustration with attendance and lack of ability to hold students accountable this semester due to attendance policy rules. I've heard this from others as well, so it's a very good question. What she's referring to, of course, are our policies that were adopted earlier in the pandemic. I wish I could say that totally in the past tense, but I can't, but were adopted then to assure that as much as possible people who are ill are not coming to class and the same policies basically apply to coming to work. As it happened, her question came in on last Thursday, I believe, and on Friday I was meeting with the physicians and others who are managing the IU response and they are unanimously adamant that these policies, which allow and in fact encourage people to stay home when they are ill, must stay in place during the pandemic, it's even more so I would say, during flu season. It is a matter I know of frustration to instructors. I fully understand that. The medical team fully understands that as well but the dangers of having people who are ill coming to class, coming to work are quite significant. Questions or the idea also of requiring people to obtain notes from physicians or others really will involve them going to other places when they are sick, or even worse being on public transportation. Again, frustrating as I know, that is to many of us, I don't think it makes sense in terms of the health of the campus for us to change that policy at this point. All right. Those are the two questions I received previously.

SANDERS: John, a quick question about the space planning committee that you mentioned. It's not intuitively obvious why one committee would be making decisions about space on two completely different campuses, you would think?

APPLEGATE: No. I'm sorry. I misspoke. It's two separate committees.

SANDERS: I'm sorry. Okay. Thank you.

APPLEGATE: Yes. It wouldn't make sense to do that.

Others?

DEEDS: Can I just follow up from the question that I submitted to you?

APPLEGATE: Yes.

DEEDS: I guess my question is, is there any way to or any faculty in here that can give us suggestions of how they have encouraged students to attend when there is no attendance policy? I've actually heard of other professors still having an attendance policy where students can't miss more than five classes and then they fail. I've heard some other suggestions of attendance points or participation points where they get points for coming to class. I didn't know if anyone had suggestions that I can pass on to my colleagues who are sharing these frustrations with me.

APPLEGATE: In that spirit. Yes, ma'am?

SINGH: I think this issue that we're all facing, we can relate too. In my language class, I have a policy for every credit, like for elementary we have five credits, so students have five excused absence. Four and three in other courses. This semester, we don't have any policy. So, my question is that, of course, especially language classes, they are smaller classes and student participation is very important. When is the time, what is the benchmark when we ask a student to not come to the class? Because on one hand, we are trying to be compassionate and kind and understand this pandemic and the issues that it has evolved around our life. But I am struggling with this, I don't have a suggestion. I wrote a student an email who I had excused many classes because the student said he's going through some health issues. Then the last email I wrote, no response, and then the student shows up today. The email that I wrote him, I said, "You have missed this many classes. I gave you ample time for your homework and quizzes." This student doesn't write me, just shows up. What do we do in this scenario? Because on one hand, we are trying to understand and accommodate our students need, but on other hand, this is affecting our course. I don't have a suggestion for my colleague, but I myself seeking suggestion on behalf of all my colleagues.

APPLEGATE: Well, first of all, that's not quite right to say there's no attendance policy. It's that excuses should be freely given if somebody has symptoms that are consistent with COVID. If you have reason to believe that a student is not telling the truth about it, then it's a student conduct issue which you would normally raise them in your school. There's no question about that. It sounds to me like you may have such a situation and I would recommend that you talk to the appropriate dean, for example, or your department chair to resolve that. We would like people not to take advantage of the situation. We have to be realistic. But it's a straight-up conflict between, on the one hand, the need in many cases of having students in person, language classes being a particularly powerful example of that. On the other hand, protecting the health of our entire community is also very important, so we're really trying to balance it.

Others? Yes, Rebecca.

SPANG: Can I just suggest, John, that what you have just said may be somewhat in contradiction with your earlier comment about the scale of the mental health crisis that students are experiencing. If somebody's having a depressive episode, they're not contagious, but they may very well feel that they cannot get out of bed. We need to take into account, I feel, that the uncertainty, the political dislocation, the racism, everything that has made the past couple of years unbearable for almost everybody I know. It takes a particular pressure on people between the ages of 18-25, who just don't know what they're going to do next. So, this may also be contributing to poor attendance. My own philosophy as a teacher is to try to get to know my students individually, obviously, I know that's very difficult if you teach 300 students, so that I can understand why they've disappeared. That when I say to them what's going on, they know that I actually care. But also, I talk about contributions, not participation. If you feel you can't be in the room, how else can you contribute? Can you find an article that is relevant to what we're doing in class and circulate it through Canvas to the other students to read? Are there ways that you can show me the instructor that you're thinking about these themes, even if you're not in

class to be part of the discussion? I mean if somebody just completely falls off the radar then I can't give them credit. But there are things that I can do, I try, to find ways to make it possible even in this period of pretty widespread absences. It is frustrating, I completely agree it is frustrating, but there are deep underlying social reasons for it.

APPLEGATE: Thank you.

Any others? Yes, Israel.

HERRERA: So, one thing that I would like to mention for this semester, and this is based on a report, I really want to thank Katie Paulin from the dean's office, is regarding the care referrals for the semester. Teacher with some are entity representatives the numbers, it has increased. She mentioned that one of the things is that to report from faculty and also most of the cases are academic concerns and emotional distress. I'm thinking about reappointing committees in units, in departments when the student's evaluation it's a main component or something that is given maybe a big percentage. It would be important to share these results because in this semester the numbers were very huge, very high and they're not just coming from faculty but also from the staff and also from guardians, the parents, or guardians. The comparison it's given between this semester so far, last semester and fall 2020. It will be important to share this information. So, there is an understanding of why maybe this semester, we might not have a high percentage, a high rate of responses in the students' evaluations. We shouldn't think about reaching the threshold and the reason why some faculty or lectures or senior lectures maybe won't have the number in languages to reach the minimum responses to be included in any reappointment, or any case of promotion.

APPLEGATE: I'm sure that's something that one would want to call attention to in the appropriate setting, whether it is merit raises or promotion or tenure, sure.

Yes, Colin.

JOHNSON: Just on the issue of what I think what everyone is becoming very sensitive to the mental health challenges that students and faculty and staff are facing right now. If I recall properly, it was about this time last year that then Provost Robel observed that, in fact, looking forward to spring semester, it might make sense to implement some kind of breathing room in the schedule in the form of wellness days. To my knowledge, I'm just wondering if there's been any discussion of that again and whether it would make sense to anticipatorily entertain the notion that we may actually be facing similar problems we were not planning to have to face as a result of being primarily back in-person this year. Because I do know that one of the complications of having that discussion late in the fall of last year was that the faculty were already mapping out their courses and trying to make plans and trying to figure out how to productively integrate those allowances into the course of their classes. If we're going to get there, if there's an indication that we're going to get there and that this year may actually be worse, my sense is it would be better to start that conversations sooner rather than later so that a good thing doesn't become a burden.

APPLEGATE: That's a great point, and as if to prove that the past year and a half have been a blur, am I remembering correctly that we did not have a spring break last year? I think that takes

care of some of that. In other words, the reason for the wellness days was because we didn't have a spring break and therefore there was not that time, I don't know, hard-wired into our brains by this point for some rejuvenation. I hope that will, but it's worth taking a look at. Taking whole days off is very challenging for many programs in terms of accreditation and so it would be nice to avoid it, but our students and our colleagues health and wellness is obviously even more important than scheduling convenience. Thank you.

Yes?

SPANG: I'm sorry, one very minor point, but I really must correct the record. PACE and Lisa-Marie Napoli are within the College, not within the O'Neill school.

APPLEGATE: My mistake. I apologize to the College.

AGENDA ITEM SIX: IU BLOOMINGTON BUDGET PROCESS OVERVIEW

APPLEGATE: Thank you. Let's move on to the next agenda item which is the IU Bloomington budget process overview. I will turn it over to Scott Libson and Jon Trinidad.

LIBSON: We're going to quickly turn it over to Executive Vice Provost Venkat and Associate Vice Provost Heeter. But we did want to say that if you do have any questions for the Budgetary Affairs Committee, we'd be happy to take those in the question-and-answer period. Thank you.

APPLEGATE: Venkat, Aimee?

VENKAT: Let's start with an overview of the budget process and give you some background. Hopefully it won't be too late or too long because there's too many slides, but I'll rush through, but the idea is to give a summary.

The IU Bloomington budget process was very different before 1991 because we were in a centralized budgeting system. Then we moved to the responsibility management which is a decentralized budgeting system where the evolution of authority to the academic units took place in 1991. The process we'll describe is after what happened after 1991 and how it has changed over a period of time.

Again, we went to a decentralized budgeting system because at that time, as a young faculty member, I remember there was a lot of debate about the central administration doesn't know much and every school is being controlled by central administration and we don't have any say in what it is. So it came into this new system was introduced, as it says, people felt like at that time that are winners and losers in that and in the early budget system there are losers in both centralized and decentralized system. But the general idea is that deans and their advisory council, faculty, advisory committee, and various mechanisms know better how to spend the academic unit's budgets than a central authority. That's the philosophy behind it.

The way we implemented 1990-91, we ran a parallel system. We were in the old system but still we saw it like how the schools in various academic unit's colleagues would have done under the RCM system. Then basically it works so the principles are most of the income directly goes to the schools like undergraduate, graduate contracts and grants and indirect cost recovery. They all went to the academic units. Then the administrative cost at the campus and the academic unit

levels are the campus level and the university level were done through assessments to the academic units. And at that time the state appropriations were allocated to the units based on how to make the units as a whole. It was not based on number of students, credit hours, or anything. The idea was the academic decisions were made wide to support various academic units at a particular level. That's how the Bloomington campus allocated that money. Same thing like future decreases and increases were passed on to the academic units. But based on the very similar formula of what you had before. Every five years there was also RCM review and evaluation, and it has taken place most of the time. Sometimes little bit earlier than that depending upon the issues and crisis. Typically, members from various academic units' vice provosts and BAC, Budgetary Affairs Committee, people who participated in those reviews, and then finally the recommendations will be made to the provost. Then sometimes because some of the other campuses are also on RCM the last time evaluation was done across all the campuses at the same time. The sense that individually but then consolidated at the end.

Some highlights, in the interest of time I'll say that typically you can see the theme. Originally the provost didn't have any funds so to speak. It was introduced in '96. That was the first time we reviewed it. Then like, I said time to time we formed this hard committee '97, at that time it was basically that that year what you earned is what you got so people felt like they can't adjust fast so went one year lag time. You can see the theme of this instead of reading every one of them basically a little bit more central funds to do the common good and the inter-academic unit collaborations seems to be the typical recommendations from these committees.

The other one is also the undergraduate tuition which plays a big role. There is always a smoothing effect of it to make sure that the academic units can adjust to change in enrollment and credit hour generation between years. So, 2017 was the last one we did and that one we said like the provost fund got moved from assessment to state appropriation increases and decreases because the provost has to observe it. Because there was a lot of fluctuations in it and academic units were struggling to adjust to the state appropriation cuts and not quite cuts but the changes. Also, we said we will develop a strategic funding model by which the provost will get some funds. Those two recommendations have been implemented. But then the two other recommendations we are still working on because when the recommendations take place at times it takes years to implement them rather than overnight given undergraduate student life has four years, graduate student life is anywhere from 1-5, 6 years. We just worked through it and those are the things we're working on right now. Do you want to present this?

The budget process timeline, Aimee did most of the heavy lifting and I take the credit. I want to tell her, if she wants to present, she should present. We will get to know both of them very well over spring. Typically, the way it works is, sometime next month, we will send the schools a notification, prepare your budget for next year, and also your five-year projection. The BAC members and at least one of the chairs will attend each one of the meetings. The provost funds request will be made by each academic unit, and also each academic unit's budgets, the projected revenues expenses, will all be presented, which is open to all the other schools also. The reason we did this type of process after '91 is if you look at it, close to 98% of the budget is decided how it moves by the RCM system. What we pull back is out around the campus and the president's office in the sense, whatever it is, vice president's and president's office. This provost

fund is where the provost (in audible) BAC members. Basically, the BAC members make the recommendation to the provost, how to spend the provost funds. You can see in the end they provide their prioritized list to the provost, typically we have gone from dollars to now priorities and we do meet before and provide. These are going to be our upcoming priorities, for example, two years ago it was mental health, and a few years ago it is international offices, then that is DEI initiatives was about a year ago. That is the provost sets the priorities to the schools and the schools can ask anything they want. They don't have to go with provost priorities. Then at the end, BAC says, these are very strongly recommended, and they seldom say very bad things. They say these are low priority. That's how the process works. Go ahead.

HEETER: I would add one thing on that with the BAC and the BFC, the one thing that we tried to do is be very collaborative throughout that entire process. You guys will both get to know us very well and we work through everything from the amount of base and amount of cash that may be available, as well as going through clarifying any additional priorities that might come up during that time.

VENKAT: In addition, sometimes the provost such as for the creation of new schools and things like that, the provost might say, "This year I'm only going to 50% of the funds because I need to keep them in the future for this pretty big strategic way of moving, creating new academic units or things of that nature, if the state wouldn't fund it."

Next one, RCM weakness because as you saw, would have approximately \$1.7 billion budget of which is about realistically, but we don't have much to say about \$600 million because auxiliaries are basically, they get the money and they spend it. They are not supposed to make profits because it is basically to support the academic mission. The same thing with contracts and grants, that's about \$200 million last year. That goes to the particular principal investigator or whatever the contracts and grants are for. It looks like typically the fiscal levels at the campus and the university levels are comparatively not that big. Then again, people who say duplication of effort can happen in this, and requires a lot of responsibility of forecasting, and planning at the academic unit level. Because in a typical centralized budget system, people will say, "Here is your number, go spend it." That said, you don't have to worry about the income or other expenses or things like that. Whereas in this system they do have a lot more this thing.

There are a lot of opportunities in this because as I said, we provide every five years. In fact, even intermediate if there is an issue, we convene a committee and talk about how to change the budget system. They keep constantly changing, and then innovations can help redundancy over a period of time. We have done that quite a bit of them, somewhere around \$70 million have been reallocated. We track it whenever a school, or college, or central administration comes in and says, "We're going to make this change," we do track it. In this case, the academic units know, the central administration know exactly the effect of that, to the best of our estimates. Once again, the culture and collaboration, and commitment to the academic mission make any budget system work. Then finally, I'll say you know, the provost budget looks very small. That is about three to \$5 million between base and cash, \$1.2 billion academic budget. It has made an enormous impact. Examples are dry eye clinic, to the creation of three schools, funding the engineering program, so on and so forth all came from this provost funds. Those are the big ones.

There are a lot of international diversity initiatives. We can list quite a few, and this is a \$3 million-based regenerate every year. Then in addition, if we didn't spend the money that previous year, we will tell them we have cash because the BAC generates cash and tell them you can allocate. It's a friendly manner of working with the BAC and the provost office, we figure out what can be afforded and what not.

There is a lot of strength in it. This is just lifted out of it, there is kind of plagiarism, I wrote it too. Some of you must have read the RCM review report. It is all the three weaknesses, strengths, and opportunities that are lifted right out of that. It does sound like a lot of academic-level faculty inputs and the dean's input and whatnot. That's a big strength and we went through the weakness, that gives you an idea.

Then the chairs of the committee requested how has the pandemic impacted the Bloomington budget? We were extremely concerned in the beginning. As you all know, getting a \$1 billion line of credit from various banks to everything. In the past you've said, we did come out of it, especially the academic side came out pretty well in the sense that we asked every academic unit to make a five percent cut in the budget. Because we are thinking they are going to have a loss in revenue, which pretty much happens because our enrollments were down both in graduate and undergraduate level by about 3-4%. The academic units were able to manage within that cuts. Then we observed some of the state appropriation cut through the reserves, the money we didn't spend from provost funds because it was a one-time cash cut by the state. We also passed on some of them to the academic units because of the 5% cut, they were able to manage it.

HEETER: Yeah, just one note on that, if an academic unit did not lose revenue, for example, the college did very well during the pandemic. There were more students taking classes. If they cut their budget by 5%, the campus did not sweep that, that stayed with the unit, and then they could just reallocate that.

VENKAT: They can make some strategic investments or whatever way they wanted to reallocate. The auxiliary losses predominantly RPS is the biggest one. But then the first two federal funding predominantly went into that. The first one we had to show a loss, and especially we had to show that we reimbursed a lot of money to the students. We reimbursed \$17 million, the federal funds were \$15 million, and then during half 2, and half 3, the testing and the sum of the auxiliary losses were covered by that. That's where we put most effort, not the student portion, the institution portion of it. It has got to go through a very strict process through the Department of Education, and it was recently audited, and we came out with no concerns about how we allocated the money. Right now, the next year's budget is sound to be pretty stable. Our applications are up as from day-to-day. We expect a very similar class, and our budget will be expected to be in great shape.

We had some initiatives such as increasing some funding towards people with financial need and underrepresented minorities and undergraduate level, and graduate level, wherever the campus fund centrally. Then as you saw, we are complementing the presidential initiative with our own initiative which is being discussed. Those are the priorities, and then obviously the mental health, the research, and graduate students. That's something the provost has identified as a potential focus for the coming year. That's a really quick glance at the budget.

We have lots and lots of slides, but then we thought we'll pour some of it. You can ask questions because in a big meeting when we are running out of time. It's the place to fine-tune numbers, but you can see, this is the Bloomington campus alone. Approximately \$1.9 billion budget about 2,000 is the contracts and grants. Then you can see the auxiliaries are about \$400 million. General funds is the biggest \$11.2 billion, which is predominantly made of \$200 million from state appropriations and about a \$1 billion dollars in tuition revenue. Most of our expenses are typically.

HEETER: 83% percent of expenses is compensation on the general fund budget, so that makes up the biggest bulk of the expenses.

VENKAT: The rest are supplies and equipment and things of that nature. We are a very heavy human-centric institution. With that if you have any questions? Aimee, this is your slide.

HEETER: One other piece that we did want to put up there, was just a change in the operating budget over time. This is just a comparison, the smaller chart is 2010 and the larger one is 2020 to this year's budget, and how that dependency on student fees has continued to grow about 10% and the biggest piece of that is the operating appropriation shrinking from roughly 24% to 16.6%. If you compare the numbers actually, we are at 203 million in 2010 and when it comes to the operating appropriation, we're at 202 this year and we'll be a little bit lower than that for next year for comparative reasons.

VENKAT: When you say students and fees, it's both tuition and fees.

HEETER: Yes.

AGENDA ITEM SEVEN: QUESTIONS/COMMENTS ON THE IU BLOOMINGTON BUDGET PROCESS OVERVIEW

APLEGATE: Questions? Yeah, Steve.

SANDERS: Venkat and Aimee, thank you. One specific question and then I guess a more general one and I'm not even sure it's a question. I had heard that the university had gone into the bond market at some point and basically borrowed money, did a bond issue, in part to cover operating expenses or unusual expenses from the pandemic. I didn't see any reference to that there, was that not correct?

I mean, I wouldn't say went into the bond and I think it was done at the UA level. It's not for operating budgets. It is the last of the RPS was covered by the IU Foundation, a particular piece of it is covered by IU Foundation and bond issue. The foundation issued the bond.

SANDERS: I'm sorry?

VENKAT: It was a bond issued by the IU Foundation.

SANDERS: That showed up where in that chart?

VENKAT: It didn't go into the operating at all. Basically, if you look at the university budgeting, the treasury is our fund balance The Bloomington campus has a fund balance and so are the others. As a university, as long as we are not negative totally, the particular unit will have

a cash deficit. Not the whole university. That deficit has been covered by the foundation by issuing a bond.

SANDERS: The other point and again, I'd welcome your thoughts. One thing I thought that downsides of RCM perhaps didn't emphasize enough, maybe in part this was hinted at was, how does the campus police sort of rent seeking behavior on the part of the schools inappropriately entrepreneurial behavior by schools that increases their position, whether it's through overuse of adjuncts or toying around with their curriculum so that students have to take more classes in that school and fewer classes in the college or whatever it is. I think that's been a problem from the beginning. I'm not expecting you to have a solution to it, but I think perhaps that didn't achieve enough. There wasn't enough there about that. And also, maybe related, is a market model appropriate for an academic institution who yes, on the one hand, it is responsive to student needs, but where in those factors does it come into play that Department of Central Eurasian Studies or a philosophy department can't necessarily exist in a market system, yet someone still has to? I know RCM hasn't been pushed down to the department level in the college.

VENKAT: Exactly.

SANDERS: But still, I used to work in the college, and I know that college budget is always a sort of basket case, but I can't imagine it's got any better in recent years. Again, I guess I'm just underscoring a concern and I guess there's really no answer that perhaps more central control or discipline is needed to prevent some school programs within schools from potentially withering because that school can't compete in a market-based model.

VENKAT: There is definitely, the market forces will have some influence in it. But I think if I don't take that, my budget that the provost had and academic had. I think if you look at the 30 years of analyzing, Bloomington campus has done extremely well than compared to anybody in my opinion, because there are two, three things going on in it. You said, we tell always, do not move this budget model to the department level. That's always noted. The school level that is always policy committees and other people decide because any school for that matter there are cross subsidies for academic reasons, the assumption is the college committee and the particular schools' committees know the best answer of how they should move that academic mission forward.

We do provide dashboards to show almost anybody with (inaudible) think have access to. We do monitor it in the sense of the ratio to students, faculty, adjunct faculty, to staff, to anything you need. At least this gives us some idea of how the trajectory is going. But I think from the budget office point of view, we pointed this out to the provost and otherwise the vice provost team. Typically, somebody, I can call, and I can see a whole bunch of them. David is here for graduate support and Jeff Zaleski is there for talking about how to support other units in research and Eliza. I don't know who runs, maybe Kurt Zorn runs the remonstrance between him and David Daleke. There has been lot of checks and balances put in. In fact, when the BFC president attended one of the retreats, Provost Robel said, how are you going to cross subsidize to the deans that are certain issues college is facing? I think we have done well. Like I said, as a provost budget person and provost, I think it'll be amazing if provost can decide every school, every department what size it should be. That comes with its own downside where provost or

president deciding. I don't see that there's no perfect budget system out there other than expecting a benevolent provost, who likes certain things in the other units will complain when they started in '90. This is not done by any mechanism. Some of you can talk about this. Obviously, you know about the remonstrance list. All of us get it every month. It goes through, that one comes to my mind. Eliza, can chime in how do we look at these things or David? Any of the other vice-provost? I don't get involved in it. I will only show the numbers to Lauren or John Applegate, and they take over and hand the information in, right?

HEETER: I think one thing that we didn't really illustrate, we maybe had it in text that was a little bit heavy, was the transformation of our RCM model from the '90s to where we are now, especially, between 2010-2015, especially when the campus strategic plan was developed as well and then we changed the distribution of state appropriation. We also changed the algorithm for the distribution of student fee income, and with that built the strategic performance funding for the campus, and that is what's used by the provost, by John, and former provost to allocate strategic plan funding for schools, for example, the college. The college is a very big recipient of this. It's deemed one, for development of new programs but also to understand that yes, there are errors not everybody can survive on an RCM model, so it was developed to help provide that type of funding for units such as music, such as the college that might not that either have departments that are small but critical, or they have to have small class sizes they can't offer 300 size lectures.

VENKAT: Also I learned that that particular change which was necessitated by the 2007-08 recession. It was also fully supported by all the deans and their advisory committees and other things. It's almost like sometimes I used to tell in a research talk on RCM, this is almost like democracy, not very good, but not too sure about other ones.

SANDERS: I'll just add one thing and maybe we should move on. But it's less market model than where decisions are made and from my perspective, the flaw of central planning models is information more than anything else. The schools and the college understand their needs and exactly their aspirations much better than a campus does, and certainly better than a university does. That's really what RCM is designed to do, is to push decision-making as much as possible to the parts of the university that have the best information about what's needed. I think that is in general, a very good approach. You're right, that there are places where people can try to gain the system and I've not had that experience in this position yet, but have in others, and that's why you have someone looking over it. Many of those kinds of things are, of course, academic rules and policies and we also depend on this body and school and college faculties to show restraint and good taste in doing those and making those decisions. Israel, then I think we really do need to change.

HERRERA: Yeah. Quick question. The CG, the 11%, the \$200,000 comes from?

HEETERS: That's the contracts and grants.

HERRERA: Contracts and what?

VENKAT: It comes mostly from federal government is the biggest one, NIH and NSF and other things are coming from foundations and things like that. It typically goes to the faculty member who wrote the grant, and it has got to be used for that purpose.

HERRERA: In 10% for application, you mean in general applications for?

HEETERS: Admission application. Those are for undergraduate applications for admissions.

VENKAT: Coming in.

HERRERA: Undergrad not the total?

VENKAT: Graduate is, I mean David can.

DALEKE: Graduate application admission income is separate and it goes to the graduate school to counterbalance the resources and staffing that is necessary process the applications.

HERRERA: So, in the undergrad, that international undergrads, the 10% is included or not?

VENKAT: The increase in the applications? Yes?

HERRERA: Included.

VENKTA: Included. The international applications set up quite a bit, but that's a small base. Then the next bigger application pool is the domestic non-resident and then the in-state applications for undergraduate is up 3%. It's point of time comparison, not end of the year comparison application increase.

DALEKE: I'm sorry. I thought you're referring to the fees. But for applications this year, at this point in time, we are up to 2.5% for graduate applications overall, and only very slightly down on the international, it's probably less than 5%. It's little early to tell, but just in general, we're back to where we were about five years ago. If you take the five-year average before the pandemic began or just about at the median again.

APPLEGATE: Thank you very much for that presentation. As you said, the materials will be available to anyone who wants them. I guess I'm looking at you, Elizabeth. Great thank you.

AGENDA ITEM EIGHT: IU BLOOMINGTON-IU HEALTH REGIONAL ACADEMIC HEALTH CENTER UPDATE

APPLEGATE: Our next topic is the Regional Academic Health Center. I gave you a little teaser on that. It really is a remarkable opportunity for this campus and community. I will turn it over to David Daleke and Mary Ann Valenta. David, maybe you could introduce Mary Ann because I'm not sure everybody knows her.

DALEKE: Sure. Thank you. It's my pleasure to introduce my collaborator and colleague, Mary Ann Valenta. We have been working together on this project since the inception. By the way, she is Director of Alignment and Integration for IU Health. I have to say that this project is incredibly complex. The moving parts on our end I thought were very challenging to manage, but I just cannot imagine what it takes to be able to be in Mary Ann's position, to be able to

coordinate the activities of a hospital that is going to move two miles down the street in one day within one shift. As well as prepare the design and construction of a building of this magnitude. So, Mary Ann thank you very much and welcome to the Bloomington Faculty Council.

I would like to extend some other thanks, first of all, to our executive leadership, particularly former president Michael McRobbie, for making the suggestion that we join two projects together, one that was in progress from IU Bloomington and another one in progress from IU Health, and joining them together to make a regional academic health center that would not only serve the health of our community for now and well into the future, but also provide great opportunities for us to expand some of the opportunities we have in research and in education and in clinical service and through our health sciences programs. I want to also thank all of the, first of all, Vice President Morrison's office in capital planning and facilities on our side, the corresponding office in IU Health for all their work on designing construction. HOK, the lead architect, as well as Wilhelm, which is the lead contractor and all of the trades people that worked on this wonderful building.

The regional academic health center is actually comprised of two different parts. One of them is what we call the health sciences building. That is the IU component whereas I mentioned here in a minute, I'll summarize the IU programs that are now housed in that building and the other component is the IU Health Bloomington Hospital. That component is about 720,000 square feet compared to the 117,000 on the Health Sciences Building. Total cost of this project is slightly over \$500 million. It sits on the site of the former golf course driving range. The new golf course as you can see somewhat behind it is ironically placed right next to the hospital. Always good to laugh.

A little bit of how we got to where we are today. Starting in about 2006 and Mary Ann can probably clarify this a bit more, IU Health Bloomington Hospital considered a site for a new facility after making the decision that the current facility on Second Street was just too old to further renovate and modernize. On our part, in about summer of 2014, the IU Bloomington Bicentennial Strategic Plan called for building a new clinical training facility and I have to acknowledge and thank former Provost Robel for her vision in imagining that we would need to focus on health sciences and actually created a health sciences team for this strategic plan and created the title of or the position of Vice Provost for Health Sciences which I am privileged to hold. That then through that strategic plan, number one priority was to build a new education facility for health sciences in Bloomington. Then in Spring 2015, both of those projects were joined President McRobbie and President Dennis Murphy. I think we're really to be credited for making that happen. Quickly moved through all of the appropriate board approvals and then construction began and brought us to January of 2021 as Provost Applegate mentioned when the health sciences building opened, and we started classes in February of this past year. As we all know that on December 5th specifically, the patient move will happen to the IU Bloomington Hospital. I won't address that anymore here because Mary Ann is going to give us some details about how that's going to happen and how the IU Health Bloomington has prepared for that.

I would like to just reflect a little bit back on health sciences programs in Bloomington. Bloomington has a number of degree of schools that have units on this campus that actually

report to other campuses and in particular medicine, nursing, and social work are all outposts of their home schools in Indianapolis. But here in Bloomington, we actually have a substantial weight of health sciences programs in the School of Optometry, the School of Public Health, and also in the college, a place that many people may not think about. For example, speech-language and hearing sciences as you'll see is the largest occupant in terms of square footage of the Health Sciences Building at the regional academic health center is in the college. The Clinical Psychology Program in the college is also something that I'm not sure many people are fully aware of but is a wonderful program that's also connected to this project and there are other health sciences programs too. There is the Indiana Institute for Disability and Community here in Bloomington. We have in the School of Education, there is a school in Counseling Psychology Program and all of these collectively form the health sciences, which we've now grouped together and are working collectively towards goals in both education, research, and also in-service. It constitutes approximately 9,000 students in the Bloomington campus or about 17% of the campus enrollment. We have all levels of degrees that are awarded, undergraduate, Ph.D., and professional doctorate programs and there are approximately 600 faculty, 2,000 majors, and at least as of a few years ago, \$25 million in research funding that we could describe to just the health sciences programs in Bloomington. There is no intent for these programs to grow to the size that they are in Indianapolis, where they have other health sciences schools as well. But as you can see, they are large enough that we now have this great opportunity to collaborate with IU Health on an academic health center.

The health sciences building of the academic health center is the one that's pictured here. It is a wonderful facility. I don't have any more pictures of it because I went to encourage everyone to come take a look at it and I also wanted to give Mary Ann a lot more time. I've been in the building regularly as you might imagine and it's just wonderful to see students, faculty, and staff using the building and actively participating in a lot of the courses and training that goes on in the building. In fact, I teach in that building as well. I'm a School of Medicine faculty member and I have to say that the facility for teaching is just excellent.

A few more comments about the health sciences building in general. We began the design of the building with the principle that all the programs that would be in the building would work on an interprofessional model of health sciences education. In fact, we have a very close connection on this campus with the Center for Professional Practice in Education, which is based in Indianapolis but is a statewide center for fostering interprofessional education, particularly in the medical and health sciences. The building was designed in that particular way. All of the classes can be modified to adapt to different types of instructional modes and learning modes, all the furniture is movable. We have air walls between rooms so that we can vary the size of our classroom. It's really wonderful and I do encourage everybody to come take a look. I'll be happy to give tours.

The Bloomington programs that were selected for the health sciences building include the School of Medicine Bloomington program here, the School of Nursing program, and the Social Work Program, as well as the programs I mentioned previously, speech-language and hearing sciences which also includes a number of research laboratories and their research laboratories and not wet labs. But they are laboratories with speech and hearing that might need specialized equipment

such as sound booths which are really quite amazing pieces of equipment that are actually built into the building. They have a number of clinics as well. There is a speech clinic and a hearing clinic so if you have a hearing aid, for example, they service those there. They have a preschool for children with speech and language issues. They have moved from an older facility like all these other programs on this core part of campus to this new facility and has made it much more accessible to the public.

The total number of students that we could count for the past through the building are about 1,000 students a day. We have 100 faculty and staff that are resident in the building. The educational part of the facility, the classrooms, we have 31 classrooms with a capacity of 830 students at any time, and then we have a simulation center which is about three times the size of the former simulation center that has seven patient rooms, six exam rooms, debriefing rooms for students who were doing simulations in the center and a simulated home environment. It is absolutely fantastic, there are high fidelity mannequins that act as patients that are in the facility. They can talk, they can sweat, their heartbeat can change, their breathing patterns can change, it really is amazing to watch a simulation in progress. By the way, they don't do this on their own, there are technicians behind a two-way mirror that manage all of that, but it is an incredible training facility. And the last two points I want to make, they are not just a training facility for IU Bloomington, there are also training facility for IU Health and so we are sharing collaboratively the classrooms in the building for meetings and other needs, conferences, other needs for IU Health and in addition, the simulation center which we were able to expand a bit as a result of this collaboration, will be used as an important training environment for IU Health partners as well. I'll stop there and handed over to Mary Ann Valenta and then happy to take questions about the health sciences building aspect when we get to the end.

VALENTA: Thank you, David. I need to just thank Indiana University and David and his team for all the hard work and collaboration that has come to this project. It is amazing. It is, I think a once-in-a-lifetime opportunity for many of us and to have that here in Bloomington is unheard of really, probably around the country for a community this size.

I would love to spend a whole lot of time sharing our journey, however, we are 18 days until move day and that's when I've been asked to focus on here today for your awareness and also hopefully, to provide you with some comfort. This illustration represents nine different planning components that have been underway for several years. We've gone through many different renditions with them, even back to number one, the capacity volume management. COVID taught us a whole lot about capacity management. We, for the most part, are a hospital with semi-private beds and we could not put two COVID patients in a room or a COVID patient in with anybody else. So, it was real-time innovation, we are taking a lot of what we learned to this project, so it was learn, rinse, repeat, and go around again. We do have some really good resources within the IU Health system that are helping us with this. Please don't feel like it's just the people in Bloomington figuring out this move. We would be in a world of hurt if that was the case. We rely heavily on our experts. So, I'll share with you today some of the scope and the dates and the sequence and timing of the move behind the scenes, things that you won't see in the newspaper, and talk about the move route and the launch center.

This is an illustration of our guiding principles. Safety, of course, stands out there for a reason. It's important to know that our IU Health System Lifeline team is really running the move, we will have over 30 ambulance rigs here. They are doing all the planning, they are at the table with all of our public safety officials, including the IU Health Police Department, IU Police Department and City and State Police as well. We want to ensure that our patients' privacy is protected. The patients will be going out the front door of the hospital, not without drapes and screens and all of that. We just determined through all of our planning that, that was the most direct route, the easiest route, the behavioral health patients will go out the back door. They will not be on gurneys or beds and will not be traveling in ambulances. We did a lot of work to make sure that this is a patient focus move and that the families will be communicated with and respected as well as the patients.

If you are a patient in IU Health Bloomington on move day, you will have met a buddy that is assigned to you prior to move day and your buddy will tell you from that clinical area what is going to happen, approximately what time you may be moved,, what that experience is going to be like, how we will communicate with your loved ones during the move, and when you will be able to meet your loved ones again as you settle into the new hospital. The planning is such that now as we get closer every Sunday night for several months, we pull that census and we say, if we needed to move these patients from this room, what room would they go into in the new facility? We test our capacity over and over again. Some Mondays are really good, some Mondays there's a few stressful people around. But that has helped our physician say, well, we need to get a case manager here and do more discharges on Saturday. Testing those old and storied ways of the hospital goes to sleep on the weekend because that impact, is not the case.

We will be pre-screening our visitors before they go to the hospital to follow their loved one as well. A reminder, please don't show up for coffee and cookies. They will be free but only for the visitors and we are still under the COVID limitations and guidelines. One of my roles would have been a public tour program prior to opening and thanks to COVID, that is not happening. We do have a team working. We really are hoping by spring we will have some relief on the COVID restrictions and be able to offer that to our communities. We've had several people reach out.

So, December 5th, why a Sunday? It's usually a lower census. We have team members who work in physician offices Monday through Friday. They will be available to help us. We have not a lot of major things happening within the city, although I want to assure you, we're aware that it is Nutcracker Sunday, planning around it as well. But no big sports activities that day. We keep adjusting the number of patients based on our historical census. But now we're saying it may be as low as 135, it may be as high as 200. We're planning for the 200. A nice result would be that we've finished this move in less than 12 hours because we only had 135 patients. All patient types will be moved, the lower acuity med surg. type patients, although I will share with you that if someone has an unnecessary surgical procedure, they're all necessary but not urgent. We are either scheduling them for prior to the move or after the move, particularly if they are the type of procedure that would require a long length of stay after surgery. We're doing outpatient procedures right up to move day.

Our critical care patients, our peds patients, some labor and delivery and behavioral health will also be moving. They will be matched with key members in lifeline that have the skill level required for them. You can see the asterisks on peds and the perinatal, NICU will have a neonatologist riding in the rig with them. There will be a send team and a received team at each facility so while the physicians doing double duty and practicing this as well so that it goes smoothly.

What did I do? There it is. I know this is an eye chart. It's just meant to illustrate the sequencing of this. This is not a game-day event. We're going to have about 1,000 vehicles and we're going to stagger everybody coming out of the legacy facility and going into the new. At 3:00 AM, the new emergency department will open. The new, what we now call OBED will also open. The difference between our current labor and delivery and an OBED is that we will always have a specialized provider on-site rather than somebody who has to be called in, it's a higher level of care. At about 4:00 AM we'll start to move laboring moms and the babies. We want them to deliver in the new hospital. Marketing has told me that if we want to do a story about it, I need to have all the laboring moms sign a consent before they go out the door. I guess I'll be running around trying to do that, that day.

It will pick up gradually throughout the day. Our peak will be about 20 patients per hour in the middle of the day and the finish is planned for about 12 hours later, hoping for sooner than that, our medical observation patients are the last to move. We hope they complete their observation, and they go home so that we don't have to move them. There is strategy behind all of that and again, it's been tested. We weren't always starting with the labor and delivery patients. But we had really good engagement from our physician leadership in that area and they said, "you know what? if the ED opens and you get a laboring mom going into the ED in the new, we've got to be ready over there as well." So really good engagement and collaboration in coming up with that plan.

We test it several move routes and this one probably looks pretty darn familiar to you because we're coming right through campus. We tried to go up north and around and we relied on our public safety officials, our City Police Department and your IU Police Department said, this is the best route. If something happens, we can get you to backup routes really quickly. The streets will accompany a turnaround of a vehicle if we need to. We're not closing roads. It will be really a steady flow. We're using the same route back. The green route is from the legacy hospital all the way over to the bypass and up to the new facility and then of course they will go the purple route with the rigs going back. We will be staging the rigs at the landmark medical facility where we have physician offices. I don't think the public needs to be concerned when you see 32 ambulance rigs parked there, that is meant to be.

There may be an extra helicopter parked in town as well and while I'm on that topic, this Thursday, we will be doing a trauma drill. It will be the first time that the helipad on the new campus is utilized, and you'll see some helicopter traffic that you're not accustomed to seeing as well. I mentioned we do have multiple backup routes, we don't feel like we need to share those with everybody, it's all been worked out with the City Police Department, who has the jurisdiction on the roads through here. We did one mark move, we actually moved patients from

the legacy facility, not real patients, pretend patients to the new and we learned some simple things like we need to make sure the front door is unlocked in order to get the patient out of the facility that early in the morning. We had one ambulance rig, we were drawing on our partners from around the state and they got confused and went to the front entrance of the new facility. Those are good things to find out. We call them gifts because we didn't harm a patient. We took that and incorporated those changes in into the plan and picked up on the education for everybody.

We also did two day in the life exercises where we ran the same 13 scenarios with the same volunteer patients twice and we captured issues sitting in the command center. We go back and forth between launch center and command center, the difference is launch center is for the move, we actually have a command center in the basement of the hospital that will continue forever. We have this map up on the screen and we can see like your DoorDash driver or your Uber on the way and we can see how many are coming and how many are going and if one has a flat tire and it's stalled, we see another one coming out so we are really well-informed and then the patient will go in not through the emergency department, but through the back of the building. It's really our physician entrance and there's a little staff garden back there. They've done some adjustment with how the rigs are going to go and they are actually going to go around the health sciences building because they learned in the mock move that the turn was really too tight to do it at the pace that they want to do it and they would get tangled up in the garage.

So behavioral health will move in shuttles. They will have police accompaniment and almost a one-on-one ride in the shuttle. They will also go into that same doorway in the building and go up to the behavioral health beds. I think that's my last slide. I think David and I are both happy to answer any questions that we might.

AGENDA ITEM NINE: QUESTIONS/COMMENTS ON THE IU BLOOMINGTON-IU HEALTH REGIONAL ACADEMIC HEALTH CENTER UPDATE

APPLEGATE: Please any questions as you can see what a remarkable planning exercise this has been. I hope you notice that when Mary Ann was describing it, she said we've been working on this for years.

Yes, bravo.

Any questions? Yes, please.

SACKS: Do you expect that College Mall and 3rd Street perimeter Atwater will be closed during this period or basically this is not like normal traffic?

VALENTA: No, we were told by the police department that these roads and intersections are well-controlled. We've asked about the left-hand turn at College Mall Road and Third Street to just have somebody parked there in case things do start to get suggested. We've asked for the same around Jordan for The Nutcracker. They will be in, I believe it's going to be our lifeline, Bloomington Police Department and IU Police Department will all be staffing a mobile command center, they're going to park by the datacenter. So, all hearing the same radios, monitoring other things that are going on. We did a Riley move about a week ago, they went into

their new patient tower, and they found that really helpful because even though nothing really happened along their route, there was a chemical spill that they knew was probably going to impact ambulances going to Methodist and things like that so fortunate to have the benefit of their learning experience.

APPLEGATE: Thank you, any others?

Well, thank you very much for this report. Best of luck on the 5th, but if preparation does it, you've done the preparation so thank you again.

VALENTA: Thank you.

APPLEGATE: I think this is a beginning of a wonderful partnership that is, as you say, quite remarkable for community the size.

VALENTA: It is. Thank you. I appreciate the opportunity to be here.

APPLEGATE: Thank you.

AGENDA ITEM TEN: UPDATE ON IU BLOOMINGTON DIVERSITY, EQUITY, AND INCLUSION INITIATIVES

APPLEGATE: Our last agenda item is an update on IU Bloomington Diversity, Equity, and Inclusion initiatives from Lem Watson, who is the acting vice provost for diversity, equity, and inclusion. Probably have enough time, but if not, we can certainly continue next meeting as needed.

WATSON: Good afternoon. It's good to be here, thank you. What I want to do today is just first update you about the anti-racist agenda and then I will update you about some of the things we're doing in the office, The Vice Provost for Diversity and Inclusion. I'm serving for John Nieto-Phillips while he's on sabbatical.

Just a brief background and context regarding an anti-racist agenda which started in 2020, is important. Reiterate the goals and essential areas. I wanted to share with you the value that I bring to this particular process and the framework used and then the processes discoveries. Some of the accomplishments that we have achieved over the last year and a half and recommendations for this year and moving forward, both for the second year and then we'll open it up to any questions that you may have.

When starting this in 2020, there were some goals, guiding principles and essential areas that I was given. Let's look at the essential areas first. The anti-racist really is trying to cover faculty, students, staff, administration, admissions and enrollments, review of buildings and policies and space. IUPD work has been included in this. There has been research initiatives, procurement practices and I also thought because we're an international university, that international and global initiatives would be a part of this.

The goal was simple, to commit to denouncing racism in all forms, to help coordinate resources across campuses and currently this year in the office of the Vice Provost for Diversity and Equity, we've had a meeting of DEI, like folk from across this campus meeting for the first time

to talk about what does it mean for this campus to embrace DEIJ work. Then last thing here is opportunities to enhance IU in building equitable and welcoming community where people feel like they belong. Guiding principles is really across pathways, recruitment and retention, creating an environment that really is an honor of an anti-racist institution. Looking across everything we do from research, teaching, service, and training, and then pay careful attention at how we're structured and who's represented around the table and who's not there.

The value and framework and process here is that every individual, unit, department, and school at Indiana loves autonomy, and so organizing this works sometimes can be difficult. I noticed that there is fierce competition amongst the campuses. We don't like to say that, but it is. I know that there's groups and teams and silos that one has to work across in order to coordinate this in a systemic way. The organizational values, I think, are tight and loosely coupled with policies and processes and practices when it benefits individuals in charge. I think having someone say that this is the minimum expectations of all. I think as an institution, what I've learned is that we're a little skittish of. Diversity statements are there for most units, but people rarely rely on them when it comes to making decisions we're pointing back to them, the faculty, students, and staff, as you make decisions about hiring, what graduate programs look like and funding.

I approached this work in this way. I've had to do it in the way that makes sense to me. I approached it in a systemic way, but I also know that this is very personal work and it's everybody's to do. The previous framework of having one office, one person do this work is gone. It is everybody's responsibility and so minimally, I think if we're an international university having most people understand that they need emotional, social, and cultural awareness, and doing their jobs in the classrooms or offices is minimally expected.

The other thing is relational and teens, we have to learn how to work with each other and to disagree in a way where we all sit at the table in order to continue to grow. Then the organizational structures I think are really important. What I've learned from students and staff, faculty, and other groups out of more than 200 meetings last year is that people really want to sincerely be at the table to make decisions, to co-create, to co-invent with each other. Students were very sincere when they said that we want to co-create with faculty courses that are more relevant to us. Even though there are experts in these fields, we felt that we would like to co-create in order to have it be more relevant for us. And I think as you look at an anti-racist organization, looking at the power structure and how decisions are made is really important.

As you see around this framework, it really is important to understand U.S. and world history and how it affects us today. I think it's also important to understand the laws of the U.S. as we deal with this so that people don't think this is some group of people from the left or right trying to tell you what to do, these are facts about our country. But more importantly, I embrace this work from a sacred standpoint, which means, to see you, to hear you, to understand you, to get to know you, so that we can move through this together. We're a very human-intensive organization, and I think research and methodology and all of those are important. But if we're not communicating with each other and recognizing that sacredness as an organization then we're missing something.

The processes last year was phase one, two, three, and four, and you can see for yourself, we started this work with cataloging what was already done across the campuses, including the [inaudible] report with recommendations is where we started. Then we went about coordinating and planning how to move forward across the campuses last year and then develop strategies to move forward, and then in the end had a reflection process where we work with the chief diversity officers on campuses in order to ask did we get it right, what should we do next? The discoveries again is that each campus respondent to the phases, all campuses are making progress in the multiple areas across those eight areas I discussed.

We had an EAB survey last year which was focused on looking at our students in a pandemic time to make sure that access and equity was still being provided to our students in and out of the classrooms. The campus continues to develop and explore training and education. I have not experienced direct resistance nor blatant refusal from any campus or any one group to cooperate and embrace the anti-racist agenda. When I say that on a national platform, people are surprised. That's just been my experience, I can't say what others have been, but I've been pleasantly surprised at that and happy about that.

There is overwhelming appreciation though from groups when they have the opportunity that creates spaces for discussion and honest discussion and the opportunity to reflect and plan together, and then they clarify those expectations. All groups that I met would really appreciate it, the opportunity to have a conversation about difficult issues.

Some of the accomplishments are on the screen now. Five of the seven campuses applied for the pandemic health disparity funds, which focused on students, specifically under-represented students. The Racial Justice Fund was part of this that was given out to 33 individual faculty. The chief communication advisory boards are for each campus that involve faculty, staff, and students advising IUPD police, but also many times advising them how to work with their community police. The medical school has done great with training. Their professionals were working with under-represented communities. We hired a procurement individual who has done wonderfully with making sure that when we look at contracts and what we're offering and how we offer that to under-represented groups and women organizations that it is looked at in a fair manner. Again, the anti-racist checklist was a tool used to ask people where they were and what help they needed.

The 360-equity survey I shared, we've also gotten \$250,000 gift from Jane Jorgensen to place interns in university offices, where they get professional experience in order to encourage them to think about IU as a place to work and as a pathway when they graduate. We tried an Educational Leadership Advantage Program, but what I found across campuses is that there are leadership programs that are defunct, and I think going back to the board on that, making sure that we have a program for leaders who really want to do this and to do this well is really important. We have a podcast that was launched as well on illuminating, and I think that's going well. It is broadcast across the country, and we continue to meet with various groups and constituencies.

I don't know, can I press this and get the web on this thing? Let's see here. Oh, the mouse, here we go. There we go. Okay.

Let me show you briefly the dashboards that were created for the campuses last year, the four phases we referred to. Each campus had a dashboard, and this was to help keep them accountable with moving forward. I know a lot of the issues with this work is who's going to keep them accountable, so they keep themselves accountable by this being a public dashboard. Throughout each phase, there was feedback and by the fourth phase, which was the end of the year, most of the campuses were showing that they were very much doing what they needed to do with reviewing policies, programs, and procedures. Then we have the result from the EAB survey as well with what the campuses were doing and planning out for the remaining of the year. Those are on our website at antiracist.iu.edu.

Recommended steps for next time is enhanced communication and knowledge sharing. What we find is that a lot of campuses are doing some of the same programming, and what we found on this campus is that a lot of academic units are doing some of the same program and using academic calendar or a central calendar to share symposiums and invited guests would be one of the things that we would do so that we don't cancel each other out in that sense. To continue to think about funding and resource sharing for budgeting and philanthropy, I'd like to encourage development people to think about ways where they work with alumni and donors to always add the notion of DEI opportunities there. Again, accountability and responsibility with measures is really important and so I've talked to UIRR as well as the university office. What are best ways to do that when it comes to surveys and other information that we have? We're still working on that. I think we're still working on planning and figuring out that.

Centralized onboarding processes in a shared experiences, what we realize is that some professionals have very different information than some faculty. I know sometimes they need to be, but sometimes having the same information everyone getting that is really important. Again, including annual review processes that have DEI components and holding each other accountable is really important here. Student voices really wanted to be a part of this process. We will continue to encourage each unit and division and school to review and consider the checklists as I meet with deans as the acting vice provost this year, we're encouraging deans to use the checklists and be a part of their reporting this year. That's one of the things we're doing for the Bloomington Campus and the other thing is to continue to work with the university offices, again for accountability and measures that are out there. Continue to educate widely and work with our offices, our HR department, as well as our Assistant Vice President for training, Monica Johnson. To continue to work with campus leaders, faculty, and students, and staff about workplace DEI strategies. Because we're so de-centralized, I think pooling all of our DEI staff together, talking about these issues and problem-solving together has been one of the things we've also done for the academic units. We scratched completely exploring a systemic wide by-weekly, weekly email checklist because in working with one university, they found it to be very difficult. This will be in lieu of a campus climate survey because of all the issues with campus climate. We can talk about that more if you would like to. Then last this year, we will continue with the checklist and EAB is coming out with an institutional survey to look at how institutions are doing with DEI work. I'll open it up now for any questions, reactions, or discussions. Sorry, if that was a little quick for you.

AGENDA ITEM ELEVEN: QUESTIONS/COMMENTS ON THE UPDATE ON IU BLOOMINGTON DIVERSITY, EQUITY, AND INCLUSION INITIATIVES

APPLEGATE: Any questions? I should say that this subject is too important to rush through so if there are questions that we could address at the next meeting, that would be fine too. But for now, any questions? Well, for rushing through you covered it pretty well.

SANDERS: Lem, you referred in a few different places to a checklist, was that one of the slides or what is on this checklist?

WATSON: So, I will show you. The checklist is at the anti-racist spot here under resources. Let's see. Come on down here. Here it is.

This checklist was created for and looking at other institutions again, it's not a measurement, but what it does, it asks for each unit we first started with the campuses and asked them, what are you doing regarding faculty work? Each Campus filled this out going down the list of no action, we're starting, and this is about reviewing policies, procedures, and practices. Wherever you are, you click that and if you're stalled, we ask for you to share with us ways that we can help you. This is a way to keep people moving, but also to let others know where they are in the process of reviewing this.

It also has student organizations that are within the units or within your area. It has staff and human resources, as well as the administration within your academic unit. We did put procurement on there because that was one of the eight essential areas that we're looking at. Then finally, the culture of your unit and what happens, these are the ones that roll up for the dashboard that I previously showed you. You can get access to this. In case you didn't know, we have lots of resources that were created just for the anti-racist work, and anyone could use those and this whole page was created last year to be of assistance to people.

APPLEGATE: Thank you.

SACKS: Thank you. You mentioned possibly that one recommendation was for the regular faculty and staff review. Do you include a DEI component? Could you say what you would expect people to go through in that, or sorry, let me clarify. What kind of activities would faculty be expected to go over in that review?

WATSON: I'm sorry, I didn't hear him.

(inaudible)

One of the things when it comes to reviewing faculty and DEI, digital measures I think now has a component on there for that. That really would be beyond the scope of this. One of the things that we always can do is work with units to get somewhat of a cursory of the kind of work that faculty are doing for DEI initiatives. That would be a very good idea to do if we're able to collect that and respond with the kind of work that faculty are doing from digital measures for each academic unit, that would be a great idea. Thank you.

APPLEGATE: Okay. Yes, ma'am?

GUERRA-REYES: Hi. I just have a quick question. When you say units, what units are you referring to because the checklist online it seems it is basically campuses, but are also schools and departments going through these checklists?

WATSON: We started with the campuses doing the checklist. This year what we've asked is that the deans use it for the entire unit for the checklist. Anyone could fill this out, but what we're trying to do is not overwhelm the units and overwhelm individual. I think that third year we will push it down to the departments to continue to work on as in a systemic way versus being overwhelmed in any one sense. It's just trying to have a little sensibility to it. Does that answer your question?

GUERRA-REYES: Yes, it does.

WATSON: Okay.

APPLEGATE: Well. Thank you. We are at our time limit. Thank you so much for the presentation and I think you can all see why I'm so appreciative of the work he's done as acting vice provost in this area. It just remains for me to wish you all a happy and restful Thanksgiving break, and we are adjourned.