

Indiana University
BLOOMINGTON FACULTY COUNCIL

April 4, 2023 | 2:30 – 4:30 p.m.

Presidents Hall – Franklin Hall

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

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

GUESTS:

AGENDA

1. Approval of the minutes of March 21, 2023
2. Memorial Resolution for Arlen Brown
3. Executive Committee Business (10 minutes) Cate Reck, Faculty President
4. Report on the State of the Campus (30 minutes) Rahul Shrivastav, Provost
5. Question/Comment Period (10 minutes)
Faculty who are not members of the Council may address questions to Provost Shrivastav or President Reck by emailing bfcoff@indiana.edu. Questions should be submitted no less than two business days before the meeting.
6. Proposed Changes to BL-ACA-H11: Undergraduate Admissions Policy (15 minutes)
David Johnson, Vice Provost for Enrollment Management; Sacha Thieme, Assistant Vice Provost & Executive Director of Admissions [Action Item]
7. Questions/Comments on Proposed Changes to BL-ACA-H11: Undergraduate Admissions Policy (10 minutes)
8. Annual Report on IUB General Education (15 minutes) Dennis Groth, Vice Provost for Undergraduate Education; Lisa Thomassen, Teaching Professor and Director of Undergraduate Engagement, Psychological and Brain Sciences; Gen Ed Shared Goals Committee Summary Report
9. Questions/Comments on Annual Report on IUB General Education (10 minutes)

10. Proposed Changes to BL-ACA-H32: Grades Given Upon Withdrawal from Courses-Undergraduates Only (15 minutes)
Rahul Shrivastav, Provost and Executive Vice President; Dennis Groth, Vice Provost for Undergraduate Education [Action Item]
11. Questions/Comments on Proposed Changes to BL-ACA-H32: Grades Given Upon Withdrawal from Courses-Undergraduates Only (10 minutes)

TRANSCRIPT

AGENDA ITEM ONE:

SHRIVASTAV: With Israel's arrival, we have quorum. Whoo hoo. All right, let's get this started. Today is April 4th, 2023. I would like to call this meeting to order. We begin, as always, with approval of the minutes from our last meeting. We need a motion for approving the minutes. Anybody? We have a motion and a second. Thank you. All in favor of moving this forward please raise your hands. Looks pretty unanimous. Minutes are approved. We will move forward. The next item on the agenda is a memorial resolution for Arlen Brown. Usually it is Eliza.

AGENDA ITEM TWO:

RECK: Judah.

SHRIVASTAV: Judah is doing that. Thank you, Judah. Judah's sitting in for Eliza today. Thank you, Judah.

COHEN: Certainly. Thank you. It's truly a pleasure and an honor to be part of this deeply meaningful tradition. Today's memorial resolution is for Arlen Brown. Emeritus Professor H. Arlen Brown passed away on May 21st, 2020. A native of Goshen, Indiana, he served in the Merchant Marine in World War II, and was a Ph.D. student at the University of Chicago, where he obtained his degree in 1952. He wrote two distinct theses under the direction of Paul Halmos, who also taught at IU for 15 years, and Irving Kaplansky. Both results were published and are still cited in current literature. Arlen taught at Rice University from 1952 to '63 and the University of Michigan from 1963 to '67 before coming to IU, where he became emeritus in 1991. His Ph.D. students were Jim Scroggs, Carl Percy, Donald Deckard at Rice, James Williams who also served in the Math Department at IU, Don Rhodes at Michigan, and Tin Wong at Indiana. Arlen's work is characterized by elegance, both in mathematical ideas and in exposition. His most cited work is a joint paper with Halmos in which they establish, among other things, a simple algebraic equation whose solutions constitute the important class of templates operators. He is also known for the English translation of Pontryagin's book on topological groups that appeared in two editions, 1966 and 1986. Arlen was an active member of the Analysis Group and also became an honorary Romanian, taking part in lively discussions at a weekly lunch in the Tudor Room. After his retirement, he maintained his mathematical interests and collaborated on several books on various aspects of analysis, the most recent of which appeared in 2016.

SHRIVASTAV: Thank you, Judah. If you're able, please stand for a moment of silence. Thank you. We begin, as always, with a report from Cate Reck, Faculty President.

AGENDA ITEM THREE:

RECK: Thank you, Provost Shrivastav. Good afternoon, folks. I'd first like to start by thanking those who ran for president-elect for this next calendar year. Those are Danielle DeSawal and Alex Tanford. It means a lot for people to run for BFC faculty leadership, so I really appreciate those who participate. I have the election results and the president-elect for next year will be Danielle DeSawal. She's not here today, but I think in absentia we can still {applause} Well, I look forward to working with Danielle and Colin next year to continue moving forward so, so I think it'll be a good year. Next steps will be that the BFC nomination committee will meet and what would the next part of the end of the year is we need to get a ballot out for elected committees, and then the BFC officers, that is the secretary and the parliamentarian for next year. So that should be coming in your inbox sometime in the next few weeks. So, I'm on the IU Mental Health Advisory Council, which is chaired by our Chief Health Officer, Aaron Carroll. And through Aaron Carroll's office, the campus has seen a huge rollout of a mental health awareness campaign this spring. The campaign is collectively called Unboxed: Open Up About Mental Health, and although the focus is on students, it's really actually to try to create a culture of care on our campus. So you've already heard about the on-boarding of the telehealth mental health service for the students that was formerly called Timely MD when Aaron Carroll came to present to the Bloomington Faculty Council. It's now been remain, renamed Timely Care. So if you've seen a transition or you hear about Timely MD and now you hear Timely Care, they've transitioned the name for some undisclosed reason. So that will provide online resources to students. Another one you might have already seen, and there's a whole bunch of PR parts to this, another one you might have seen is the new wraps that are on the buses, and so it's a bus wrap and it says "unwrapped" and there's boxes on it. Among the several PR methods on campus, we're actually distributing T-shirts, so this is where you come in. Heather is helpfully holding up the T-shirt so you can see them in the back. On the back table there is popcorn and water, which you know. And then on the other back table we have T-shirts. Those T-shirts, the concept is for to ask faculty to wear them to class on random days, try to show your support to students, that you're part of the campaign, you recognize that there are mental health issues. So there's a blue one, there's a yellow one, they come in various sizes. Please feel free, I made sure that there should be enough, I don't know everyone's sizes, but I made sure that there was enough so that that we should have enough for people to take it at least one T-shirt on the way out. So please try to remember to do that on your way out today. So, in the vein of mental health and wellness, I'd also like to announce an event that was spearheaded by the School of Education. So this event is called Creating a Culture of Care in the Classroom. It's sparked by recent events in the news have created the need for us to come together as a community to listen and support each other. The School of Education will host a session in the Persimmon Room in the IMU April 27th, that's a Thursday, 3:00 to 4:30 to share how they are working together to create a culture of care within the classroom and across the school. So I've also touched base with university administration. I've asked someone who to actually come to this event who would listen to faculty, listen to faculty concerns. I know some faculty, I think a lot of us don't know what to do in the in light of mass shootings and just the types of things we see in the news. And so it's just

the beginning of a conversation, it's certainly not the end of a conversation. We do not purport to who provide any solutions. It's more like trying to get people together to actually talk about it and not be in isolation. So it's for your mental health as well as helping students mental health. Similarly, many faculty have expressed a recent interest in active shooter training in locations on our campus. If you have an interest in having active shooter training at your building or for your unit, we are asked, I ask you to coordinate with your deans. And then the deans will coordinate with campus leadership such as Ben Hunter. Ben Hunter is the Associate Vice President and Superintendent for Public Safety. So I know some of you have already had Ben Hunter and his team come in and help facilitate this and so, you know, it might other units might be finding it helpful to do. So spring semester is winding down. We only have one more meeting on April 18th and then we have a late Spring UFC, University Faculty Council, meeting on April 28th. The last thing I'd like to do today is I'd like to read a proposed statement on academic freedom that will be read at the University Faculty Council meeting on April 25th. So all of the senates in all the different faculty councils, so Indianapolis Faculty Council, our counterpart up at IUPUI, has already read this statement, and the concept would be I'm going to read it today. Let me learn how to do this, okay. I did not provide this to you in writing ahead of time because things have kind of moved rather quickly. How I'm going to proceed is, this is a statement on academic freedom and shared governance. I'm going to read it. If you want, we can look at this as a first reading, and then in the April 18th meeting, it'll be an agenda item as an action item for you to endorse or not endorse such a statement. Our concept is that we would have the full endorsement, if possible, from the Bloomington Faculty Council so that all of the campus senates and councils could then come to University Faculty Council meeting on April 25th to say all the campuses endorsed this, if you so choose. So let me get to the statement. All right. Higher education in the United States is admired throughout the world for its pursuit of education and research as mutually reinforcing missions, and for its unflagging commitment to academic freedom and shared governance as bedrock principles of universities' operations. Indiana University has a proud tradition of academic freedom and shared governance at both the campus and university levels, exemplified by the by the university's nurturing of excellent path-breaking research and the free expression of a wide diversity of academic opinion, despite the popularity or unpopularity of subjects explored or the views expressed. On rare occasions, these commitments become a cause célèbre and the university's commitments are tested against external challenges to its integrity and autonomy. On a day-to-day basis, these commitments are manifested by following the policies and practices concerning academic freedom and shared governance that have been adopted and regularly confirmed by the University Faculty Council, Board of Trustees, and university administration. The University Faculty Council reaffirms its commitment to academic freedom and shared governance, and it calls upon administrative leadership of the university to continue to follow the letter and spirit of IU's well-established policies and practices. So as I just said, that was the statement it would be sent out in the secretary's report. I don't know if you could have read it, and it was, you know, I hate following along with verbal statement as it's being you know, said, so I asked Lana to make this PowerPoint and I recognize it may be too small to read. We will send it out with the next minutes and then at such a time, at the next meeting on April 18th, I will call a vote to see if you endorsed this. And with that, I am done. And now I'm excited to hear the state of the campus.

AGENDA ITEM FOUR:

SHRVASTAV: Thank you, Cate. Thank you, everybody. Good afternoon. Uh, the next item is the campus, State of the Campus address, so bear with me as I walk you through where we are and where we are headed.

I'm thrilled to be here this afternoon, as drawn in the BFC Constitution, to report on the state of the Bloomington campus. As we often do in our research papers, let me start with an abstract. We are resilient, creative as ever, we are ready to chase new heights of student success, transformative research and creativity, and service to our communities across Indiana and the world. It's been just over a year since I returned to my alma mater. I genuinely appreciate the collaborative spirit and collegiality I have felt from each and every one of you, along with all our faculty, students, staff, alumni, and so many others here. So let me just start off by saying first, thank you. Much as I did in my experience here as a doctoral student, I have again seen and felt the pride, the creativity, and incredible sense of place that makes this campus the hub of research, learning, and global influence that it is. I knew then, and I know even more fully today, that IU Bloomington is truly special. Special for more than the 200 years our predecessors and colleagues have pursued dreams to build a beacon of knowledge, learning, and culture in Bloomington, Indiana. Special for the creative risks these scholars have taken to light new pathways, build innovative programs, and struggle in service of what's important and just. Special for the indelible impact we continue to have in the arts, music, humanities, and culture through the Kelley School of Business or Maurer School of Law, through education in media and informatics, in the sciences, new technologies and public health, and much more, and in nurturing deep relationships with learners and communities around the world. I have enjoyed and benefited greatly from the special legacy of intertwined academic courage and compassionate community, and I'm honored now to help guide it. Over the past year, it's been a privilege to join President Whitten as we more thoroughly explore how our history and longtime strengths are expressed today, and how they may shape a better future for us together. We live in a rapidly changing, increasingly interconnected, and yet often sharply divided world. New advances, seemingly every day, bring previously unseen possibilities to the fore, but also bring challenges in promoting health and well-being, building shared community and understanding, and fostering a more equitable and just society. And just to be clear, this report was not written with GPT 4 at all. In some ways, we are still emerging from the pandemic, recalibrating to a new normal, familiar, but not quite what it was before. Across society today, there is great skepticism about much of our work and its value. As costs continue to rise, students, families, donors, and other funders have rightly asked us about our commitment to student success, our commitment to finding solutions to today's greatest challenges, and our commitment to making our communities more resilient and life on earth more fulfilling. Yet in a world increasingly driven by knowledge, innovation, and rapid shifts in how we live, work, and play, higher education has an ever greater role in the success of individuals and the future of our society. Along with the difficult challenges higher education faces, we also have unprecedented opportunities. It is up to us to take the bold steps that it will, that will help us rise to meet our potential and propel IU forward. As faculty, staff, and students, as leaders at IUB, we show up every day to make a difference. We are deeply committed. We propose solutions, provide creative opportunities, select methodologies, challenge convention, we experiment, practice, fail, get up, and succeed. We learn. We inspire others. We grow. The creative risks we take every day, all over campus, to advance research, enhance teaching and learning, and stimulate service, all come with the knowledge that the process of creating and changing almost always stretches us until we learn what more we can

become. It is in that spirit we prepare this spring to embark on a new strategic vision for IU and for our Bloomington campus. It is a vision we have forged together over many months as we have brought forth ideas, considered difficult questions, and wrestled with, often with, competing visions, interests, priorities, metrics, and timelines. I'm sure by now you're familiar with the three pillars of our collective effort, and I trust you all share the same aspirations. As we move into the last stages of finalizing our IUB 2030 Strategic Plan, I look forward to joining our faculty, our deans, our faculty leaders through shared governance, including Cate Reck, Colin Johnson, Marietta Simpson, and our incoming BFC president-elect, Danielle DeSawal, to bring our collective vision to life. Our priorities for undergraduate, graduate, and professional students alike hinge on the connections and mentorship amongst peers, amongst faculty and staff, that promote retention, progression, graduation, and lifetime of success and fulfillment. Today, as we begin work to realize our vision, we are introducing a series of steps to more strategically align campus resources and learning opportunities at IUB to improve student success and enhance the overall student experience. First, today I'm excited to share that we are committed to expanding experiential learning opportunities for undergraduate students. It was here at IUB that George Kuh, University Chancellors Professor Emeritus, laid the foundation for understanding how high impact practices lead to favorable student outcomes. This is now one of the many areas in which we are building on our strengths to lead for the future. From the moment the student is admitted to IU, and throughout their academic career, we must offer sustained and consistent access to curricular and co-curricular experiential learning, which includes faculty-mentored undergraduate research, internships in emerging careers, and community-engaged learning. These highly impactful experiences provide invaluable practice and prepare our students for the careers of the future. Experiential learning has been a hallmark of success for Leilanu Jackson, this year's Well's awardee, who graduated in December with a degree in Environmental Sciences, Environmental Management, from the O'Neill School. During her undergraduate career, she assisted in research with the Environmental Justice Complaints Project, where she led the investigation of more than 1000 environmental quality complaints. She also interned with the Grant County Health Department, where she created a CDC-recommended behavioral questionnaire and expanded and facilitated four asymptomatic COVID-19 testing sites. Now, Leilanu is pursuing a master's of Public Affairs at O'Neill, and continues to make IU and our world a better place. Second, beginning this summer, we are creating a new campus-wide office dedicated to improving the experience of all students at IUB, undergraduate, graduate, and professional. This will combine the current Student Affairs, the IU Corps, and the student-facing residential programs and service portfolios. This new Office of Student Life will center on three guiding themes core to our emerging strategic vision. The first is health and well-being for our students. The second is student care and advocacy. And the third is student involvement and belonging. I'm eager for the opportunities this new structure will present in terms of uniting support across our schools. Through closer collaboration with faculty and academic leaders, we can more fully bridge academic and campus life, better serve diverse student populations and groups, improve student health and well-being, engage with students more proactively, and foster stronger connections for students with each other, and across the IU community. Third, we are advancing our efforts in the Office of Undergraduate Education to ensure the best alignment with our strategic vision, and position us to increase equity and improve student success for all students at IU. To lead these efforts, I'm elated to announce today that Vasti Torres has agreed to serve as the Acting Vice Provost for Undergraduate Education beginning this summer. Torres succeeds Dennis Groth, who's here today, who will return to his role as Professor of Informatics

in the Luddy School in July. Vasti Torres, who currently serves as Professor of Educational Leadership and Policy Studies and Executive Associate Dean in the IU School of Education, comes to this position with a wealth of experience leading student success initiatives, developing innovative pedagogy and scholarship, and mentoring student scholars. Her research expertise focuses on student success in higher education and identity development in college. We have two important aspirations here. The first is to raise the ceiling so our top students have opportunities to challenge themselves to their limits. Our Hutton Honors College and our scholarship programs and other scholarship programs that serve our highest achieving students are essential to achieving the first objective. As part of this new alignment for student success, I will be elevating the Hutton Honors College to report directly to me as Provost and adding the Dean to our campus leadership team. I'm thrilled to announce today that Rebecca Spang, who's somewhere here in this room, there she is. Rebecca has agreed to serve as the Acting Dean for the Hutton Honors College beginning this summer. Spang succeeds Andrea Ciccarelli, who will return to his role as Provost Professor in French and Italian on the College faculty. Rebecca, who currently serves as a Ruth N. Halls Professor in the Department of History and the Director of the Liberal Arts and Management Program, or LAMP, is a well-renowned scholar recognized as the leading American historian of her generation working in the history, on the history, of the 18th- and 19th-century France and French Revolution. Most recently, Spang was selected as the 2023 New America National Fellow, and as a 2022-23 Guggenheim Fellow, as well as receiving recognition this spring as a Distinguished Professor at IU. Thank you, Rebecca. I'm particularly excited for this. {applause}

I'm especially excited for IUB to increase the visibility of the Honors Program and redouble our efforts to attract and foster the success of the best and brightest students from across Indiana and around the world. The Honors College will now also oversee other major scholarship programs for our highest achieving students. Second, to reinforce the foundation we provide for all of our students, we must also create a support system that ensures students who are just as talented but may not have had the same opportunities as others to have the fullest chance of success. To that end, today we are introducing a new initiative in undergraduate education to improve academic success at IUB. I'm committing \$750,000 over the next three years to improve student academic success in courses that have the highest drop, failure, or withdrawal rates at IU. This effort will be led by the Vice Provost for Undergraduate Education, with additional details to come, to be shared, in the coming weeks. Next, I'm excited today to announce that following a campus-wide search and recommendations from the search committee, David Dalecki has accepted the new position of Dean of Graduate School and Vice Provost for Graduate Education beginning the 1st of May. Welcome. {applause} As you all know, David has served as the Vice Provost for Graduate Education and Vice Provost for Health Sciences since 2013, as well as the Associate Dean of the University Graduate School since 2005. He's also a Professor of Biochemistry and Molecular Biology at the IU School of Medicine in Bloomington. David will work closely with faculty and leadership across all these areas, as well as the university, regional, national, and global external partners to strengthen graduate education and improve student success across disciplines at IUB. When it comes to graduate education, we have made strong progress over the most recent year, particularly related to stipends, well-being, resources, and pathways to address grievances, but we have the highest ambitions ahead. To reduce student costs and enable more timely career launch, we have the potential to significantly reduce median time to degree. To meet the aim of better preparing graduate students for dynamic careers, including those outside

of academia, we need to prioritize supporting students in attaining relevant assistantships and taking advantage of career development opportunities, along with designing more flexible curricula and offering mentorship training for our faculty. Alongside our efforts to create new, innovative accelerated masters programs, of which we anticipate more than 50 to begin next fall, as well as new high-demand interdisciplinary master's degrees, much like the ones we announced in microelectronics and nanotechnology last week, today I'm pleased to announce a \$1 million investment in programs for schools and departments to spark new degree innovations in online, hybrid, and low-residency formats. This effort will be led by the new Graduate School led by David Daleke. And again, additional details will be shared in the coming weeks. Finally, we are committed to improve our learning spaces across campus. Project Inspire is a long-term effort towards intentional strategic renovation of instructional spaces all over campus. We have already invested more than \$1 million this year alone in the School of Music, and have several additional projects in the planning stages. Through these efforts and beyond, we are committed to continually assessing and improving, assessing the quality of involvement in academics and campus life, and leveraging the strengths of our campus, state, and global connections to support all students in meaningful development of their networks and skills. We know learning extends far beyond the classroom, so we must create a nurturing and supportive environment across IUB where students' needs are met, their aspirations are encouraged, and their ventures are championed. Clearly it is a wonderful time of new opportunity and collaboration towards creating an even more meaningful and one-of-a-kind student experience at IU Bloomington. To create better futures, we must also accelerate our scholarship, particularly in the sciences, technology, and health, and expand connections for creative activity across campus. With the upcoming reappoint, appointment of a new Vice President for Research who will drive innovation across IU, and an upcoming search for a new Vice Provost for Research to serve IU Bloomington in particular, we renew our commitment to surround all scholars in each stage of their career with the resources they need to flourish in research and creative pursuits. This includes taking a fresh look at our research enterprise and addressing gaps in infrastructure and services to better support research and creative activity across disciplines. I'm excited today to announce a new \$1 million commitment from the campus towards additional support for grant proposal development. It is critical that we have trained, dedicated staff aligned with grant-seeking faculty pre- and post-award. This new funding will establish a pre-award services team, hired and trained centrally, which can be deployed to assist faculty and units based on priorities set by campus strategic planning and to support gaps in coverage available in any given unit. We are also expanding efforts to pursue large-scale grant funding, forge inter-institutional partnerships, plug into multi-sector innovation ecosystems, and translate our groundbreaking research into systems and products that make the world a better place. In this effort, we must also continue to strengthen our faculty and our vibrant research and teaching community by supporting faculty development and hiring new faculty in strategic areas. With the direction and support of President Whitten, we began this effort last semester through the first phase of Faculty 100. In the first phase of this initiative, campus faculty and deans submitted 75 proposals, from which 29 new faculty positions were selected for funding. Departments are continuing to recruit impressive candidates for these positions. Today, I'm pleased to announce the broad outlines of the second phase for Faculty 100 at IUB. As shared previously, the second phase will prioritize new hires and alignment with two goals. The first is to expand our capacity to pursue research priorities defined through the 2030 strategic planning process. These include the improving, these include improving the health and well-being of older adults, building on our expertise in

artificial intelligence, advancing discoveries through quantum technology, and preventing human disease, and preserving natural resources through environmental health initiatives. The second goal is to develop new academic programs or expand existing areas projected to see greater student interest and ones which are aligned with projected workforce demands. In the second phase, we expect to get to 100 and bring these new colleagues here as quickly as possible so that they can begin contributing to our collective efforts and our community. We expect these intentional hires to expand capacity, not only providing a greater volume of work in areas of strategic importance, but leading to denser, more impactful collaboration within and across departments. Such an increase in capacity has the power to improve the undergraduate experience, grow graduate education, and amplify the translational impact of our research. It's important to remember that these efforts complement the seven-year university-wide presidential faculty diversity hiring initiative, as well as traditional faculty recruitment cycles through which we will also continue to bring in many talented, new colleagues to our community. Today, I would like to celebrate the example of Eduardo Brandizio, a distinguished professor in the Department of Anthropology who was recently elected to the National Academy of Sciences. He's also an elected member of the American Academy of Arts and Sciences, and a fellow of the Society for Applied Anthropology. Somehow, in addition to directing the Center for the Analysis of Social Ecological Landscapes and serving as a Senior Fellow at the Ostrom Workshop, he co-chaired the Global Assessment Report of the Intergovernmental Platform on Biodiversity and Ecosystem Services. Through research, teaching, and service, Eduardo consistently contributes to the diverse ecosystem of investigation and innovation that characterizes our faculty. To further enhance our research, I hope you also saw the recent launch of our human-centered AI project, which we called Accelerating Imagination. Our goal with this effort is to position IU as a leading partner for human-centered AI research, education, and workforce development efforts that improve Indiana and the world. Accelerating Imagination is designed to catalyze the application of AI to problems our faculty already study. To turn to a parallel and interconnected example on campus, you may be familiar with the Statistical Consulting Center, which has for many decades made statistical knowledge and tools accessible to researchers. Likewise, this initiative, Accelerating Imagination, is designed to help you apply AI to whatever problem or field of study you pursue, building on the flourishing culture of human-centered AI, high performance computing and technology research, and teaching right here at IU. The connective quality of this project will empower us to deploy AI-based solutions for a wide range of applications that can support the work of faculty, industry, and government agencies, amongst many others. The Luddy Artificial Intelligence Center, which held its opening celebration last month, serves as the campus hub for this research, which ranges from bioinformatics to cognitive sciences and computer vision to deep learning. Multidisciplinary teams of IU researchers are already using AI to enhance P to 12 education through the AI Goes Rural and the NSF AI Institute. Moving forward, a new Executive Leadership Committee, composed of representatives across schools and departments, will work to expand partnerships with a wide range of industries throughout the state, including NSWC Crane, scale up strengths in social sciences, business, and the arts and humanities as they relate with artificial intelligence, and accelerate IU's entrepreneurship and commercialization efforts. The Accelerating Imagination executive leadership team includes David Crandall, Luddy Professor of Computer Science and Director of the Luddy AI Center; Michael Huber, our Vice President for University Relations; Joanna Millunchick, Dean of the Luddy School of Information Sciences; Kosali Simon, Herman B Wells Endowed Professor and Paul O'Neill Chair in the O'Neal School, and Associate Vice Provost for Health Sciences; and

Ash Soni, Sungkyunkwan Professor, Interim Dean, and Professor of Operations and Decision Technologies at the Kelley School of Business. At IU, we also have amazing opportunities to enhance the impact of our creative activity and make new connections across all that we do. IU Bloomington has long been known for our excellence in the arts, culture, humanities, and creative activity which makes this town and the university unlike almost anywhere else in this world. We are honored to host one of the world's most prestigious schools of music at Jacobs, world class museums like the Eskenazi Museum of Arts, priceless collections and libraries like the Lilly Library, field leading scholarship and creativity across the humanities, and hundreds, maybe even thousands, of annual performances, exhibits, colloquia, and much more, from Granfalloon on. To me, what clearly distinguishes IUB within the highest tier of America's public research universities is specifically the depth of creativity and expertise in the arts, humanities, and culture that we can bring to every possible solution to enrich every member of the community. To that end, today I'm announcing a new Executive Leadership Committee for Arts, Humanities, and Culture at IUB, which includes a core group of academic deans and faculty leaders. These individuals are Abra Bush, the Dean for our Jacobs School of Music; Peg Faimon, the founding Dean of the Eskenazi School of Art, Architecture and Design; David Brenneman, the Director of our Eskenazi Museum of Art; Gloria Howell, Director of the Neal-Marshall Black Culture Center; Brenda Weber, Provost Professor in Gender Studies and Director for the College of Arts and Humanities Institute; and Ed Dallis-Comentale, Director of the Arts and Humanities Council. This group will be charged with providing strategic vision and recommendations to advance the arts and culture, humanities, and collections across the IU community, both in their own rights and to serve as new interdisciplinary strengths and foster new collaborative opportunities. Let's absolutely continue to grow our long time excellence in these vital areas and let's also apply our treasures and genius to meet today's and tomorrow's opportunities for our students and our world. Think music and virtual reality. Gender studies and brain science. Ethics and machine learning. The ways in which our creativity can be integrated are nearly limitless. Across our research and innovation enterprise, our opportunity today at IUB to position us to continue to lead for the future is to build on our historic strengths innovatively and collaboratively. Profoundly connected with student success and research and creative activity, our goals and duty as Indiana University is to ensure students, staff, and faculty have the connections and resources necessary to meaningfully collaborate with communities near and far. This centers on our distinct capacity to mobilize our expertise and resources in support of quality of life and quality of place in Indiana and around the world. More than ever before, we can and we need to be in the economic development committees, in community resilience meetings, healthcare settings, and in P-12 classrooms. Our priority is to support this generation of educators, engineers, and health professionals while training the next generation, and remaining ever agile in anticipating and meeting emerging workforce needs. We are fortunate to have longtime relationships and hubs in leading global centers and in emerging areas internationally to drive engagement and impact. We also have incredible opportunities to collaborate with our fellow IU campuses, the emerging IU Indianapolis and the School of Medicine, to multiply our impact. Concurrently, we are serious about leveraging our historic strengths as well as emerging opportunities to creatively make Bloomington and the surrounding region a more vibrant place to live and thrive. In the coming weeks, we will launch new efforts to strengthen workforce development and foster a more connected community of idea generators and activators. Together, I know we will make Indiana far beyond, Indiana and far beyond, better places to live, work, and to serve. Across all these pillars, there are core values and commitments we must make together.

We must commit to diversity, equity, and inclusion. We must stand for full representation and fight to ensure that all members of our community, from our Asian and Pacific Islander communities to our LGBTQ+ peers, are included and have the fullest opportunity to succeed and flourish. We must commit to academic freedom. This is a site of inquiry and of discovery, of debate and dissent, of open and free expression for our faculty, who necessarily must be able to challenge and pursue knowledge wherever it leads. We must commit to interdisciplinary collaboration. In the service of that learning and growth, we must expand the volume and strength of our collaborations across the IUB campus and across IUB, IU as a whole. With industry, nonprofit and government partners, with our families, with our alumni, and with our supporters, and in cooperation with communities from South Central Indiana to regions across the globe. We must commit to creativity and adaptability. We must be committed to growing our flexibility and capacity to make quick, nimble, programmatic, and operational adjustments in line with the most pressing societal needs and exciting opportunities. Today, and moving forward, our university has the opportunity and potential like never before, to respond to urgent challenges as well as proactively important, improve conditions for life everywhere. We must commit to honor and lift our people. Our people are the workforce driving all that we do. Faculty, staff, and students from across the university will be at the forefront of our efforts and essential to all of our success. In recent months, we have launched exciting initiatives to hire new faculty, new faculty leaders, and improve the staff experience. We will continue to build on this critical efforts in the days ahead. Last semester, I was fortunate to participate in the staff honor ceremony where we recognized the best of us. While we, while every honoree was equally deserving, the one I remember very clearly was Tim Womack, who has served IU as the facility coordinator for the Neal-Marshall Black Culture Center for the past 15 years, part of a 33-year IU career. Colleagues described him as tirelessly hard working, compassionate, funny, and thoughtfully supportive. But what really caught my attention is what one of his staff merit recommenders said of him. They said, "Tim goes the extra mile, not because he wants accolades or recognition, but because he has a heart of gold and he wants to see our students succeed." And crucially, we all depend on Tim and our colleagues in every school and in every department. Your expertise and your experience, our collective experience and our collective expertise, will be invaluable in enabling the collaboration and innovation that fulfilling our vision will require. I fully appreciate and own that our aspirations will not always come easy. That we will exist in a moment of change across IU and across the world, and this moment of change often feels uncertain. But if there is one unmistakable element of the IUB spirit, it is care for one another. In fact, at the senior recognition brunch a couple of weeks ago, each and every student, every student award winner there who spoke, celebrated our campus's caring culture. No matter the challenges and uncertainties that we encounter, we are kind and we are compassionate and we lift up our fellow Hoosiers. I cannot adequately emphasize my gratitude for all of you who have devoted making IU Bloomington a beacon of impactful research, innovative teaching, and a positive global influence. Because of your willingness to take creative chances on discovery, your convictions in pursuing our aspirations, and your dedication to show up and make a difference, I am assured that we have the brightest future ahead. I'm humbled and overjoyed for the opportunity to be here, to come together with you in a shared vision, learning from and with every cohort of students who join and graduate from this campus, exploring the reaches of innovation and creativity, and connecting always more meaningfully with each other and the world beyond our campus. The state of our campus is resilient and we are ready to create a better future ahead, and I am eager to learn what more we all can become. Thank you.

{applause}

AGENDA ITEM FIVE:

SHRIVASTAV: Thank you very much. We have maybe a few minutes for questions. If any. Okay, seeing none, we will move on to the next item on our agenda, and that is proposed changes to BL-ACA-H11. This is the undergraduate admissions policy. David Johnson and Sasha are here. So David, if you're ready.

AGENDA ITEM SIX:

JOHNSON: Thank you Provost Shrivastav, and it's a pleasure to be back here with you today for this second reading. And I suppose, Judah, it's appropriate, although we don't like the occasion of having to do memorials, that we have a memorial today for a math faculty member and we're here to talk about math changes that you have discussed with us in the last BFC meeting and we're here for the second reading, and for details I'll turn to my colleague Sasha Thieme to just briefly remind folks of what we are asking you for today. And. I think we have this slide deck ready to go.

THIEME: I don't think it's a slide deck. Fabulous. I think so. So thank you again for your time, consideration, and continued support of the admissions and enrollment process for prospective students. We expressed our deep appreciation for members of the EPC, they are true champions for a review of our policy and helping us craft this recommendation that we had for the full reading last at the last meeting and is presented for a vote today. So per the current policy, I don't know that I need to go through all of this in detail. Again, it was reviewed and was up for discussion at the last reading, so in respect of your time, I'll just reference that per the current policy, there is a review every three years, and it has been three years since January of 2020, so we are due for review. There are two specific sections that we are recommending an update and that would be specifically related to the math requirements for prospective students who are applying to the university as well as extending the opportunity presented by the test optional admissions policy voted on in January of 2020 to all prospective undergraduate populations. So the information that was provided here as part of the justification is just that these changes align us most closely with our most, our key Big Ten peers as well as prepare us to be responsive to an ever-changing curriculum environment at the secondary level. So the change specifically, the current policy is listed here, as well as the proposed revised policy. It does not, it is really only additive, in that it allows for statistics, finite mathematics, or any alternative course demonstrating advanced math preparation to also be considered. And there's another section where this would be, these changes would be reflected later in the policy. Again, this has been shared. The revised policy was shared with the documents as part of the agenda today. So in spirit of time, I will proceed with the second request, which is to expand the populations who would be eligible for test-optional admissions as was referenced last time. These populations were specifically identified back in January of 2020 due to NC double, current, NCAA guidelines current at that time as well as more traditional approach to test-optional admissions. What we have learned in through the pandemic and in accordance with NCAA guidelines as of January of 2023, we believe that these populations should not be excluded from eligibility to

apply as part of the test-optional admissions policy. And then this would position, all of these changes would be eligible for students who would be applying for the Fall 20, well, Spring or Fall 2024 terms. That's everything. I am happy to address any questions or up for a vote, as would please the BFC. Thank you so much.

AGENDA ITEM SEVEN:

SHRIVASTAV: This is a second reading. It is, it is up for vote. It comes from the committee, so it does not need a motion for the vote. This is now open for your questions before we, before I, call for a vote. Any questions? Seeing none, let's call for a vote on this one. All in favor of approving the changes as explained by Sasha and David, please raise your hands. Looks pretty, looks like the motion is approved. Thank you very much, Sasha.

AGENDA ITEM EIGHT:

SHRIVASTAV: The next item is the Annual Report on IUB General Education. This will be led by Dennis Groth and Lisa Thomassen. Dennis.

GROTH: Thank you very much. As required by policy, similar to the annual State of the Campus report, we are required to report to the BFC each year on General Education. So, I would say once more unto the breach with, with this. And there is no format for the report, so we just make it up and we put it here in front of you to give you as much information, I think, which is helpful and useful as we move forward here. So I'd like to first introduce my co-chair for the General Education Committee, Lisa Thomassen, from psychological and brain sciences. The committee, it has two co-chairs, one is an administrative co-chair, which is the Vice Provost for Undergraduate Education, and then a co-chair, a BFC-nominated co-chair, which is Lisa. I'm gonna provide some statistics on the actions taken by the Gen Ed committee this year, give you a little bit of insight from the subcommittee reports, talk a little bit about list maintenance, and assessment participation, and the coverage of learning outcomes. Very briefly about the Shared Goals Subcommittee report. I did submit a report just yesterday which will somehow make it either into Colin's report as an attachment or back onto the agenda, which is the report from the Shared Goals Subcommittee, also required by policy. Talk a little bit about credits being brought in by beginning students because this does have an impact on general education, the Indiana College Core. And forget this voting information, I left it in there by mistake. The General Education Committee has 67 voting faculty, which is proportional to the distribution of faculty by campus unit. It does have 11 non-voting members, including the Dean of the Hutton Honors College, University Division advisors, and the co-chairs. This year, we had 24 course proposals for consideration in the Gen Ed Committee. At the end of the day, 18 were recommended for approval and five were not recommended, one was withdrawn. From the subcommittees we have each class that is submitted for consideration is reviewed by a subcommittee of experts who are nominated in that area by their by their school or the College. And so I show you here who the subcommittee chairs. They report in the annual meeting of the General Education Committee their recommendations, who then take action via a vote to ratify the recommendations from the subcommittees. We also, over the over the years, we noticed that we were just growing the number of Gen Ed courses that were approved for general education by the by the faculty. The policy does, the Gen Ed policy, does have some limits on that and so over the last four or five

years we have been culling the list according to the policy and what we have are some, the rules that we apply. That Foundations courses and Foundations of the General Education are the mathematical modeling and the English composition areas. They must be offered every fall and every spring semester. We've never had one not, so we've never had one to consider to be dropped from general education. Breadth of Inquiry and World Cultures courses must be offered at least once every four years, and we monitor this every year and we actually provide kind of a heads up to the school or college where the course is where we think that a course is isn't being offered. We want to give them in some sense fair warning that it will drop off. If it drops off, they can resubmit it and it can be re-added later if they decide that, but some of these courses were actually never offered, and so we're not really losing that much as a result of it, but we are following and trying to keep things trimmed as much as we as we can and we have a tool that's published for departments to see what's at risk, what we think might be at risk in the future. General education assessment. The policy is that for each offering of each general education course, instructors are required to assess for at least one general education learning outcome in each Gen Ed area for which course is approved. And to provide details of this assessment to the Gen Ed committee via the learning outcomes repository, the LOR. And we monitor that participation in Gen Ed assessment by school and through the repository. Schools and departments are able to monitor participation within their unit. And this is the policy set up by the faculty through here. So it is a faculty, faculty are required to submit information. We do use that information in a couple of key areas. Not only will I report back to you here what participation looks like, but we also use it as an evidence for our regional accreditation. Requirements that the faculty are caring about what our students are learning, and so to the extent that the participation provides evidence and the further articulation of which learning outcomes are being met or not met, provides that evidence, we've been able to do so through the through the over the last 10 years will. We won't be up for our comprehensive evaluation in Bloomington again until 2027-2028, so there's a few years I think to improve here. This shows you since 2015 what our participation rates are, and you could see it kind of a general trend in a downwardly motion starting in 2015 to the Fall of 2022. In 2017 and 20, actually in the fall of 2017, we had our comprehensive, our last comprehensive evaluation, and we put a big push on in that previous year to collect up data. So I would expect that this would continue to be an emphasis we want to not only get the numbers better, but also provide more information back to the faculty so they could have conversations within their departments about the student learning, and perhaps consider changes to their pedagogy, their courses, or the kinds of learning outcomes that they want to measure. Room for improvement. We did this year, take a look at what portion of the learning outcomes were being measured and whether we had any gaps. It's yet another way of looking at coverage of the of the learning outcomes and so I would say there's no perfect way of doing this, but it's the way that we have been doing it so in, from Spring of 2018 to Fall of 2022, we completed this analysis and we took a look at the different areas. In English composition nearly every English composition course reports covering and assessing every English composition learning outcome, and 90 to 93% of students assessed were reporting as meeting or exceeding expectations. And you could see for each of these areas in mathematical modeling, for learning outcomes one, two, and three, that 82%, 77%, and 78% respectively, we're meeting or exceeding expectations. This is not a grade, just to be clear about this. This is for that, for that assignment, for that measurement, that the faculty determined that they were meeting or exceeding. The very next question, maybe they didn't, but it was deciding, it had decided in advance, what they're going to measure the learning, learning outcomes on. You can

see in the arts and humanities, where we have seven learning outcomes, numbers one through five are being measured the most and have the most 60% or so for learning outcome six, and 88% for learning outcome four. And there again, 89 to 93% of students assessed were reported as meeting or exceeding the instructor expectations. And it is that, it is the instructor who's determining the measurement and actually determining whether students are meeting or exceeding. You can see similar information here for natural and mathematical sciences. And social historical studies, world cultures, and world languages. We also have in fall 2022, we constituted the Shared Goals Subcommittee. Professor Vivian Halloran chaired it for the second time. We like to have repeat leaders of these activities because it just helps to carry along the knowledge from the from the previous adventure as it were. And the Shared Goals Subcommittee you could see, prompted by the BFC in 2019, meets each fall to review all of the Shared Goals Reports from the College and the schools. So the shared goals, recall, are those elements of this, of the general education, which some are required, others are suggested, but how they are satisfied is up to the faculty of a school to determine how their students accomplish it. Most is accomplished across the board through some form of course, but not always, and it's important that the Shared Goals Subcommittee has that visibility of things as we as we as we look at it. And you could see we have five shared goals now, and we ask the following. We ask whether and how their students meet the IUB Gen Ed shared goal and what measures they have instituted to assess it. So I think this is, we see first what they're doing and then we ask for, provide us the evidence that actually students are not only doing what you intend them to do. but how are they doing at it as well? You could see the little comment at the end. This year's committee reviewed all the shared goals, but again this year much of the discussion was focused on diversity in the US. The most recent addition to shared goals was the sustainability shared goal which was approved I believe at the very last BFC meeting for last year. So that we see this as a transitionary year for the for the schools and the College and the faculty to figure out how that's going to be implemented in their in their programs and we would expect next year to have a more robust reporting on that. Just some excerpts from the subcommittee report, which is provided verbatim. You're welcome, you'll be welcome, to read it once it the link is available to you. In the diversity in the US, the committee noted that more schools introduced a specific course designated as meeting it for specific majors, even if they otherwise also touched on diversity in the US topics throughout the rest of the curriculum. So we see this intentional integration of this concept in the curriculum, but we also see the faculty taking action to make sure that there's also a very specific course, and it's not, I would say, it's not simply because it makes it easier to account for it. Certainly it does. But it's also a recognition that that the importance that faculty are putting into making sure their students they just don't have a touch-and-go experience with some of these key concepts. The information fluency. They noted that this is one where there's least uniformity. Again, there's no requirement for uniformity, the schools could each determine independently how they're going to satisfy each of the shared goals, and this is one that they notice that everybody's doing it a little bit different. The intensive writing they've given a lot of thought to this and most use either specific courses within their curriculum or courses from the approved list of intensive writing courses. And this isn't something I would say for any of these that is etched in stone. The faculty could look at what's going on in these areas and make a determination to change as they see fit to best assure that their students are meeting their objectives. The enriching educational experience, the one with the most uniform participation, and by most uniform it's, most have an option for students, but I think what we see from the state of the campus as I were, which is a much more upfront

expectation and intentionality built into the curriculum and the undergraduate experience for the enriching educational experience to be front and center for all undergraduate students. And, as I said, sustainability. Schools plans for how they plan to meet this requirements. They've identified courses or they're looking at ways where they can either have their own courses or use existing courses across the school. And I think that the my, my view of what the schools and the College are saying on this is they want to very quickly get something in place so that they're not only that, that they're trying to accomplish something, but then they're going to continue to monitor it and make adjustments as necessary over time. Okay, little data trends, we see this. These curves are the percent of students who have credit when they start. That's the 82% for Indiana residents and 73% for all students and the left axis describes how many credits, on average, those that have credit are coming in. So those of you that know me know I'm a data person. We have more than two points here, so there is a trend. So if you were to ask, don't bother asking me what's going to happen in the future, it's going to keep going up to the right. Ignore that little blip there in the pandemic area, other than that continuing to go up, and perhaps there may be some further acceleration. I didn't break it out here, but I know Cate asked me in a meeting recently how does the credit accumulation for first generation or low income students look? Actually they're at the higher end of this, and a lot of that has to do with this significant emphasis and efforts of the state to put more higher, high school classes earning college credit. That emphasis is not gonna slow down. So at the at the upper end, in Fall of 2022, we had 36% of all beginners have at least 16 credits. So more than a third of our students are already halfway through with their freshman year in terms of credits by the time they start and that that's up from 20-22 [percent of students] 10 years ago. And 14% have over 30 credits, and that compares to 5%. So, 14% are already sophomores according to the class standing calculation. But of course this doesn't necessarily mean they're able to move faster towards degree, although that should be an objective that the faculty look at. Most of the time what this results in is more expansive opportunities for the students to take advantage of the rich opportunities available to them at IU to do additional minors or majors, or study abroad and keep their time to degree basically on time. How, what is this credit coming in? This is a trend over time since, for the last 10 years, the, of the credit that's brought in, we have the percentage by AP examination you could see declining over time. The gray bar in the middle are transfer courses, and this is all for beginners, so a transfer course is a dual credit course that they took, or, in some cases an actual course. Like we have the Open Program on campus, where students from the local high schools actually come to campus and take it. But while we have our high school students taking college courses for college credit and bringing it in, the little, the yellow bar, the third bar, that's the IU Advanced College Project dual-credit course, and then the very top are other credits that falls under International Baccalaureate, other special test credit that students may have had and, well, the total number of credits is going up, but this big mass of transfer work coming in is just gonna keep, gonna keep expanding, I see Sasha nodding her head. Because we know it's, we know it's coming and that's just our future here. Here are the top 20 courses that are transferred in by the students: English W 131. Undistributed Math 100. Two different history courses. The public speaking course in the College. Calculus 1. Political science, psych. You could see Spanish. You can see here what's going on most while there are some undistributed not, most of it is courses that come in either, if it's an ACP course, it is an IU course, so it's not actually transferred in, it's on their IU transcript. But if it's a course from one of the other dual credit providers, then it comes through the course transfer library, for which the faculty on the campus have already determined that those courses do transfer in it and match up to these particular courses. Well, you know, we try and keep our

acronyms low here, but we still have to shoehorn some in. It's a tradition, as it were. So, in 2012, they created the statewide the legislature created the Statewide Transfer Gen Ed Core, the STGEC, so that has been in place for quite a quite a while. What it, what happens under, what happened under the SGC is those students that have that milestone when they matriculate to a public institution in Indiana, will have 30 credits applied to their record if it isn't there through other mechanisms like the ACP program, and we'll also have marked that their Statewide Transfer Gen Ed Core is completed. It's been rebranded to the Indiana College Core, and in '21, the Indiana Commission for Higher Education, they launched this campaign to encourage all high schools to partner with a higher education institution and make the milestone available to high school students across the state. So this is, this is really going to drive transfer. It's going to drive more students coming in. We don't, I would say, it's steadily rising from 21 in 2015 to 214 and 2020. There will be many, many Indiana resident beginners within the next five years that have this completed. How it compares to the Statewide Transfer Gen Ed Core? There are some differences. Students will have 30 credits when they when they bring the ICC in and they will have the ICC marked as completed on their transcript here, but they still will be required to satisfy other components of the general education. Under the STGEC, the faculty had determined that students who had finished the STGEC would have would have completed the IUB General Education curriculum. Under the ICC, that's not the case, although some will because of the courses that they bring in, might satisfy the remainder of the IU Gen Ed curriculum. So while this will be my last time presenting this particular report, I would say looking forward, this will continue to happen. I know the BFC Task Force on General Education had some, had a had a substantial report on considerations and thoughts moving forward but this is going to be a reality that students will have this and so there are you know perhaps other things to look at for the for the faculty as we move up, as we move ahead. And as I say, the mathematical modeling is not necessarily part of the ICC. There is a quantitative reasoning requirement as part of the ICC, which may be classes that satisfy our mathematical modeling requirement, but may not. And also the world language and cultures are not part of the IUB ICC requirements so they'll still have to continue that, and continue and satisfy that when they're here. There's a lot of it of advising that happens here, and recommendations because of how the state has set up this, these, the ICC, a partner institution. Then each high school has a partner institution like IU, or another institution in the in the state that they work on, and so we know the students who do dual credit end up going, largely, to four year institutions so they will be advised to a certain extent on what courses they should be considering as they do their Indiana College Core. This is, we're not a unique state. To have this kind of setup, we weren't unique even in 2012, when the STGEC was put in place. Many states, I couldn't tell you whether they all have it, although most of them have something like this in place that that is aimed at access and time to degree and cost to a certain extent. Let me acknowledge my co-chair, Lisa Thomassen; the chairs of the Gen Ed Common Ground subcommittees, Scott Barnett, Mike Jolly, Julie Van Voorhis, Peter Todd, David Cartledge, and Susanne Even; all the members of the IUB Gen Ed Committee; Vivian, for chairing the Gen Ed Shared Goals Subcommittee; all the members of the Shared Goals Subcommittee; Marie Crow, Michael Lundell, and Clinton McKay from our office for making a lot of the sort of mechanics and logistics of this machine work and operate; Bloomington Assessment and Research that has moved from my office into the Office of Institutional Analytics and UITS; and, of course, everybody that has provided the assessment information. It's not too late. Please drive up your numbers, give more data, give evidence. It's all, the accreditation is about evidence, and so do that. And the faculty continue to do, be great providers

of service. They sit on review panels, review panels for the core transfer library, the transfer single articulation pathways, and everybody that has supported undergraduate education at IUB. And with that, I would have, do I have time for questions? I don't know if I do.

AGENDA ITEM NINE:

SHRIVASTAV: Yes, I think we do so this is open for questions. Sounds like there are no questions.

RECK: Israel has one.

SHRIVASTAV: Okay.

HERRERA: Yeah. Thank you, Dennis, for the report and thank you for all your work during your tenure as a Vice Provost for Undergrad Education.

GROTH: It's been my pleasure.

HERRERA: Really appreciate it. Just some questions. I'm curious about the slide number four regarding the proposals. Four proposals were rejected, were denied. I wonder if we might know from which areas or the schools.

GROTH: I don't have that in front of me. I can get that. I get that back. We do report. We take information through the schools so. We use the schools' dean's offices as our articulation point. I really don't want to know what the process within a school or college is for reviewing courses, proposing courses, and submitting them, but they get submitted up, and then and then we take them and the principal reason why a course is not, is not approved, is the faculty who are experts in that general education area have determined that it doesn't sufficiently meet the general education learning outcomes. In some instances, and the course that was withdrawn this year was withdrawn because it actually had not passed through the remonstrance process yet. And so again, we like the faculty governance processes to work. We don't want to consider and approve a general education course before it's approved to be offered at Indiana University. We don't want to get ahead of it because approving a course to teach is completely orthogonal to then determining whether it will meet, it'll be approved for general education. The vast majority are approved and feedback is provided back to the schools and college to then filter back to the, to the proposer of those particular courses. But it's always, they didn't feel it met the, met the learning outcomes.

THIEME: If I may? And in some instances it's as simple as it's not articulated well, and so there's a lot of support to assist faculty in knowing what needs to be there, but if the syllabus isn't clear about it and it can't be found, then that's one of the reasons that this comes up, in which case it might be resubmitted after those things have been corrected or articulated better.

[unclear]

SHRIVASTAV: Yes.

HERRERA: On the slide 14, there was the information regarding the credits for the beginners. And there was a percentage for, well, actually there were two figures to data, and I wonder how different they are regarding the percentage of credits they can bring from a high school or any experience before entering IU?

GROTH: Is your question how much credits can they bring?

HERRERA: They, they're comparisons. They're two numbers regarding 14% and then there was, there was ...

GROTH: It was 5% ten years ago. That was for students with at least 30 credits that they were bringing in. Thank you very much. Yeah, that one.

HERRERA: So the first one was ...

GROTH: The first one is students that were halfway through their first freshman year, so they have 16 or more. And that was up from about one in five, you know, to one in three. And then, for students with at least 30 credits, so they're already sophomore standing, when they start, is 14% for the incoming class this year compared to 5%. So those kind of groups are coming in. You know, we, the average for those that bring is like 21%. So, it's that now some just bring three or six, you know, but some bring quite, quite a bit.

HERRERA: This information includes international students. Do they bring credit?

GROTH: Some do, but international students typically do not have access to dual credit, dual credit curriculum. I couldn't tell you if nobody. I mean, we're big enough that if something can happen, it happens basically. But, international students would have it certainly if they attended an, a high school in the US, of which we have many that do, and so they would have dual credit, but it probably without that more likely that they would have AP credit or some other kind of special credit associated with them.

HERRERA: And my last question is, there was one slide where it shows the AP credit is decreasing and it's transferred ...

GROTH: As a proportion of overall credit, it is also decreasing in terms of. [Someone says something unclear/out of microphone range] Yeah, yeah, yeah. AP got basically dumped on in the in the pandemic and so.

HERRERA: And the transfer credit could be, for example, world languages courses they can take in a college, university. Community university. Can they transfer those credits?

GROTH: From which university?

HERRERA: For example from Ivy Tech, Spanish from Ivy Tech or any other language? Can they transfer those credits?

GROTH: Sure. Yeah, they can. From any number of universities be bringing credit in. Yeah.

HERRERA: Thank you, Dennis.

SHRIVASTAV: Thank you. Amanda, did you have a question?

GUPTA: Actually, maybe following up on Israel's question. I thought it was really interesting that a graph you showed us of AP credits declining and other transfer, as a parent of some student, of some children taking AP classes right now, I was kind of curious about that. So is this a composition effect about who is applying? Is that what's changing in terms of, you know, students who take AP classes applying to IU at a declining rate or is it something else, and I mean relatedly. What is the breakdown like for out-of-state versus in-state students in terms of credit transfers?

GROTH: More credit comes from our resident students, then non-resident students for sure. Yeah, Sasha, you want to.

THIEME: Sorry, thank you. I'm just going to comment on the AP. The AP percentage. Dennis is absolutely right. Dual credit is growing specifically in our state, but the decline, specifically in 2021 and 2022, is just like test administrations were not available to students during the pandemic. AP examinations were not available. So there is a, there was a drop that is in AP specifically related to the pandemic that's kind of hard to measure here.

SHRIVASTAV: Some other question there.

RECK: Sabine?

LAMMERS: I hope didn't miss it, but could you just tell me if the mathematical modeling requirement that has been dropped from the Gen Ed, is that being replaced by?

GROTH: No, the mathematical modeling requirement has not been dropped ...

LAMMERS: Okay.

GROTH: ... From the IUB General Education. It is not a requirement of the Indiana College Corps. So the Indiana College Core, this is a state legislature mandated thing, but it has one of the, one of the cognate areas of it is, I believe, called quantitative reasoning, for which mathematical modeling satisfies quantitative reasoning, but I would say every math modeling course satisfies quantitative reasoning, but not every quantitative reasoning satisfies math modeling. So, but there are changes not on our campus with the math modeling requirements. I know math is working very hard, we're supporting them, pushing them, encouraging very them very much to think about how we can maybe do things a little bit differently. I would say that's an important area for faculty to be looking at. It's a component of general education and so if I could make a suggestion, I'm now, I'm going to. It's the faculty look at the math modeling requirement and see whether that is on target for what we want our students to learn now and I

would be, I know this will sound, I'm just gonna say it. I'm critical of it in particular because the faculty have determined that you can satisfy mathematical modeling by receiving a grade of D minus or better in the course and I would say that's probably not a very good bar to have. So there's probably some opportunities there to think creatively and it's bigger than just the math department that teaches those courses because it's everybody's students that take them and should be looking at the quantitative skills of our students to operate in a society today, let alone our classes.

SHRIVASTAV: Okay. Colin?

JOHNSON: So, Dennis, I think every year when you do this report and I'm here to ask you the same question, which is or some version of it, which is, or ask you to speak to the same issue. One is, and you kind of gesture towards this. It is the case that most students who come here, who bring in credit actually do not want, end up graduating early as a result of that, correct?

GROTH: Typically. They don't, they typically don't graduate in less than four years.

JOHNSON: Okay.

GROTH: Do they graduate earlier than they would have if they didn't have it? I'm gonna say probably they do.

JOHNSON: Okay.

GROTH: But remember all of our majors ...

JOHNSON: Right.

GROTH: ... and degrees, they have stacked learning scaffold, right?

JOHNSON: Right. I mean the reason I asked the question is because I think in terms of us thinking ahead, particularly with regard to the strategic planning issue, I think it's easy to look at this kind of report and go, the bottom is being hollowed out of the four-year undergraduate degree, right? Another way, perhaps a more constructive way to think about it, is clearly our students, or even when they do that in a technical sense, they're still eager for things that we have to provide them on this campus.

GROTH: Right.

JOHNSON: And though I think they often think of it as multiple majors, when we're thinking about the future of general education, it's also really important for us, for example, I think, to emphasize like the character of the general education program that we provide, not just in terms of enumerated requirements.

GROTH: Yes.

JOHNSON: But in terms of like, why, it's actually a really important part of what an IUB degree entails and that means sort of pushing against actually the way that we deal with these requirements administratively, which is in terms of a list of requirements and, speaking more holistically, about the value of general education, even if we have to change the name of it, but as something you want to do it I you if you're a student here, but that will require some intention, intentionality, and leadership. Kind of vision on our part in order to do that. And on that note, just by way of my very extended statement slash question, which is, you're leaving this position shortly. What have you learned, if you had one nugget of wisdom to impart to all of your colleagues about sort of general education?

GROTH: You know, Rebecca said, oh, you're leaving, and my colleague Kurt is retiring this year, as well. I'm not retiring, but stepping down, and I said, yeah, just think of us as like the beloved anchors at College Mall. You know, if you've been here long enough. L S Ayres. MCL Cafeteria. Sears, Roebuck and Company, and now, you know, Macy's.

RECK: What are the names of the Muppets that are up in the box?

GROTH: Still, Spencer's is there.

JOHNSON: Right.

GROTH: You know, Build-a-Bear. It's still there. There's still good stuff, I guess. What have I learned? I've learned that students find a way, right, through our curriculum. They do not. They find value in the courses that they take. That's not the same as them finding value in the puzzle piece that we've built for them to take the curriculum in, even though to us the concepts of well, we live in a world of people and so understanding social and historical aspects of our world, or, you know, we want to enjoy the world we live in, so arts and humanities we need to, you know, find ways to reason about the world through science and math, and be able to communicate it reasonably. Right. And so all of those concepts, I think, are extremely important and valuable. I don't think we failed at it any more than any other institution of higher education. I would say students would, what I would say, is students do not come to Indiana University because of its general education. They come because of the beauty of the disciplines that we offer, and that's what they're drawn to, and we build from the expectation or we should build from the expectation of the kind of skills and knowledge and ways of looking at the world that are embodying our general education within our disciplines. And so finding ways to reinforce that, I think, will be an important step. I would never say. Our time to degree has shrunk continuously for a decade, we're just over four years on average for those students at graduation. The number of credits that students enroll in per semester has not declined even with all of this credit, so they're still, if they're not taking the general education course to satisfy a general education requirement. they still may be taking a general education course because it's satisfying another kind of requirement or it's a first or second course within the major, and I think we should recognize that's a win. Students are taking, still taking a lot of general education courses, but they may not be taking it because it ticks the box in general education and maybe that's a better way, I don't know.

AGENDA ITEM TEN:

SHRIVATAV: Thank you. Other questions? Seeing none, thank you, Dennis. Don't go away yet, you have one more to do, but we'll move on to the last item on our agenda, which is proposed changes to BL-ACA-H32 Grades Given Upon Withdrawal from Courses, and that's back in your shop, Dennis.

GROTH: Okay, this is a second reading. As we talked through last time, this is really just reverting back to the prior policy pre-pandemic. I described then that the data here was a slight increase in the number of W grades since the pandemic, but not a hugely large difference. We had 5% over the two decades before the pandemic were W grades and since the pandemic, 6%. Schools in the College still have a mechanism in place by the policy to support a late withdrawal with W past the W deadline. Usually that's for medical or some other some other exigent circumstance negatively impacting the student, and we also recommended to the EPC to take this up if they wish to consider what not only our policy, but how it sits compared to perhaps peer institutions. And I would say the W here on our campus as how it's approached by students has a great deal to do with how the standard admission to the Kelley School of Business operates because of the consequences for students to have a withdrawal may not make it possible for them to gain admission to there. So, there's a lot of energy and excitement about it because of that reason and students, but it's not a mark of anything other than you used to be registered in this course and then you withdrew.

AGENDA ITEM ELEVEN:

SHRIVASTAV: Okay, this is the second reading. We have to take a vote on it, I believe. Yes, we do. So it says open for discussions. Seeing none, I'll call upon a vote. This is coming from a committee, so I don't think we need a motion, right? Oh, it's coming from you and me. So we do need a motion here. This is the pandemic stuff.

RECK: Yep.

SHRIVASTAV: Yes. Alex proposes the motion and then Marietta seconds it. So this is. This is now open for a vote. All in favor of modifying this as proposed, please raise your hands. I think the motion passes. Thank you very much. That is the end of our agenda. One last item from President Reck is a reminder to grab your T-shirts on your way out. With that, I call the meeting adjourned. Thank you very much.