

The Indiana University Faculty Council held an in-person meeting in the Tower Ballroom in Hine Hall on the IU Indianapolis campus on Tuesday afternoon, April 22, 2025. The presiding officer was University President Pamela Whitten, and the secretary was Professor Robert Yost. The meeting was convened at 1:30 pm. by President Whitten.

1. Approval of the minutes from February 18th, 2025.

Approved

2. Adoption of consent agenda items

Consent agenda items are policies that are brought before the UFC for review and have been determined to need either no updates or unsubstantial updates. They are placed together as a consent agenda item and are approved together. Additionally, it's not necessary to take a vote for these. Consent agenda items are adopted if there are no objections or requests to remove an item to be considered independently. Now call for any objections or a request to remove a consent agenda item for individual consideration. Hearing no such requests or any objections, the consented agenda items are adopted.

3. Executive Committee business, UFC cochair

Greg Dam, IU East, representing the regional campuses

Good afternoon. As I look back on the academic year, there's been another eventful year for IU and for higher education. However, rather than reflect on these events, I'd like to look forward with optimism, but also with some caution. Regarding a cause for optimism looking forward, I want to take a moment to thank Vice President Ken Iwama for his leadership. From the start, Vice President Iwama has taken the reins, helping to clarify and elevate the distinct mission of the regional campuses. He has been a strong and consistent voice, affirming that our campuses are not only affordable and accessible pathways to a degree, especially for first-generation and low-income students, but also serve as economic engines for the regions we serve. Ken has also taken important steps to rebuild trust and to foster stronger collaboration at IU Online through increased transparency of fiscal processes and a steady collegial approach. He has helped reduce long-standing tensions and move us towards more productive collaboration. And most recently, we saw his leadership come to life at the regionals at the Rotunda, an event that is Ken's initiative and a resounding success held at the Indiana Statehouse. It showcased the transformative research of our regional faculty and students as it was showcased directly to the legislators and state leaders. It was a powerful reminder of who we are as regional campuses and why we matter. So, I'd like to thank Ken for his leadership and his commitment to building a stronger future for our regional campuses and our students.

Next, I'd like to highlight a recent development that warrants some caution and holds implications for shared governance at IU as we look ahead. In a recent letter from the U.S. government to Harvard University, there were listed a number of familiar demands regarding DEI budgets, viewpoint diversity audits, similar to SEA 202, student discipline, and other demands. However, it's the first demand that caught my eye, and it regards university governance restructuring. So I think it's worth reading the demand in its entirety since it's

relevant to this governance body gathered here this afternoon. So, I'm quoting from the demand Governance and Leadership Reforms is the title of the demand.

“By August 2025 Harvard must make meaningful governance reform and restructuring to make possible major changes consistent with the letter including, fostering clear lines of authority and accountability, empowering tenured professors and senior leadership, and from among the tenured professoriate and senior leadership, exclusively those most devoted to the scholarly mission of the university and committed to the changes indicated in this letter. Reducing the power held by students and untenured faculty, reducing the power held by faculty, whether tenure or untenured and administrators more committed to activism than scholarship, and reducing forms of governance bloat, duplication, or decentralization that interfere with the possibility of the reforms indicated in this letter.”

And although the letter is directed to a single private institution, it nonetheless reveals the federal government's perspective on university shared governance. It reveals their belief that they not only possess leverage, but potentially some authority to influence governance structures at universities, even at the most powerful and autonomous higher education institutions. The demands to politicize university governance by targeting perceived ideological positions of students and faculty is particularly troubling to me. I believe this raises a pressing question for us as members of the IU University Faculty Council. How resilient is our shared governance model if similar demands were to be made on us? This is not a cause for alarm, but rather a moment for vigilance. It's an opportunity to proactively assess our shared governance structure in terms of its resilience to current and emerging state and federal demands. So, with cautious optimism, I'd end my comments, but I'd like to also wish you all a restful and productive summer.

Phillip Goff, IU Indy

All right, I want to spend my few minutes today, much as I did earlier this month, at the IFC, speaking less about specific matters and basically more from the heart. We're in the home stretch of the semester and this academic year. The next few weeks will be a sprint for everyone, faculty, staff, students, administrators. But this is familiar territory, and we know how to pace ourselves and how to handle it. What is not familiar and what we are less certain how to handle are the many challenges facing higher education nationally and locally. The ground keeps shifting in the classroom with our discussions and our research topics in the terms we use in them, in the suspended grant budgets we wrote to accomplish our work and train our graduate students, and even the legal status of some of our finest students.

In my 43 years in higher education as a student and then as a faculty, I've never seen anything like it. It is unfamiliar, and we are not certain how to handle it. I've talked with dozens and dozens of affected faculty members. The conversations are difficult, and no one has the answers. But the core message coming from those conversations remains the same. We must pursue our mission, follow the laws that exist, not the ones under discussion, and avoid fear. While I would not say that the only thing we have to fear is fear itself, I would say that it is taking hold, and we cannot let it paralyze us. We must keep doing what we do well. People see

the things we do well. Re-enrollment of IU Indianapolis' first -time full-time freshman students for fall is up nearly 8% over last year. Deposits for beginners at IU Indy are currently up 17% for fall 2025. We have a new master's in biomedical engineering that is attracting attention. We have much-needed construction projects. The new arena, an addition to the science lab building as part of the tech corridor, the medical education building at the new hospital complex, the plans being finalized for IU lab at 16 Tech. We have a story to tell a different narrative than what some tell of what higher education does for our state. When we tell it, we must teach the public. We are teachers. We must teach the public to understand the value of academic freedom to pursue research projects that add to human knowledge and promote human flourishing. Academic freedom to have difficult and, yes, even uncomfortable conversations in our classrooms, conversations that make the strange familiar and the familiar strange. I recall those light bulb moments in my education when the veil was lifted and I saw and understood things from a different perspective. These are the heart of true education, and they begin with academic freedom. So, let's take every opportunity to teach those outside the university, our neighbors, our friends, our families, how it is in their and society's best interests to promote research that benefits humanity, free inquiry that discovers new fields of study, and open classrooms to create citizens who will continue to make this state a better place. Thank you for your work and your service on UFC.

Danielle DeSawal, IU Bloomington

Good afternoon. There is no doubt that this has been an extremely difficult year, and we only will have to continue to navigate the headwinds facing higher education. Faculty are continually concerned about the impact on our community due to cuts or the elimination of research funding and legislation that will impact how we approach the development of curriculum and instruction in the classroom. In her 2018 book, *How Colleges Change, Understanding, Leading, and Enacting Change*, Adriana Kezar wrote "In the last 20 years, higher education leaders have largely not responded to changes in the public policy environment around funding and public support rather than thoughtfully adapting to them. Campuses have believed that state money would return to former levels and that public support would rebound but such changes have not occurred, and conditions have gotten worse." Now while this comes from 2018 it resonates today. Adriana Kezar also goes on to talk about responding to changes does not always mean supporting them, but it also doesn't mean resisting them entirely. Where we find ourselves today in higher education should not be a surprise. It doesn't make it any easier to navigate or invalidate the real feelings of fear associated with some of the directives coming at our institutions. What it does mean is that we need to rethink how we engage with what is coming at us at this pivotal moment. This is why shared governance has never been more important. Higher education is changing, and we are at a critical point where we can decide if we want to engage with each other to find the opportunities in the pressures from both inside and outside the institution to move forward. As faculty, our role is both to be critical of existing processes and also embrace advancements to our community. Although some voices have shared that they believe shared governance is dying at Indiana University, I do not believe that to be true. I believe that when we understand the opportunities and limitations of our faculty meetings, we can create structures that ensure that faculty have a seat at the table for critical meetings and that we will be willing to engage in the shared governance work that happens outside of our regularly scheduled meetings. We

have and continue to have a strong shared governance structure if we choose to engage constituents at all levels of those structures.

I want to take a moment to reflect and recognize with the council the work of our colleagues at IUB over the past year to advance the IUB campus in many critical ways that are central to the mission of the institution. Throughout the campus, shared governance has been working to advance the work of faculty and improve our campus. We started the academic year with the first land acknowledgement of the BFC. We worked over the past summer to intentionally create a land acknowledgement that was centered in the work of the BFC. Throughout the year, IUB schools and colleges, policy council chairs, as well as the deans, have gathered once a month to discuss and finalize processes and procedures to be in compliance with SEA 202, as well as begin discussions around the role of these councils with the BFC. In addition, the numerous hours that each of the councils spent in discussions around these compliance issues not only resulted in increased faculty engagement across the campus, but processes that were developed at the level in which much of the compliance occurs.

We changed the BFC bylaws to open up nominations from colleagues and saw a significant increase in the number of nominations and acceptances to run for BFC seats. We also added a regular section of new business to the agenda. We worked with our undergraduate students to add language to faculty instructional responsibilities regarding posting syllabi in advance of the start of classes and passed those on the floor after a five-year continuous conversation on this topic. After over two years of intense work by our Faculty Affairs Committee, D-22 was passed on the floor, and after nine months, we passed the grades and grading policy. We are now engaging the registrar in student conduct to identify and communicate implementation changes demonstrating what the work of shared governments looks like after we pass a policy.

Bill Ramos, Rahul, and I added small group discussion sessions where we engaged approximately 50 members of the BFC in conversations around issues of their concern. We heard from voices that had not spoken on the floor of the BFC and received comments that people felt like those conversations helped to lower the temperature they were feeling, clarified misinformation, and allowed for a space to engage in open conversations. These are just a few highlights of the faculty-driven work that has come to the floor of the council.

In addition, our standing committees have been working on their 24-25 assignments that were approved at the beginning of the academic year. As an example, I know that our Libraries Committee outlined a new strategy for how the committee can and should be the point of contact between libraries on the campus, the BFC, and the faculty as a whole. Our Technology Committee has been working on drafting an AI detector policy that was co-drafted with the university-wide Tech Policy Committee for consideration, demonstrating how we work between the different levels. These are just a few ways in which our colleagues throughout the campus have been working on issues through faculty governance.

Provost Shrivastav announced at his state of the campus that as part of the Luddy School of Informatics, Computing, and Engineering, IU Bloomington will be launching new degree

programs in emerging areas like computer engineering, robotics, bioengineering, nanoengineering, and microelectronics, and electrical engineering. This announcement comes as a response to student academic interests. In 2024, the IUB campus introduced three new undergraduate degrees and eight graduate degrees spanning seven different schools. All of these academic programs were guided by faculty who worked collaboratively to design and shepherd those new curriculums through the academic faculty governance processes.

As we conclude this academic year, the IUB campus will welcome our new chancellor, David Reingold, to campus on June 2, 2025. I want to express my sincere appreciation to the search committee for their work and commitment to this heavy lift. For those of you who may not be familiar, David Reingold is currently the Senior Vice President for Policy Planning at Purdue University and the Justin S. Morrill Dean of the College of Liberal Arts on the West Lafayette campus. We are welcoming him home to IU Bloomington as he previously served on the IUB faculty for 18 years and was the Executive Associate Dean for the Paul H. O'Neill School of Public and Environmental Affairs. He has already started to become familiar with the current work happening on the campus and will begin engaging with the community after he officially begins in June.

The work of the faculty will also continue over the summer as we continue to work on transfer student processes to make our campus more transfer student-friendly, experiential learning as part of our regular curriculum, a first-year seminar that we'll be launching in a pilot phase, and reimagining what general education looks like on the IUB campus.

In closing a few public thank yous for the past year. My co-chairs Phil and Greg, it has been a pleasure to work with such exceptional colleagues over this past year. We have leaned on each other but I'm pretty sure I've needed to lean on both of you a little more. Many thank yous for always being a source of support during an extremely difficult year. To Provost Rahul Shrivastav, I want to publicly acknowledge the work that Provost Shrivastav has done over this past year to advance Indiana University. You have been accessible and more than willing to share your time with the BFC Executive Committee as we have navigated several difficult issues. I know that the Executive Committee and I are more than appreciative for your insight and wisdom during these difficult times. And finally, President Witten, I feel fortunate to share my appreciation based on my experiences. While we haven't always agreed one of our early conversations was about entering spaces in good faith. That has always stayed with me throughout the year and something that I have consistently observed in all of our interactions together. You have a commitment to shared governance and that shows up in how you intentionally and regularly create working groups to provide ideas and proposals about how to address challenges that are facing the institution. You advocate at the state level for all the faculty from all of the campuses and work to elevate our colleagues work throughout Indiana. You're one of the hardest working people I've ever met. You never take your eye off the end result and that shows up in the multiple ways that you had that you have advanced this institution. You always make time for a conversation and are willing to work through options to address a problem and for the record I do believe that as an institution we are in a better place today than we were a year ago While the headwinds are strong, what I have experienced in a commitment from President Witten to continue to advance this institution is through strengthening our position in the state and also globally. She has listened and engaged with

faculty regularly throughout the year and been honest about what we need to address as an institution. Indiana University is well positioned to navigate both the changes that we want and navigate those that will be forced upon us from external entities. It has been an honor to serve the institution as a co-chair of the University Faculty Council.

President Whitten

I just have to personally thank Greg, Phil, and Danielle. They work so hard for all of us. I know that they're engaged, of course, on the campus or campuses that they represent. But they also come together, frankly, as a team. And they're not afraid to gang up against me when necessary. But what you saw in their comments today was the experience I've had with them over the last year. They are direct about things, as they should be. They are thoughtful. They are deeply committed to the university while always maintaining an air of respect, frankly, but also optimism for the future of Indiana University. And I think that's so important for all of us moving forward. So thank you so much to all of you.

4. Presiding officer's report

President Whitten

The end of the academic year is rapidly approaching. We're literally weeks away from it ending. I think it's certainly been an eventful year, not just on our campuses, but across the state and really across the country in so many ways. But I think it's also important to remember just the extraordinary things that have happened by and with our students, our faculty, our staff, and our alumni. We have so much to celebrate, frankly, as an institution.

So let me just start off by referencing applications. Phil teased a little bit about things going well in Indianapolis, but I'm proud to note that the applications for the undergraduate entering class for fall 2025 are up over this time last year. So, university-wide, as of the 17th of this month, Indiana University had received 110,312 undergraduate applications, an increase of about 7.5% over the 102,700 applications at the same time one year ago, and an increase of 25% over the 88,000 applications we had two years ago. So, the work that you all do is important, and it's the reason people want to come to Indiana University. Obviously, they're coming here to work and to study with you as faculty. Thank you for all that you're doing.

IU Bloomington has seen the most significant increase in applications received, again, as of the 17th of this month, 75,944, we're probably at 77,000, undergraduate applications, which is an increase of 9% over a year ago. A year ago, it was 69,000. And a 36% increase in people who want to come study in Bloomington over two years ago. Bloomington previously had one of the largest freshman classes in the Big Ten. And frankly, we had an application pool that was in the bottom three of the conference. So, we had very large freshman classes, but we had fewer numbers of people applying to come to Indiana University Bloomington. And that has changed. This is impacting selectivity for the campus, which is wonderful. And I should say, someone the other day tried to say to me, well, yeah, we have that many applications because we were good at football last year. I would remind everyone that this has been a gradual increase since July of 21 when I started. So, it didn't just happen this past year. It's happened over the last four years to reach this point. It's been achieved by implementing, frankly, a

modified marketing plan for our marketing and communication people in here. It does matter. Communicating with people externally does matter. Adopting the new brand campaign in major markets, streamlining the application process, which was so important, and then significant work to highlight student success initiatives and the student experience. Bloomington also benefits from the increasing national appreciation of flagship campuses in states as well. And I remind everyone, we are the flagship campus in the state of Indiana. We're the flagship campus for the university.

As of April 17th, IU Indy or Indianapolis had received 17,919 undergraduate applications, which is an increase of 4% over one year ago and a 5.5% increase over two years ago. The increase in applications here in Indianapolis can be attributed to the new brand campaign, the continuing buzz about the transformation of the campus, new degree programs, and IU Indy's recently achieved status as Research One, got national attention.

The regional campuses combined had received 14,342 applications as of the same date, which was an increase of 3.3% over one year ago and 6.9 % over two years ago. And I think it's really important to take a second and remind everyone that it was just three, four, five years ago where we were still in the decade of, for lack of a better word, free fall at the regional campuses in terms of enrollment. And it's so nice not only to have leveled off but be seeing increases in applications again. Congratulations to all of our regional campuses for the great work that you're doing there. Increased engagement by the regional campuses with K-12 schools and community organizations has gone a long way in elevating interest. The regional campuses are also developing a culture, and this is kind of fun, where everybody's job is enrollment. And I think that's just terrific. So related to this, many of our campuses have established versions of campus-wide strategic enrollment management teams to bring together all areas of academic and administrative operations together to strategize ways to expand outreach to maximize both applications, enrollment, and yield. Regional campuses have also expanded the marketing and communications of their online program by partnering with University Communication and Marketing as well. So, these increases in the number of applications across all of our campuses at Indiana University are an indication that students and their families and their parents see the value of coming to Indiana University for an education. And so, our focus now also needs to be on yield, to turning those applications and those that are accepted into students who attend Indiana University.

Let me transition and talk about a couple of recent regional campus visits. Since the last full meeting that we had in the middle of February, for the UFC, I've had the pleasure of visiting both IU East and IU Northwest campuses. I am so glad that you guys still welcome me because I've been so many times to all the regional campuses, but they're always fantastic visits. At the beginning of April, I met with a number of the outstanding faculty in Richmond at IU East. In a meeting later that day, I learned about a project on which the campus is collaborating with the city, specifically Richmond Parks and Recreation and Highland Lake Golf Course to enhance community engagement through athletics and recreation. And then I enjoyed visiting with the IU East eSports team as well as students in a class on international business environment. It was fabulous. They have a pretty sophisticated eSports team that competes nationally at the collegiate level. And it was fun to see them. I felt like I was going back into

my basement in some ways when my own son wasn't home, although the digs are much nicer than he had. But one of the stories that really stood out to me was one of the students at IU East told me that he had never considered going to college. He saw no value to it and why would he go to college. And then he found out that there was an eSports team and he could try out for it and he made the team. He is now a junior at IU East, scheduled to graduate next year. So never underestimate the power of opportunities for students to change lives. On April 7th, I actually took part in a ribbon cutting for the new space for the Urban and Rural Excellence, or CURE, office, which is located at IU Northwest. CURE offers a variety of non-credit courses and educational programs designed to help people of all ages gain skills and enrich their lives. It also fosters really important relationships between the university campus, and the community to create programs that will support the Northwest Indiana communities. A couple of years ago, the work of IU Cure Northwest students on a study of Churner properties led to a change in state law. So, this was a project that went through the tax sales and what happened and how that led to tax revenue and what happened. It literally led to a change in state law. Let's never forget the power of our students.

Transitioning to Indiana high school students who have earned or who will earn, I should say, the state's new Enrollment Honors Plus Seals diploma because the state has gone through a renovation of its high school credentials and high school degrees and diplomas. The one that is Enrollment Honors Plus Seals Diploma, those students across Indiana will be pre-admitted to IU as part of a new agreement between all the higher education institutions and the state. So, we'll pre-admit Indiana high school students to all campuses if they've earned this Enrollment Honors Plus Seals Diploma. This initiative aims to help graduating seniors understand their college choices and all the resources that are available to them to continue their education. As many of you probably know, we are not the envy of the country in terms of the percentage of our high school graduates who go to college. That's something that we need to change. And as an institution, we need to lean into how we can help move that needle in the state. So, the pre-admission does not guarantee admission to a specific academic major or the academic major of a student's choice. So, you're not automatically into Kelly just because you had this high school diploma. Admission is also not guaranteed if a student's academic performance fails below an acceptable threshold level during their senior year. So, they can't quit trying during their senior year, or if they fail to complete all the steps during the admissions process, the same thing. So, the agreement is going to go into effect July 1 and is initially going to apply to seniors in the class of 2026 at participating high schools. This is an innovative program, and it really creates a unique opportunity for streamlining partnerships between Indiana's high schools and universities. We're excited to collaborate with the state on an initiative that ensures that Indiana graduating high school students can access a world-class college education right here in the state of Indiana.

Two weeks ago, we announced that IU is going to propel human-centered engineering into a new era with a \$75 million investment that Danielle referenced in her comments. It's going to support new cutting-edge academic programs, top-notch faculty, and state-of-the-art facilities dedicated to this increasingly critical field and one that's in such high demand. As part of the Luddy School of Informatics, Computing, and Engineering, IU Bloomington is going to launch new degree programs in the emerging areas of computer engineering and robotics,

bioengineering, nanoengineering, microelectronics. And we'll throw in a little electrical engineering for those traditionalists. These new academic programs are going to be offered in addition to the existing degrees in intelligent systems engineering, with some launching as early as next year. This is a significant investment, but it's going to help our students prepare for high-paying jobs while also fueling talent pipelines that fuel innovation and drive economic growth. And frankly, we can't put out enough people who study aspects of engineering in terms of the demand, and the need of the state of Indiana. The investment also includes hiring at least 10 new faculty members that are going to be connected with the campus' Faculty 100 initiative in the next year, the ongoing initiative. Additional new faculty and programs are going to follow in succeeding years. To support these new hires, IU Bloomington is also going to continue to invest heavily in state-of-the-art facilities, including new spaces for wet labs and computer labs.

In terms of rankings IU remains the state's leader in top ranked graduate programs and specialties with the most top 10 and top 20 placements in the 2025-26 U.S. News and World Report Best Graduate School Rankings. 17 IU graduate programs and specialty areas ranked among the nation's top 10 with 35 ranked in the top 25. The O'Neill School of Public and Environmental Affairs Masters of Public Affairs program in Bloomington retains its ranking and the number one MPA program at a public university and its number two overall ranking. The Kelly School of Business in Bloomington was ranked number seven among public universities and number 22 overall of all universities. The IU School of Education in Bloomington received high marks with four specialty areas that ranked in the top 10. The legal writing specialty at the McKinney School of Law in Indianapolis made the top 20, coming in at number 17. The Master of Health Administration program at the School of Public Health in Indianapolis ranked number 19 for health care management. These rankings, of course, are due in large part to our dedicated faculty who really shape top-notch programs that promote exceptional academic opportunities and professional training and scholarship.

IU is boosting our national presence expanding opportunities for students and faculty and accelerating the impact of our groundbreaking researchers with a newly acquired eight-story facility in Washington, D. C. that's going to put the university's faculty in students at the heart of national and international affairs. I started looking for this the year I came, which was fall of 21-22. Recognizing we really should have an expanded footprint, both for our students in terms of their opportunities, but also for the critical national and international work that we do and it was also a good time to buy real estate, we got a great deal on this eight-story facility in Dupont Circle near many NGOs. I think we're across the street from the Australian Embassy, we're basically an embassy row. It's just going to be fantastic. The renovations have started which include two floors that will be residence halls for students to be able to live directly in the facility while they're in D.C. This is a facility that is available and open to all students across all campuses at Indiana University and all faculty across all campuses. And I know there is initial work by our campus leads to start the planning process for how programs will be prioritized and placed in the program. The foundation purchased the property for the university, and then we'll do a long -term lease with them and then eventually, once that lease is done, then ownership will come to the university for it.

May commencement is in a couple weeks. Who's excited for graduation? I get to go to eight or nine of them and they're all truly fantastic. May is always a wonderful touchstone reminder for me personally of why we're here and do what we do. And that is to see our students at all levels actually earn their degrees. The biggest highlight is the 20,533 degrees that we are going to award to 20,075 students on our campuses around the state next month. Some of those students are getting double degrees, and that's why that number is a little bit bigger. The members of the class of 25 come from 133 countries, all 50 states, and all 92 Indiana counties. As you know, the Bloomington campus has seen record enrollment for each of the last four years, and the graduating class at IU Bloomington will be the largest in campus history, with 10,684 students earning 11,019 degrees. IU Indianapolis is going to graduate 5,472 students with 5,959 degrees, and our five regional campuses are going to graduate 3,527 students with 3,587 degrees. I look so forward to celebrating with all of our graduates and their families. Doug Booher shared with me today that the number of people that have registered in some way for graduation is way up. So, our graduates are ready to celebrate this year as well. And we will be ready to celebrate with them. That concludes the formal part of my comments this morning.

5. Question and comment period

We received no questions from faculty outside the UFC, which we always certainly invite.

I would just like to echo co-chair Greg Dam's comments in thanking Ken Iwama for his leadership this past year as he closes out his first year as a Vice President of the Regional Campuses and Online Education.

I appreciate the updates and so many great things going in our campuses. I'm concerned about the application of the policy of the full-tenured professor and the case of Professor Juan. I have a recent article four days ago for the Guardian newspaper telling that IU didn't follow the policy to fire a professor, so probably it's just a misunderstanding. I just want to know if the policy was applied or not for this professor.

President Whitten's response

Of course, this is an HR issue, and I have to stick with policy and law and I'm unable to comment on it, but I'm very comfortable that appropriate procedures were followed in this case. But other than that, I'm unable to speak to it.

Follow up

Is there any way that the human resources can provide information? I mean, I'm just concerned about the application of the policy as shared governance. So, it's possible that we don't get the information from the national, international newspaper, and instead of that, get the information internally about the application of the policy. If we can't have the information from human resources about the application of the policy, I mean, I'm not interested about what happened. It's just if we apply the policy or not as shared governance, part of my role in the university.

President Whitten's response

Unfortunately, I know it can be frustrating, but there is nothing we can say to a personal action.

6. Presentation on proposed changes to STU00, the Code of Student Rights, Responsibilities, and Conduct [action item]

Julie Payne Kirchmeier, VP for Student Success

Thanks President Witten and UFC execs and just as a point of personal privilege thanks to all of you and your faculty colleagues for all the important work you do around student success. It's seen and it's valued so just know that it's deeply appreciated. I want to recognize Travis O'Brien for his leadership of a brand-new committee that we worked with on this as well. Travis thank you so much.

We're going to talk about the update to STU00, the definition of hazing component, and we'll ground it in the issue. Many of you may have read or understand that in December of 2024, former President Biden signed into law the Stop Campus Hazing Act, and with that came several provisions that we needed to follow. One of them requires to be in place on our side by June 23, 2025, so that we are ready for the next academic year, adopting a federally aligned definition of hazing for students and student organizations. We found the location for that is in STU 00, which means as part of our process for updating and reviewing university-wide policy, we needed to go through a process and then bring it to you for final review, comment, and ultimately approval.

The progress to date and the process we've gone through is in January we brought a group together that involved folks from Bloomington Student Life, Indianapolis Student Affairs, Regional Representation, Office of Compliance, Institutional Equity, Office of Civil Rights, General Counsel, Public Safety, Student Success, together to start talking about what specifically we needed to do. We identified STU00 as the policy, one policy of three that required updates, but this one had to go through the full vetting process. The Policy Executive Committee, which was newly formed just the month before, in February, met in March. We held the inaugural meeting. The Stop Campus Hazing Act was discussed, and those three policies were recommended to move forward for review. The new definition was created and shared with the working group referenced in January there and approved. That definition was developed by a cross-functional group that focuses on hazing work at Bloomington and then with input from folks at Indianapolis, again, regional campuses, and also some students. Later in March, we went forward with the leads of student affairs. So, these are the folks that really would oversee the implementation of the behavioral component of the code and got their review. They went back and looked at it with their own folks that do conduct, came back and approved the definition. And then late March, we put it in front of that Student Affairs

Committee for UFC, who reviewed it, and they voted to move it forward as well. And here we are today.

So, the specifics around this are in the red line version, which I believe you all got in your packet, but it's just for ease of viewing here. There were several things that we updated to align with the federal policy, and then pieces we took out for redundancy. In the first line, threats of conduct, we already have threat as a conduct component, and so the group decided we didn't need to be redundant in that space. In the next line we focus on risk of physical and psychological harm and removed mentally and emotionally because those are forms of psychological harm, and that's more in alignment with the federal definition as well. Adding of an affiliation with was important, that is part of the federal definition, and it changes slightly who it applies to. Oftentimes you see these definitions written in a way that it's only about membership in an organization there are individuals and groups who are affiliated with organizations that don't necessarily have full membership. Think about an equipment manager for a sports team. They're technically not on the team itself but they are affiliated with the team. And so that's why it's part of the federal definition as well. Hazing can occur, that little piece is a grammatical change so that it made sense with the other changes that were there. And then the last line was removed because the entire code of conduct at the beginning, the behavioral section, talks about how it's applicable to both individual students and student organizations. It was redundant, and so that was removed. Those are the changes. The clean definition is here, so you can see it just without all of the red marks. With that, that is the process we went through, the changes that we are recommending, and that have been adopted at various points along the way. [Note: This was a slide presentation and also available in advance of the meeting.]

7. Questions and answers

It's not a question, but it's just a comment that this is absolutely essential. As a member of Phi Beta Sigma fraternity way back in the dark ages, I was not hazed. And the reason I was not hazed is because I stood up, and it was consistent with the national policy. So, again, as we empower students to stand up, it will be consistent with every fraternity, sorority, athletic team, et cetera. Hazing is not acceptable in any form.

I just wanted to share that this is the inaugural policy that is going through the policy executive committee of the newly created UA08 and wanted to highlight that this is how it's supposed to work, and it worked very nicely. So, while it was the first thing that popped into our inaugural agenda meeting, it followed all of the processes. It was transparent in what that looked like. We were able to make sure that the right folks were connected and had been vetted or have seen the document that was going to be voted on the floor before it got there. And so this is how it was supposed to work. So I just wanted to highlight that this went through. You could see from the timeline. We moved it through in an efficient manner, but it also makes it available for us to make our deadlines with things that are coming at us externally, but also becomes transparent for all of us to see where it needs to go and what that timeline and process looks like.

Move to a vote and motion to accept changes passes.

8. Update on the progress the university has made on implementing the recommendations of the generative AI task force

Kevin Jones Director of the IU Columbus Center for Teaching and Learning and Associate Professor of Management in the Division of Business and Adam Maks Professor of Journalism and Media at IU Southeast. He also serves as UITS Senior Faculty Fellow for Gen AI Learning Innovation and Chair of the UFC Technology Policies Committee. As of August 1st, he will be Professor of Journalism and New Media at IU Indianapolis.

Back in 2022, in November, OpenAI opened up ChatGPT. A month later this gentleman, Adam Maxwell, and I met, and we talked about some implications for higher education. As you know the rest of the story, there are many implications for us teaching, learning, research, you name it. So, we're here to do today to present the work of the Generative AI Task Force one year later. For those of you who don't remember this the UFC charged the Generative AI Task Force with examining how we could integrate AI, generative AI, into Indiana University. And we were charged with giving a set of recommendations. So what Adam and I are going to do is review some of the recommendations and talk about the progress. For those of you who have not read the Genitive AI Task Force report, I've given a link to the report from April of 2024., and I've given you a podcast that's created in Notebook LM. I think you'll find the podcast more interesting than the actual report. However, we're going to talk about it from a simple red, yellow, green light perspective. As you see on the screen, some things have limited or no progress. Others, progress made, but more work needs to be done. And then we have some things that substantial progress has been achieved. To start, I'm going to turn it over to Adam to talk about the green light activities.

As Kevin said, we're going to start with the green light. The first recommendation that we're highlighting is one that's really focused on generative AI training. It's an area where we've made real progress. Hopefully some of you have been part of some of these trainings over the last year or so. While many units have contributed across the university, the U.S. Learning Technology Division has played a central role. Some of the work has become even a model for other universities, and I'll share two quick examples. First is the Gen AI series from the Digital Gardener Initiative. This is IU's university-wide digital literacy program. Since August of this year, it's hosted about 20 webinars and virtual workshops, reaching literally thousands across the IU faculty and staff community. And actually, even some from beyond IU. This semester, colleagues from other Indiana higher ed institutions have joined. One recent session, in fact, featured Indiana Higher Education Commissioner Chris Lowry, who spoke about Gen AI's connection to student success and career readiness. So, we're seeing leadership not just across the university, but really we're seeing other universities wanting to get on the bandwagon to some of the things that we're doing, which is good. The second is the Gen AI Essential Skills Training Course. This is something that is built for students, although anybody can take it. It offers foundational topics like ethics and information literacy, and also hands-on tips like how to use generative AI for studying and learning. The content actually comes from a multidisciplinary, multi-campus array of experts across multiple campuses. Students and

others, all of you, can earn digital badges by going through those modules. Faculty can even integrate the learning material right into their Canvas course. This is actually something that is about to be highlighted as an exemplar by EDUCAUSE in their upcoming Teaching and Learning Horizon report. And we've gotten interest from several universities wanting to adapt it.

Another recommendation that we made was really in the assessment space. What do we do to adapt and sort of innovate in an assessment? So, as we build that Gen.AI literacy, we also need to rethink how we assess learning. This recommendation focuses on helping faculty design assessments that not only prevent misuse, but actually embrace the possibilities that Gen.AI offers for deeper learning. A lot of our teaching and learning centers across the campuses have played a big role in this and stepped up to guide the work. We're seeing a shift. Instead of just making assessments that are AI -proof, faculty are starting to explore how to make them AI-powered. We're seeing faculty use AI as a thought partner, like asking students to critique outputs or iterate on ideas. Others are actually creating role-based simulations, like negotiating with AI as a business client or interviewing an AI patient to practice clinical reasoning. These assessments don't just adapt to generative AI. They prepare students to use it ethically and effectively in future years. Often, I've heard people say what we call cheating, business is called progress. So, you know, thinking about how we really adapt is something that we've tried to support faculty in doing. These innovations are promising, but we still have some room, some of the tools that we have today make it a little hard to build some of these interactive scenarios at scale. And that's going to lead us right into some of the recommendations that we're starting to make.

So, a major part of the Generative AI Task Force report was a focus on ethics. And as you can read there, we made a call to review guidelines regarding generative AI ethics and a review of the university policies which apply. Now, I know that a lot of work is being done already on our policies, but we think that there may be some room to look at some AI-specific policies. Because while we do have policies that do cover the activity, it may be important to specify how these policies address the emerging, if you will, ethical concerns related to AI.

Somewhat related to that, and Danielle actually alluded to this earlier in her comments around some of the work that the BFC Tech Policies Committee has been doing with the UFC Tech Policies Committee, but one of the recommendations was around AI detection software. Faculty are understandably interested in AI detection, but research shows that these tools, quite frankly, often don't work. They're really unreliable. So the BFC Tech Policies Committee, again, as Danielle mentioned earlier, along with groups from campus tech committees, have been working on some proposed policy language on the appropriate use and also exploring the limits of these tools. It's a good start, but again, the reason why it's yellow is a little bit more work needs to be done to make sure that we're approaching this in a fair and effective way. And we met as recently as this morning on this same issue.

Now, here is one that we can first state some progress in terms of procuring appropriate enterprise-level AI tools. All of us have access to Copilot. That is a progress point available to

all users, faculty, staff, students, administrators. Also, we do have opportunity to access Copilot 365. For those of you who do have Copilot 365, there's a huge gap in terms of capability. This is part of why we want to rethink a bit what access we have beyond what is called Copilot Chat Enterprise to more powerful tools, maybe not for all users, but for those users who will benefit from the capabilities of the more powerful tools. And this could include possibly access to the Google tools, Gemini, because as we know with these tools, they continue to develop greater capabilities as we go on. And so the examination of this is not a fixed state where you say, okay, we have a tool, we're done. It is one that needs to be an ongoing revisitation of the tools which we use. I'll just add one sort of a point to that you know when we wrote the recommendation on those tools last year faculty and staff had access students had no access. We've seen substantial improvement again all faculty staff and students have access to that basic copilot but one of the things that we're also seeing is a lot of people create, build out, subscribe to their own tools I think there's literally thousands of people who subscribe to ChatGPT Pro with their IU account. But that's not sort of within a protected environment. So, beyond capability, we also have to consider data security. Right now, copilot is only approved for university internal data. So that means with some sort of data classifications. But it basically means that faculty and staff with restricted and critical data needs, which is most research and student data can't really use what's generally available to everybody. So, you know, if we want to have AI be a core productivity learning tool, we need to think about options that, as Kevin mentioned, expand both the capability, but also ensure that we're giving people the tools that they need to be able to use this data in a secure environment. Which brings us to the notion of building long-term institutional capability.

One of the major recommendations that we made, and we spent a lot of time on this, was what will advance or effectively integrate AI into the enterprise. And one of our recommendations was, very strongly, that we create a university-wide unit/officer to lead Gen AI strategy, policy, and support. This is not unprecedented. Several universities have done this. Most corporations have done this. This is something that is becoming necessary as AI continues to advance. We won't even begin to talk about things like AGI, and hopefully never in our wildest dreams, ASI. I'm talking about artificial general intelligence. Some people say it's three years away, some people say five, some people say ten. But when that comes, everything will change. We need to have a structure that can help us continue to build capacity to adapt to the changes in the technology and, frankly, the changes in society and the changing needs that students will have as they enter into various jobs. And, yes, of course, it requires some dedicated funding.

I'll touch really briefly on this last point. So, you know, there's a growing need in addition to the tools having greater access to capability and secure tools. There's still the challenge with general tools of things like hallucinations. And we know that there are abilities to fine-tune models. We need to build the ability to create some of those agents, some of those things that Kevin has mentioned that are a little bit more advanced, giving the ability for users who may not have sort of the technical knowledge to be able to code and do things like that to build those. So hopefully we'd love to see improvement in this regard, as well as tools that can integrate into our existing systems, whether that's our student success systems, our learning management systems like Canvas. So these are some barriers. I think we've made some good

progress, as we've shown, but still some work to be done. And I think that leads us to some recommendations.

Well, not yet, because here is the key point. What is built into this, and we heard what is being built into Luddy School, what's coming to us is AI agents. And if you're not even sure what it is, get ready for it, because it's going to transform how you do your work substantially. And then there's something called physical AI, which is part of what they'll be working on in the Luddy School, but it's not just robotics. It is the whole concept of merging AI with any type of object. So, we need to be aware and begin planning for these kinds of things, which are not 10 years off, but AI agents are present. Physical AI, according to Julie Sweet at Accenture, is going to be prevalent beginning next year. So, these are things that we want to think about, That's why we rated that a red. But we do have some tangible recommendations.

So, part of it, as we alluded to, is creating more access, more secure access to more generative AI tools. In particular, perhaps expanding into some of the tool sets that we have relationships with vendors, such as Google, but perhaps others as well. And then also, as I mentioned, a tool for restricted and critical data, which is a big gap. The other thing, too, is that as we think about, it we're here for students. Students are at the center of our universe, as President Witten has said many times, and we need to think about what our employers are expecting. As I mentioned earlier, what we might call cheating, the business is calling progress. We need to think about what are those skills that they're expecting our students to have? And how can we build those competencies into curricula, so students are getting those skills, how to work with AI, not work against AI, but work with that technology. I think that the opportunity we have here is to figure out a more unified vision and unified work to build towards consistent, aligned progress.

So, what we're talking about is establishing an AI office, as mentioned earlier, perhaps led by a chief AI officer. Additional to that, or in spite of that, or with that, we think it's time to launch a AI action task force. Notice the difference in the language. Where the generative AI task force, was looking at something that was new. I think now we need a task force that says we know what's going on to some extent, or we're learning what's going on, and we can see some of the impacts, let's now begin to come to an agreement or some best practices within how we can maximize this tool, these set of tools or other tools. So that's what the AI integration plan would come from. It would be a combination of a leadership -driven plan and a task force plan.

Red teaming looks at privacy and all these different things and tries to protect the organization. Well, there's something called a purple team. A purple team brings people from the institution, the organization, with the technology people to work on everything for privacy, security, appropriate use, and ethics, et cetera. An establishment of a purple team would launch us ahead of all the other Big Ten teams, schools, in the sense that I don't think anyone else has identified a purple team. They probably have red teams, but they don't have a purple team. And why do a purple team? Because it involves faculty, perhaps staff, along with administrators and the technologists to advance our AI footprint. So, with that, we just have a short summary. I think that one of the things you can see if you read the report or listen to that podcast, which is pretty interesting. If you click on that link, just 12 minutes, you can get the whole report. Two people,

AI people are talking to you. But the task force focused our recommendations around how could we bring on tomorrow? How could we do that around three pillars? And as you can sort of see here, AI can facilitate in all this. It can facilitate student success. It can facilitate transformative research. It can facilitate our connections to the community and help us bring the state and beyond forward. So, with that, we'd love to answer any questions.

The last final point is that we know there's plenty of negatives. We're not oblivious to the fact that this is full of negatives. AI is one that you can go down the list of all the problems that it creates. But we also need to think about the fact that it is here and it's not going anywhere and all of the good potentials that it creates. My argument that I've made from stage across the world is we can do both. We can address the problems while advancing the potential of the technology. And finally, no one has to feel like, gee, I don't understand this. Am I behind? Because as I've listened to people, Joshua Bengio, people like that, Gary Marcus, I've heard these people in person. And you know what? They're learning too. So, all of us can take heart in the fact that we are still learning. They are still learning. And together, if we work together and we embrace the reality of this technology, we can advance it together.

9. Questions and answers

Adam can you clarify for me as well as for the rest of the committee why our existing committees and offices cannot do the work that you've outlined here?

Response

I think they potentially could. The challenge though is that a lot of these units, even within UITS itself, different divisions or different offices across the university, they're sometimes rowing in different directions. And I think that the challenge is how do we come together and figure out, what are the directions that we're going to go in, and really to avoid reinventing the wheel. I think that that's something. Just as an example sort of in faculty development spaces, sometimes we do the sort of same thing across different campuses or the university. I've heard people talk about the university as a loose confederation, and I think that that means sometimes we reinvent the wheel, or we avoid leveraging our tremendous size and scale and scope to be able to do things. And I think, frankly, this is a big enough challenge and a big enough opportunity that we can't individually figure it out on our own. If it's every sort of department thinking about this repeatedly, it gets overwhelming very, very quickly. So, I think that creating some unified facilitation is something. And as I mentioned, the UITS Learning Technologies division has done a substantial amount of work in bringing a lot of that together, I think that that could continue even in that space. I think some of the challenges we need to start thinking about is how do we dedicate appropriate funding to procurement of the tools, to also invest in the people. Just having the tools isn't enough. Just building it isn't enough. You need to have people to translate. I think it can happen with existing structures possibly, but I do think it needs intentionality and a unified approach

You see it's a strength and a challenge the strength is people all over the inner the university are using Generative AI in many fabulous ways, but how do you know about them? How do we share ideas? How do we share knowledge? I have an AI class. Does anybody know about that class? No. Does anybody know about the class of AI at Luddy? I do, because I know the person who has the class, but there's only two classes I know about. There could be 20 classes across the university on AI. We need to be able to share ideas and share information. Doesn't mean we'll do everything the same way, but again, as we build capacity together, we strengthen the organization and that's why we do need a unified structure. It not an imposing structure not one that says okay you will do this or that, but it is one that connects and combines capabilities together.

I'm in Luddy School in Bloomington. I teach between 1,000 and 1,200 students a year, with 70% of those being freshmen. And one of the things that I've noticed, and I will say this is a cautionary tale, is that AI has become somewhat of a drug to some of the students. I had a senior come to my office not too recently scared because AI was introduced when they were a sophomore, and they started to use it a bit. By junior years, they used it more by senior year they had relied on it, and it came to the point where they couldn't actually do their work because they had relied on it so early on that they didn't have the foundation to do the work in advanced level courses and the student was scared and frankly doesn't know what to do next. So I say that as a cautionary tale because there is a lot of AI optimism and in some of what you've presented is very deterministic that like AI is going to change. And you did provide some caution, which I really appreciate. But I think we need to have a focus on AI safety as it relates to our student futures. Because even though companies might say that, you know, what we call cheating is progress, companies are now starting to find that many of the students they're hiring aren't actually capable of doing the critical thinking skills. If you look at Carnegie Mellon's recent research in that they partnered with Microsoft, where critical thinking is just taking a dive with new graduates. So, I think we need to think about as an institution whose responsibility is it and at what point in the student's curriculum because I try, but that's maybe in another class they're not trying. I mean, it's a confusing time. I just would urge some thought as to AI safety as a critical component as we move forward with this plan, particularly with first -year students.

Response

That's what the purple team would focus on. One of the things that we did in the training slide that I mentioned, the Gen AI Essentials course. What's very strongly emphasized is that AI should not be a crutch. Ethics, ethical use of AI is front and center in almost every single element of that module, and for the very sort of reason that you highlight. I think so often people are saying, well, here's the tool. Go figure it out and use the tool. And we're seeing this right now. Just in the last couple of weeks, OpenAI and Google have both said, hey, we're going to give college students free pro versions for the last two months of the semester, just as sort of unfettered technological deterministic sort of access. And that's problematic, right? I think part of the challenge that we want to emphasize is that students need not to necessarily know just how to do the tactical things with the AI, but they need to know what role do they play. They're the human in the loop. How do we emphasize sort of critical thinking, all of those types of things, how to use not just effectively, but ethically.

And I think that that's something that as the norms evolve, these are conversations I think that we need to deeply have across disciplines.

I'd be very interested in the students telling us, because you're in the hunt today, and that's the conversation I'm having with students. Students might be taking anywhere from four to six classes. Every class either doesn't mention it or mentions it and has different rules, and we're sending these kids around. Some programs say, learn it and make it sing, and some say, if you use it, I will file misconduct and you will be out of here. So, I try to be sensitive to the student experience. And I just wondered if you want to comment at all about where you see it, how educated do you feel, how clear are you on its position in school right now?

I think one thing that I've heard a lot is the lack or confusion around the policy per class. Because like you said, it varies a lot and whether you like it or not it's here and students are using it and a lot of students are genuinely confused about the extent to which they can. I know some professors even have not a class policy but like a per assignment policy and so it'll change within the class itself. So, there's just like confusion about around what's acceptable and what's not and so one thing that IU student government worked on this year our secretary of technology was working with faculty to establish kind of a baseline policy to kind of help limit that confusion. I think one other thing that Mackenzie mentioned too during the presentation was that the task force and everything that we're talking about creating, I think it's critical we both do, I think that students are on there too. Like you said I think with some of these things that might be overlooked but there are critical perspectives there that I think are deserving and would honestly be helpful to the work of those of those groups.

10. Report from the Office of Vice President for University Relations

Michael Huber, VP for University Relations and Angela Smith Jones, Associate VP for State Relations

Thank you, President Whitten, and thank you members of this council for the opportunity to provide a brief update. We will comment on a couple of state bills impacting Indiana University and then if we have a few minutes I'll take questions about federal too since we know federal. We could do an entire two-hour session on federal, but we have a couple of updates. We've briefed this body before, and we appreciate all your questions and your input. There were a number of bills introduced in the 2025 Indiana General Assembly that would impact Indiana University. As is the case, some of those bills died. Some of those bills will be studied in the next year. There are generally two that we continue to track closely that we thought originally could have a broader impact. If we don't mention any of those today, we'd be happy to answer your questions offline.

The first bill is the budget, House Bill 1001. Of course, every other year in Indiana is the preparation of the state budget and the state higher ed institutions. There's a very set process

that they go through, including President Whitten's and the other university president's presentations, which start in the fall. There are several presentations with the university's budget priorities. There have definitely been twists and turns this year regarding the budget bill. If you had asked us a few weeks ago, where do we think we're going to land in terms of higher ed funding in Indiana, we would have said probably flat, maybe a little bit better. When we look at a couple of categories, including rehabilitation and restoration of historic buildings and things like that. We also have thought that for capital funding, special capital funding from the state would be a very lean year and that we'd have to find other creative ways to fund capital needs. And that goes for all universities. So, we were bracing ourselves for not great, essentially flat funding. Last Wednesday, the state issued its revenue forecast. I'll speculate, this is not in the report, but I believe they're taking into account the impacts of tariffs and things like that. As many of you know with Indiana's most recent data, we're the number nine most export dependent state in the United States. And based on that and various other factors, the state had to adjust its revenue forecast down further and scramble to fill a nearly \$2 billion gap in the state budget. And that is like when many of you prepare your budgets, you've got to cut expenses or find new revenue. The challenge with where we are in the legislative session, as Angela Smith-Jones, AVP knows, and our VP of Finance, Jason Duditch knows, this is the end of the session where people go quiet because conference committees are meeting to work out the differences in the bills. So, we can only speculate where we're going to land when we leave this meeting. We're going to go back to the office, as President Witten said, and watch the bills. And we're just waiting to see what the next draft of the budget bill says. We expect, based on various factors, that there's going to be a further reduction of higher ed. You may have read, too, there's also going to be further reductions for local government units and for everybody across the board. And this is based on Medicaid budgets, which are an important issue. This is based on a property tax proposal of our new governor. And so if you're looking at the budget saying it's good, if there are increases, it's not very good. And we have to brace ourselves for that and kind of see where we are. We could, we could sort of speculate. Now enough other things are trending in the right direction. Like when Angela and I arrived talking about enrollments and things like that, IU's got a lot going for it, but in terms of state funding, IU, Purdue, other state institutions are likely to receive a reduction in this next draft of the budget.

So very briefly, yes, we're still waiting. They are in conference committee, and we're getting no whisper, so there's no intel. The only other bill I kind of wanted to talk about was Senate Bill 289. When we started the legislative session, that bill we've been calling the anti-DEI bill. It has been through various amendments and versions. We are currently in the process of waiting to see if the most recent conference committee report gets, the terminology they use is concurred or continue to press through. Originally, there were lots of restrictions on grants, donations, scholarships, et cetera. Certain words you could not utilize. For example, disparity, which I know all of you utilize. It's a typical research term. It's utilized in every space. You couldn't use words such as that. We were also originally forced to close all DEI offices. The bill, as it moved into the House, the sponsor in the House changed it significantly. There is specific language that does protect scholarships and grants, et cetera, private contracts. It also really focuses on current bias and hate crime laws, also reaffirming the First Amendment and using the fair admissions United States Supreme Court decision ruling and reemphasizing that. So, the current version of Senate Bill 289 is pretty reflective of what current law says, other than the specific component addressing scholarships, grants, gifts, etc. So that's the DEI. So, if

the version closer to the house bill passes, it is significantly less restrictive than the Senate version that Angela was talking about. However, we continue to monitor the federal government. The federal government is also addressing DEI and various public communications that you've seen. We all seen the same public communications. And so, on one hand, the state bill looks like it's very likely that it would not be very restrictive on DEI programs. We're continuing to monitor the evolving federal situation where it looks like various funding sources that they may be more restrictive. We just don't know where that's going to land yet. Now, if you have other questions about other bills, so basically the two tracks that we're monitoring really closely in the next 48 hours are the budget and 289, as Angela mentioned. There may be other bills impacting your work. We'll take those questions. I will say there is an effort with Senate Bill 289 to advise members of the legislature that one of the original drafts, the way it was written, could have threatened accreditation of health programs and things like that. And thanks to members of this body and people in our public health schools, we were able to raise the awareness of legislators saying if the bill goes in this direction, it could threaten our accreditation in various categories. So, we're very appreciative of the people who have weighed in there on 289.

I may pivot real quick to the federal, if that's okay. We could do an entire two hours on the evolving situation. We're not going to do that today. We will provide another webinar soon based on the popularity of the first webinar, certainly after the state legislative session ends. But the bottom line is the federal government passed a continuing resolution within the last couple of months, which essentially keeps the federal government open. And so various things in public communication that we've seen, including proposed caps on negotiated rates for facilities administration and things like that, which would have a big impact on IU, essentially got delayed, and now we're looking at and trying to understand what the administration's priorities are for the next fiscal year. We can only speculate. The biggest expenditure item impacting IU by far, though, is research funding, which impacts a lot of the people in this room, and there's been different information from NIH, which is very important, and other federal agencies, which we continue to monitor. We don't have a lot of answers yet, but you can check. The Office of Research Administration has done a good job keeping people updated in terms of official federal policies to the extent that those have been announced. We work closely with Vice President for Research Russ Mumper. And whenever the federal government passes a new policy impacting research, we make sure to put it up on the ORA site. Biggest thing that we've been doing regarding the evolving federal situation is communication with all of our members of Congress of both parties, with the members and with their staffs. And as we get intelligence about something that maybe NIH is considering, we quietly pull in experts both from within the university and sometimes from industry to make sure that our members of Congress understand these could be the impacts if these changes go into play. The reason we don't have anything more definite than that is it is all about the administration's priorities in building the next federal budget. The best that we can do is make sure that our own delegation and then any federal contacts that we have are equipped and they understand the impact on IU.

11. Questions and answers

First question is, do you have any insider intelligence on timeline for the president's budget request at the federal level? Second question is some of us just through connections that we have may hear rumors I don't know if that's useful to you. Do you have any desire or way to like get rumors to you so that you can maybe follow up on them in case talking with congress people for example can help intervene before actions are taken that become public and sort of undoable?

Response

First question, we're going to know a lot in the next 60 days. Don't, right now, it's a lot of speculation we're following. So, NIH did come out with, as many of you are aware a couple of months ago, a proposal saying we want to cap FNA rates at 15%, which they quickly walked back. Okay. We can speculate as if the administration is going to pursue similar policies for other agencies. We just, we just don't know yet. We think we're going to know a lot more in the next two months.

In terms of rumors and things like that, I mean, we're lobbyists as part of our job. We'll take intelligence. You know, the more that you have, we get calls frequently from faculty, staff, even students, which is always very helpful. So, we always like to err on the side of more intel, especially if it's from a reliable source. And we always say, don't spin your wheels. If we can provide you with context especially in what's public, if it helps you within your school, we're always happy to do that. So, it's a two-way conversation. Although technically we educate, we don't lobby.

I just wanted to thank you for the webinars. And you mentioned you're going to do another one. It really helps to lower the temperature. Your work used to be really unknown to so many, and at a time where information is short, just to know you're there, I've just heard the conversations that people, it just really helps. So, thank you for the time and effort for that.

12. Update from our VP of Finance and our Chief Financial Officer, Jason Dudich

Thank you, President Witten, members of the UFC. Today, I really wanted to focus on an update on the budget redesign, as we've done in the past. There's been some good momentum thus far on budget redesign, both on phase one at the UA level and as well as phase two as we're getting towards the end of this fiscal year and starting up the next fiscal year.

With regard to phase one and the UA piece, as I've mentioned in some previous discussions, there were two components of the UA phase one budget redesign. One was alignment of functionality into UA that would allow for a centralization of those functions at the UA units that were consolidated. That has occurred, and that has been set in place within the UA structure. So that part of phase one is complete. The one thing I would say is we continue to

move through, as I've said before, fiscal years we will find small parts of alignment and reorganizations that need to be made part of UA in the future, but for the bulk of the alignment and reorgs, those have been complete. We're happy to say that's done as part of this budget redesign model. The second piece of the phase one redesign is the UA assessment itself and updating the methodology in which that assessment is allocated to the campuses, as well as trying to determine a number early in the process so that campuses are aware of what the UA number assessment would look like in future fiscal years. As I noted, we worked on that in the fall of last year with a task force of campus financial leaders and members of the university budget office and my office. We came up with that model. We used that model to allocate the UA assessment number for fiscal year 26 as a proposal for what it would look like in the next fiscal year. I'm happy to say that that model will be activated in fiscal year 26 with the UA assessment number that we've agreed to for the next fiscal year. That model, again, is a data-driven approach, transparent and replicable, whereas the previous model that was used, as I've said before, we couldn't find any history on it. We had no understanding of how numbers were allocated to certain campuses. And so this model is one that is very transparent and anybody can take a look at it. If you'd like to learn more about it, I'm more than happy to talk to you about it. It did have campus involvement in terms of the metrics that we've included in that methodology. Another note on that is many of your campuses have used that methodology to look at the allocation of campus administration to departments and units within each of the campuses. So, the great thing is that data, that information is now being used at the campus level as a way to allocate administrative costs versus previous models that may not have been as transparent or data driven. So those two components of phase one on the UA budget redesign are pretty much complete. We'll implement the new model for the UA assessment methodology, again, for fiscal year 26, but we will continue to review that model every year and we'll determine what the data looks like. We'll run multiple scenarios to ensure that we don't have any unintended consequences in future years. But we want to keep the data relatively consistent. We want to keep the years in which we look at data change consistent. But we also want to make sure that there is an opportunity that we review that model every year in the fall. One, to ensure that it's consistent with what we intended for the methodology. And two, as we come up with what a proposed UA assessment number might be in the future fiscal year, we can include that in the model and then allow campuses to be prepared. So good news on the phase one front with regard to budget redesign.

With regard to phase two, that's the campus level. As I've said before, this is really being driven by the campus leadership and by the stakeholders of the campus in terms of what your budget redesign model might look like. With that, I'm happy to announce that are in the conceptual phase of what those models will look like. So the campuses have put together task forces which have been meeting throughout the academic year. They have developed a conceptual model in terms of what the budget model redesign would look like for the next academic year and have also included data metrics that, again, use both things that are from the methodology on the UA assessment as well as campus-driven metrics that will allocate both administrative funds to the units but also investments in strategic initiatives or programs that the campus is leading that align with IU 2030.

Another component of the budget redesign for the campus is that all of this is conceptual. So there's no numbers specifically associated with the model. The idea is the next academic year, the one that's coming up, will parallel that model with the current budget model that's in place. So nothing is changing. I've said that before in past discussions. Nothing is changing in terms of the flow of funds. the units from the campus level, but the new model will parallel or basically be above the current model to understand the impact of what the new model will have on each of the campuses. This is an intent to engage the campus stakeholders to understand what that model might do in terms of flow of funds from the central level down to the campus level, but also the impact of each department of what revenue allocation might look like as well as expenses and potential centralization of costs at the campus level. So still more work to do in that area, but certainly this is the cadence that we agreed to with regard to the budget redesign at the campus level. We'll monitor it as part of the next fiscal year. My office will be engaged with the fiscal leaders at the campuses and the leadership at the campuses with the hope to roll that out next fiscal year in 2026, assuming that everything is kind of set up, we don't see any issues with the models, and we can move forward with the budget redesign phase two completion. Reviewing that again, same way with phase one, every so often to ensure that there's not any issues that are cropping up in the budget model that may create unintended consequences. I know it's a lot. Just wanted to give a high -level overview of budget redesign,

13. Questions and answers

Not really a budget-related question, but it's financial. It's about a rumor I've heard. I don't know if you might be able to address that. But are you familiar with 22 accounts, what we call 22 accounts on campus, faculty 22 accounts? I am not, but I'm happy to go back and take a look at it. Well, my question is, at least the rumor, is that the faculty are going to have to spend those down each year, and a carryover is not going to be allowed. And I was just curious about the logic. If you could find out about that.

Response

Yeah, I can find out. The one thing I would note is there are general fund accounts at the campuses and at UA units. I think they're 19 accounts, so I want to make sure I'm differentiating. But we did put a policy forward last year, and we'll continue it, that any general fund accounts that have balances at the end of the year, unless there's a need to transfer that into a designated fund or restricted fund for purpose of investment, we want to sweep that back to the general fund to support our overall financial structure. I'm not sure about 22 accounts. I know 19 accounts was our focus, but I'll go back and see if there was anything directed about 22 accounts.

14. Luke Bosso, Athletic Director for Indianapolis and Scott Dolson, Athletic Director for Bloomington [This presentation used slides]

Luke Bosso

Thank you, President Witten. Thank you, members, for having me today. I'm Luke Basso the Director of Athletics here at IU Indianapolis, IU Indy, as I like to call it. I am just about to wrap

up year number two, which has been an incredibly fast time. I would have never thought that it's been that long. So, we're in the work hard, make noise have fun era of IU Indy athletics. This is Jago Thompson Roberts, a sophomore defender from England. He wants to be a doctor. And I tell our student athletes all the time, if we're working hard, people are talking about us and we're winning means we're having fun. We want to win in three different places. We want to win in the classroom. We want to win in the community, and we want to win in the court. So that is our goal here at IU Indy. So, who are we? We have 18 varsity sports here about 268 student athletes and we're members of the Horizon League. Horizon League goes from Green Bay all the way over to Moon Palace right outside of Pittsburgh. We have 11 teams today, but we just added Northern Illinois into our conference. One of the fun things I tell our student athletes or tell students when you come to IU Indy you don't just get the campus you get downtown Indianapolis. You get this entire city. If you watch the Sweet 16 and Elite Eight a couple of weeks ago during the men's basketball tournament, you would have seen IU Indy logos everywhere throughout it. We were the co-host with the Indiana Sports Corp and the Horizon League. We will be the co-host next year for the Final Four. And then we will again be the host for the women's Final Four when it comes to Indy. The fun part about that is when you watch on TV, you're at the event, and you see everybody who's volunteering, all the people who look like students are IU Indy students. So, they get to play a pivotal role in the tournament. They get to be team hosts. They get to be community organizers. They help put on the press conferences, so they get real-world experiences during the tournament from that. If you were at the gym groundbreaking in February, you would have met Kate White, business major from Cincinnati, Ohio, outside hitter on our volleyball team. Kate's sister just committed to play volleyball here at IU Indianapolis. She's a junior now, so will be joining in two years when Kate is a senior on the team.

Just some highlights from our sports. We hired Angela Berry -White to be our brand-new women's soccer coach in the fall. Angela is an Indiana Hall of Fame member. She was an alternate on the Olympic team. She had a great successful coaching career in the collegiate and high school level. Angela is also from Indianapolis. She also went to the best high school in the state, North Central High School like me. And we're excited to have Angela be a part of the team. Some other quick successes. Volleyball had our record attendance this year. Also the first best record since 2018. Made the postseason tournament. Our men's swimming team came in second place in the Horizon League. We had the diver of the year. We also, for the first time in the history of the Horizon League, both our men's and women's tennis teams have made the postseason tournament in the Horizon League, and breaking news as of yesterday, Titus Boswell, a sophomore from Monrovia, Indiana, was the individual Horizon League golf champion for the conference. He finished five strokes ahead of the field, and for those golfers around there to give an idea of how big his lead was, he double bogeyed 18 and still won pretty easily, so excited for Titus and happy for him.

Meet Sebastian Otero, the best diver in the Horizon League, back -to-back Horizon League champion, back-to -back NCAA qualifier, also participated at the Olympic qualifiers last summer. Sebastian is so good at diving that he broke his record in the preliminary trials at the Horizon League championship. Also pointing at you is Paul Zelenskis, first team all-region men's basketball second team all Great Lakes region. Sebastian is a junior. Paul is a graduate

who came over this year. Some of the other highlights we had this year, we had the Horizon League Freshman of the Year in cross country, Luke Chappelle. Emma Fry didn't make just one, but two ESPN top 10 plays in back-to-back weeks on goals. It was a fun part about this job to have my friends send me the videos from SportsCenter highlighting Emma, who's also one of our student workers.

Like I said, we just didn't want to win on the court. We want to win in the classroom. 3.43 GPA for our student-athletes, nine students in the top 100, 52 students with a perfect GPA in the fall semester, 113 student-athletes earned academic honors in the spring semester of 24. We were the top in the state in APR (academic progress rate) when it comes to Division I institutions. And just last week, we had three tennis players named all-academic honors, all with above 3.9 GPAs. APR is an NCAA measurement to say how well we're doing academically; we are doing very well on that part.

One of the programs I'm very proud of that we launched this year is our Jaguars corporate coffee program. Last summer at our conference meetings, there were a bunch of ideas put together from different student -athletes around the league, and one of the athletes said it would be really cool to be able to go have coffee with people in your city. I looked around, didn't look like anybody else was going to take that up. So, I went to Java House and said, why don't you sponsor a coffee program where our student athletes come to your coffee house? What I was not anticipating is we had about 50 student athletes. I sent out about 75 emails to leaders throughout the city of Indianapolis saying, hey, would you want to do this? I think 74 said yes. So, I had to scramble a little bit to get some people involved. Basically, it's nine cups of coffee a month with nine different student athletes. the student athletes who are responsible for reaching out to each business leader and asking them to go have coffee. And on the bottom left, you have Nolan King from Evansville having coffee with Emily Davenport, CEO of NIFS, who we share an office with. On the right, you have Ellie Cates, who actually just set the 5K record for IU Indy having coffee with Patrick Kraft. And we have all types of business leaders in this. We have the CFO at Lucas Oil. We have partners from Crow and KSM. We have small business owners. We have people from Lilly. And one of my favorite texts that I get is from them after they meet with the student athlete to say how fun it was and how they would love to help them get an internship. We've had 10 student athletes get an internship from our coffee program. So really excited how well that's gone over. When I got here, we had 11 corporate sponsors. This week we signed a corporate sponsor 40, 41, and 42. Hopefully we'll need a bigger screen next time around.

I heard President Witten say earlier, everybody was in charge of enrollment in the regional campuses. Everybody that works in the athletic department, number one goal is make sure student success. Number two goal is we're doing revenue, the new age of college athletics. And I think the fun part for us is, it is a lot of local groups that are part of this, but we also have Key Bank. We've partnered with INDOT. We've partnered with a lot of groups throughout the city of Indianapolis, and they feel the momentum of IU Indy athletics, and they're not just backing it up by coming to games, but also investing in the athletic department.

Fundraising. This is something, when I took this job, it was really important to me that we were going to go out and we were going to raise funds to give our student athletes every opportunity that they have. Obviously, we've seen incredible growth over the past two years. In fact, I was looking at this earlier, our Jags giving week this year raised more money than we did in fiscal year 23. We are making fundraising a priority for our athletic department and making sure that we have a clear, concise message on what we're trying to do at IU Indianapolis, and we're getting people to invest in multiple ways in our program. Referenced earlier, but coming soon, the James T. Morris Arena. It is my favorite hole in the city of Indianapolis right now. I drive by it every morning. I love seeing the construction project going on. Super excited for it. And I think all of you probably have an idea of who Mr. Morris was. And in fact, he was one of the first people I called when this job was available to get his sign off on me applying. And I could put up 30 screens to talk about Mr. Morris's background, but for me, being a person from Indianapolis, he is somebody I look up to and somebody that we honor every day. For me, with Senator Lugar creating this campus in 1968, to Michael Carroll's name bearing on the soccer stadium, and now having Mr. Morris's name on the arena that will house our office, as well as USA Track and Field's office, is an honor a lifetime. And every day when I wake up and come to work, I know that I'm fighting for our current student-athletes, our future student-athletes, our past student-athletes, and people like Mr. Morris who woke up every day to make Indianapolis a better place. Thank you

Scott Dolson

This is my 34th year working at IU. I love following Luke because I kind of joke because Luke is fun and I'm kind of boring so it's kind of an interesting act to follow but again Luke is doing a terrific job. I really appreciate the opportunity to be here with the UFC. I wanted to start out really by recognizing our Big Ten faculty athletics rep, Marietta Simpson, who does a terrific job. She chairs the faculty athletic reps in the Big Ten, which is a tremendous role. I also want to thank Carrie Docherty. Carrie is the chair of our faculty athletics committee which again she does a terrific job and really helps. We have regular meetings and certainly balance all of what's going on in college athletics with what our core values are and that's what you'll hear from me today, is really talking about balance a lot. I also want to thank President Whitten. Many of you may not know this but along with all her other numerous duties she is also the vice chair of the Big Ten Council of Presidents and Chancellors. She will be the next chair. And given the critical time we're in in college athletics right now, there's probably never been a better opportunity for us as Indiana University to have our president in such a leadership role in the Big Ten. So, I want to thank her for what she's doing there. I just can't imagine doing this without her, particularly in that role.

The key thing for us, as I said, is balance. We're balancing really all of our core values in terms of athletically academically personal development and while doing that transforming into the new era of college athletics. You hear the buzzwords a lot NIL (name, image, likeness). How many times do people ask you about NIL they ask you about the transfer portal all the things going on. What I think the most important thing to take away from my report is what we are absolutely vigilant on is making certain that our core values haven't changed. The entire industry is changing but we have to keep up with that, but at the same time, we're still all about the educational mission and all the great things that we've historically done with IU Athletics.

So, I'm going to go through quickly our five kind of core missions and just touch on a few key points with those.

Our mission, number one, is obviously always following all NCAA, Big Ten, all of our rules, and I'm proud to say, again, no major recruiting violations, and that should just be stating the obvious. That's something that should just always happen, but I feel compelled to tell you that, particularly given the new era we're in, it's more complicated than ever, to be honest with you. And I'm really proud of our team in terms of how we make certain that we're still compliant with all NCAA rules and all the rules that we need to follow.

Our core mission number two is extremely important, too, and, again, maintaining that balance. The holistic care of our student-athletes is really a huge thing for us. And really what that means is everything outside academics and athletics. We have an area of our department called the Excellence Academy. The Excellence Academy, all of our student athletes who come through work on leadership and life skills, mental and physical health, financial literacy, service learning, career development. In fact, we have a mandatory session for all of our freshman student athletes to go through their first year to go through different training sessions. Last night I attended the last one where they all learned resume writing. We had former athletes come in and work with them on that and it was a great experience and whenever I attend something like that it gets me back to what we talk so much about the business of college athletics, it gets back to our core and that's really I think when we talk about a lot of things that separate IU athletics from other universities I think the Excellence Academy is one that certainly does.

We have other great programs that we work on below I won't go through all of them. But one of the things that I think is super important to highlight to you, we've instituted a mandatory mental health training. We have a mental health task force. It doesn't take a rocket scientist to figure out how big of an issue mental health is these days with our students. And we really focus on that heavily. We have a mandatory training for all student facing staff. So they know the red flags to look for as they're working with student athletes. So it might be a strength and conditioning coordinator who certainly isn't a mental health expert, but because of this training, is looking for different red flags with student athletes. So if they notice something, they can bring that up and certainly get the attention that that deserves.

I know hazing was talked about earlier. We instituted a new hazing prevention program last year. Again, just hitting on topics that are extremely important, not just to us, the entire university. I'm extremely proud of our academic success. Luke touched on it and the great success they're having it at IU Indy. These are areas that unfortunately at times as much as we try to tout them, they don't get as much attention as they probably do deserve but I'll run through these for you. Our 91 percent graduation success rate is a high for us and it marks the sixth time in seven years we've been over 90 percent and we're extremely proud of that. Luke touched on the APR, the academic progress rate, which really is a formula the NCAA puts together. As Luke said, it really focuses on retention and eligibility. It makes certain student - athletes are progressing towards their degree. Again, our 991 is our best score in 11 years,

second best in school history. Again, trending in the right direction there. We had 322 academic All-Big Ten honorees, which is a 3.0 or better. 141 student athletes earned their degrees last year. Our average GPA is 3.24, slightly behind IU Indianapolis, but we're clicking at their heels. And we had 19 of our 24 programs earned a cumulative GPA of 3.0 or higher. And we had 95 student athletes that had a 3.7 GPA or higher. And really the key point of that is in context, what does that really mean? So, what this chart shows you is it really looks at where we were 10 years ago in these different categories and where we are today. So as you can see, just with the graduation success rate 10 years ago, we were at 81%. Today we're at 91%. The red is where we are today. The APR, the academic progress rate, we're at 991 now. We were at 987. And these last two just kind of blow me away. Again, academic All Big Ten, 10 years ago, we had 235. We're currently at 322. And then the 3.7 or higher, the Big Ten Distinguished Scholars, we're at 95 now and previously we were at 49. So, again, with all the things going on in college athletics, these are the things that I think I'm most proud of is that we continue to really continue to set the new mark academically. And, again, I give a lot of credit to Marietta, our faculty athletics committee that continues to focus on keeping the main thing the main thing. And we're extremely proud of that.

I'll go through these quickly. I'm really, really proud of the success we've had in competition. Football is kind of the most obvious this past season. It was arguably the greatest season in IU football history. We were 11-1, made the first ever 12-team college football playoff. and Coach Signetti, sixth-time National Coach of the Year. And I said this when I presented to the Bloomington Faculty Council. I hope, even if you're not a huge athletic fan, I hope that in some way the football season puts some wind behind your sail in whatever area that you come from. Because ultimately, our role in athletics is really much bigger than just athletics. It's to bring distinction to university, to create momentum for the university. And by, again, just talking about football and the other success we have, I hope that in your area of the world, of the university, that certainly this has helped you in some way.

Men swimming and diving just won their fourth straight Big Ten title. I tell our head coach, that he coaches the men and women, that I don't take it for granted, but they just continue to perform every year. It's just amazing. Furnished third in the NCAA championships. We won five individual NCAA championships. I was there for the final night. Just amazing, just seeing what our student-athletes accomplished. and we'll have several Olympians off of both the men and women's team. Again, women's swimming and diving finished fourth nationally, their highest finish in their history, two individual national championships. Men's soccer is just like swimming. They just continue to somehow find a way to win. And we don't take it for granted, but they, along with swimming, just win Big Ten championships consistently. Women's basketball again has been one of our biggest consistent performers. So, I am really proud of what our programs have done.

Athletically one of the things that we talk about a lot in our department is important for you to know is really integrating within university. I mentioned earlier we know we're a part of something bigger than ourselves. One of the ways we do that that I'm most proud of is our student university broadcasting area where we partner with the media school with Dr. Gailey and Clavio. This year we will broadcast over 115 of our sporting events that are streamed

through the Big Ten Network that are completely produced by current IU students. Everything from the actual cameramen to the producers to the on-air talent. And that has been one of the hidden gems in our department because there are so many students who get real-life experience that now are getting jobs with ESPN around the country in various roles that are all as a result of this program. I am extremely proud of that. There are other partnerships, certainly around campus, but I thought I would highlight that one. I also think it's important to note that we still, despite the pressure to raise more funds, we still offer all our sports except football and men's basketball are free to our faculty and staff and students. It's something we're really proud of and I know it really helps integrate us with campus

I thought this slide was really important because again I talk about the success in athletics and what does it really mean to the overall university and this just gives you some data. This last year's football success. Our Nebraska game was one of the highest viewed games in the country at 3.2 million people viewed that game. Our Michigan game was 4.4, which obviously eclipsed that. Our men's basketball attendance. Women's basketball had a program record of attendance and then being on ESPN college game day and Fox big noon show in one year in college football is an amazing accomplishment and as I said earlier that's great for athletics that this happened but again it's really about the entire university. What I hope and we hope is that when good things like this happen when we get that great attention that fundraising is up, admissions is up, and again in your areas that you feel that spirit of Indiana has risen as a result of this and the data really proves that.

I'll end it with what I think it's really important for us and that is what does success look like moving forward in this transformative time of college athletics? We continue to make certain that we do everything we can. We have to finish in the black financially. Given the transformative time, it's becoming more and more of a challenge, even though the dollars keep growing, making certain that we can be budget conscious and maximize our revenue and control our expenses, continue to be completely compliant, and continue to build on the academic and athletic successes. We don't want to give one up for the other. It's certainly not a win at all costs at all. We want to continue to see those numbers go up and continue to integrate with the university and find ways that we can partner with the rest of the university to make certain that we can have a great win-win situation. And again, I'll end it with we have to be really proactive to make certain in this new world of college athletics that we can thrive and survive and grow and do all the things to create the success stories that we want without losing sight of what our foundational mission is, and that's what's critical for us.

President Whitten

I just want to add, for the sake of time, we were unable to invite them, but all of our regional campuses also have thriving athletic programs. They're in the NAI conference. and have some teams that have done very well, including one campus that had a female student athlete win the Shotput, National championship for Shotput as well. As her coach was before her, so it's like the legacy. So, I just want to make sure everybody understands our regionals not only have sports, but their chancellors are strategically using athletics as a form of not only recruiting students, but kind of creating a campus culture of activity and participation.

Comment

Scott, Luke, thank you both. When they talk about IU, one of the greatest pictures I saw was when two of our regional teams were off to NAIA National Championships for basketball. They had a snapshot of practicing in the Bloomington facilities, and it was a big thrill for them. They spent it everywhere, so thank you.

I just want to say football was such a great season. I'm super excited about the direction of it. What I'm really curious about with revenue sharing, is how that might impact, and will it potentially impact some of our non-revenue generating sports like field hockey or women's rowing or anything like that because I have a lot of those students take my classes they're wonderful students and I'd love to see those programs continue I'm just curious.

Response

The reality is with the revenue sharing, we're doing everything we can to make certain that we minimize the impact overall to our other programs. You know, broad-based programming is really important in the short term. You know, we've continued to really support our student -athletes at a level that we think they can succeed, and so we'll see where it goes in the future. There's so much uncertainty, but right now we're certainly in a good position and moving into the year and hoping that we can continue to have the success we have across the board.

Comment

So I have a follow-up Scott because you and I had a beautiful conversation about the difference between NIL and revenue share and I wonder and which I have used in class by the way. So I wonder if you could maybe share with the UFC a little bit of what those differences are because you said we saw it on the slide show but then we heard the question and there are some distinct differences and I know you did a beautiful job with me at least providing that context.

Response

I'll go as quickly as I can, because it does get confusing. NIL was really created, that opportunity was granted by the NCAA, so that student athletes were treated just like every other student on campus, meaning that if they have an opportunity to generate some revenue for themselves, whether it's by having a camp, or whether it's by endorsing a product, that they can actually benefit from that. Prior to the NCAA making that legal four years ago, they were prohibited from maximizing that type of opportunity. So that's truly what NIL is. NIL is all outside the athletics department. Revenue share is, if the house settlement is approved which it could be any day now, an opportunity where the athletic departments around the country can share up to 22 percent of their revenue that they generate from ticket sales, from sponsorships and tv revenue and in 22 percent the average of that across the power four conferences is 20.5 million dollars. That can be shared to student athletes in the form of really an internal NIL that you can then through a contract

they're not employees, but you are purchasing their internal NIL rights for them to maybe promote the football program or be on a schedule card. And so that's really what revenue share is versus NIL. NIL will think about it more. They're both about value of a student athlete, but NIL is external, whereas revenue share is internal.

Comment

I do sport marketing management. So, we get a ton of students, and the student athletes are wonderful. They academically shine in the classroom and athletically. I saw some of their names on there and they do great work. One of the things just as a faculty member and talking with a large number of student athletes is that the expectations, especially with the just physical expansion of the Big Ten and the additional travel expectations, the idea of like a West Coast trip that they now have to go on. And some sports are really stretched quite thin, some athletes, and then they're also expected to be in the classroom. And so, I'm just wondering what kind of additional support might be available for some of these student athletes given the, I mean, it's tough to get back at 4 a.m. and then be in my 9 a.m. class. So, what types of things are being added to help them with that?

Response

That's a great question. It's something that I know the president's discussed at length when we ended up adding the West Coast teams in that decision-making process. And in addition, our faculty athletics committee, we talked about that a great deal in terms of what we can do. We were really at an advantage. we've had water polo as a varsity sport for over 20 - plus years, and water polo only continues to play their matches on the West Coast. So, our water polo program probably made between five and six West Coast trips a year for 20 years. As a result of that, our academic staff really were attuned in how do you make certain they can succeed academically while making those trips. So, a lot of it is making certain that the academic advisors understand how to prep them for that, how to make certain they study on the road, and really just preparing them for what's coming. I'm confident that we really had an advantage because of our water polo program. We have not seen any negative results from that regard. It is different. The time lag is different. I think when they do get back from the trip, I think it does take some additional work to make certain they recuperate. Our medical staff is aware of that as well. But again, kudos to our academic staff who's really adjusted well to prepare them for those trips and what to expect. And again, if it weren't for our water polo program, I don't think we would be as far ahead as we are in that regard.

Comment

I teach usually every semester about 15, 20 student athletes in my courses. And in the last two semesters at the end of the course, they have to present a Capstone project. And one of the projects they presented this year and last year, but in a different way, was an app. They were concerned about how to manage the money they get as student athletes. So, they proposed an app to get financial advice to them and to their parents to manage their money because they feel that that is something that right now is out of their hands. They cannot

manage it and they think they are not doing this financial management right. So, I'm just commenting in case you have the opportunity to address that, I mean, with the whole university support.

Response

One thing we do is we partner with KeyBank for all of our athletes to get financial literacy training. We have a lot of classes like Scott's does, but Key comes in and last year they spent on average two and a half hours with each of our teams. In fact, the first meeting we had, I was nervous something had gone seriously wrong because it was scheduled for an hour and ended up going about three and a half. So, our student athletes had a lot of questions. And it's a complicated issue with NIL, but also with your scholarship dollars, especially on the IU Indy campus when you're living off campus and getting that money. So, it's something we take serious among our student athletes to make sure they're getting the right training.

Follow up

Could you tell me again the name to give this information to give to my students about how to manage their finances?

So our student athletes use KeyBank here on campus, if you have any student athletes happy to chat with them too about showing them some additional support. Okay, thank you.

President Whitten

I would just add to that that it's actually a priority for us to offer financial literacy for all of our students, particularly undergrad students, and we have robust programs, particularly in Bloomington. It has been a value for many years, and really in the last couple of years, we've really ramped up financial literacy for all of our students.

V.P. Shrivastav

The financial literacy program is now being offered IU-wide. Julie Payne Kirchmeier is organizing and helping elevate that. If you just send her an email, she can send you more information.

Scott Dolson

I might just add, one of the great partnerships we have on campus is with the Maurer School of Law regarding some tax advice that our student -athletes get because a lot of them have never made money before and understand they have to file taxes, and that's been a great partnership. But honestly, the financial literacy program, as President Witten said, is extremely important, and we continue to build that up as well.

Comment

I want to thank you both for all the work that you did and share that I was at a conference earlier this spring for higher education and student affairs and not once but twice did the keynote speakers indicate who work outside of higher education but hire our student graduates that their favorite student graduates to hire are student athletes because of their ability to work as a team, that they can multitask, a lot of skill bases that you both have talked about in the programs that are offered on campus and I know are also offered on our regionals as well. But I just want to elevate that too, that people notice outside of the institution the tremendous work that happens and that the students themselves are not only achieving academically, but they're developing the skills and competencies that folks are looking for outside in the industries that they're getting to be employed in, and it is being recognized.

Scott Dolson

I should recognize Cooper Tinsley, who sits on our Faculty Athletics Committee, and has been a great partner from the student body perspective. We've got some exciting things happening that Cooper has really spearheaded on the student side that I feel like our partnership with the student body has maybe never been better.

President Whitten

I would also like to urge everyone, whether you like athletics or not, please show up for our kids. Please show up for their events. It means more to them than you can imagine having you supporting them by sitting in the stands. Our student athletes are great students, and they participate actively academically, but the commitment that they make to their sport is really phenomenal and I think worth encouragement and acknowledgement as well.

15. Motion to adjourn carried.